

2021

# NSSE Academic Advising Results: Listening, Respecting and Caring

FEBRUARY 2021

OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, AND PLANNING



**Lincoln University**  
LEARN. LIBERATE. LEAD.

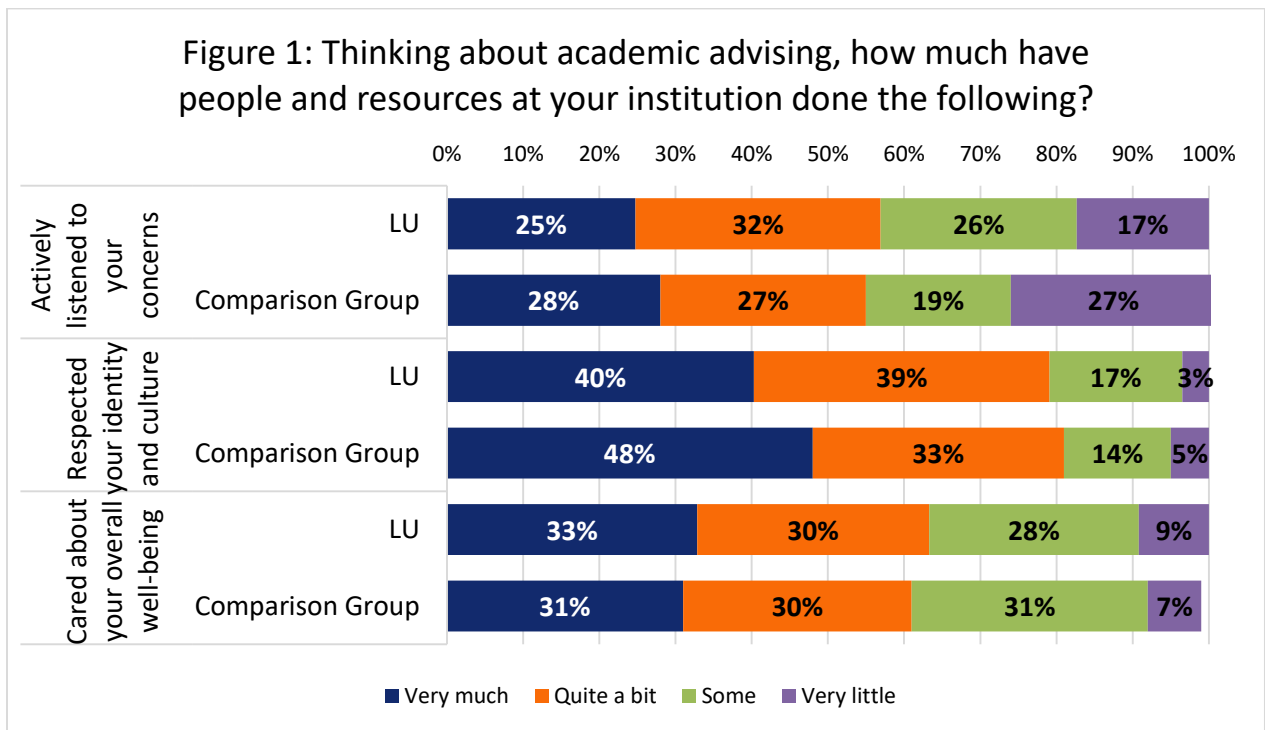
## NSSE 2020 Academic Advising: Listening, Respecting and Caring

NSSE survey items contain questions pertaining to the quality of interactions and type of support received from academic advisors. The “Listening, Respecting and Caring (LRC)” scale (Figure 1) is the score of three questions pertaining to the type of support received from academic advisors (scored as: 1=“very little”; 2=“some”; 3=“quite a bit”; and 4=“very much”). Lincoln University students’ LRC scale scores are presented in comparison with students from selected comparison institutions categorized as: “Carnegie: Master’s Medium”; “Mid-East”; and “HBCU.”

Overall, students’ intent to return to college, quality of interactions with academic advisors and satisfaction with the overall college experience are positively related to advisors’ demonstrations of “listening, respecting and caring.” See [Appendix A](#) for specific questions and response choices depicted in Figures.

### Advising LRC Scale Items

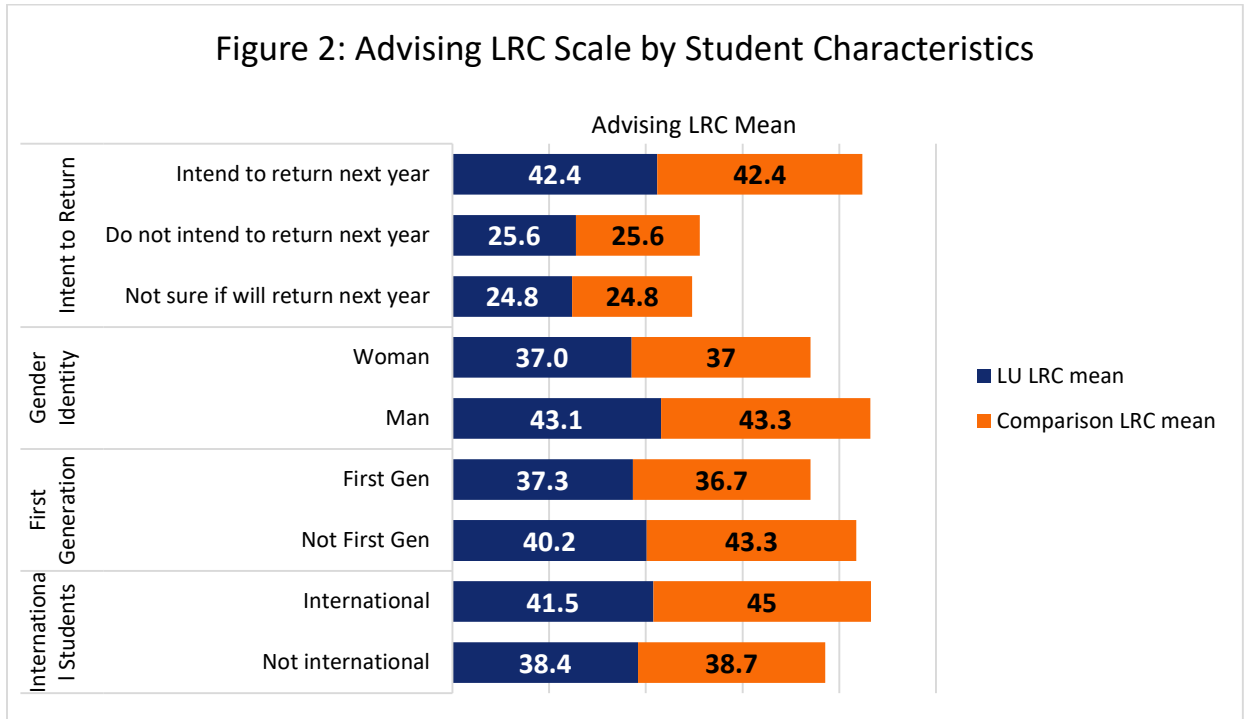
- Overall, Lincoln University students’ scores are similar to the comparison group.
- Most Lincoln University students rated their academic advisors are demonstrating listening, respecting and caring “very much” or “quite a bit” (Figure 1).



### Advising LRC Scale: Student Characteristics

Lower “Advising LRC Mean Scores” indicate that a student was less likely to report that their academic advisors “listened to their concerns,” “respected their identity and culture,” or “cared about their overall well-being.”

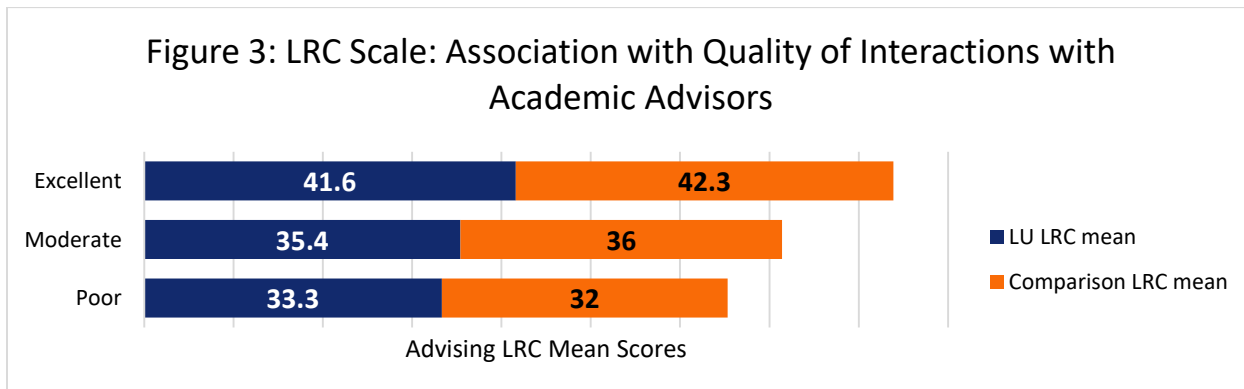
- Students who indicate that they “do not intend to return next year” or are “not sure if they will return next year” have the lowest LRC mean scores (Figure 2).



### Advising LRC scale: Association with Quality of Interactions with Advisors

Students were asked to indicate the quality of their interactions with academic advisors, using a scale ranging from 1 (poor) to 7 (excellent). Students ratings on this scale were cross tabulated with their LRC mean scores to determine how their reported interactions with academic advisors were related to their ratings of advisors’ demonstrations of listening, respecting and caring.

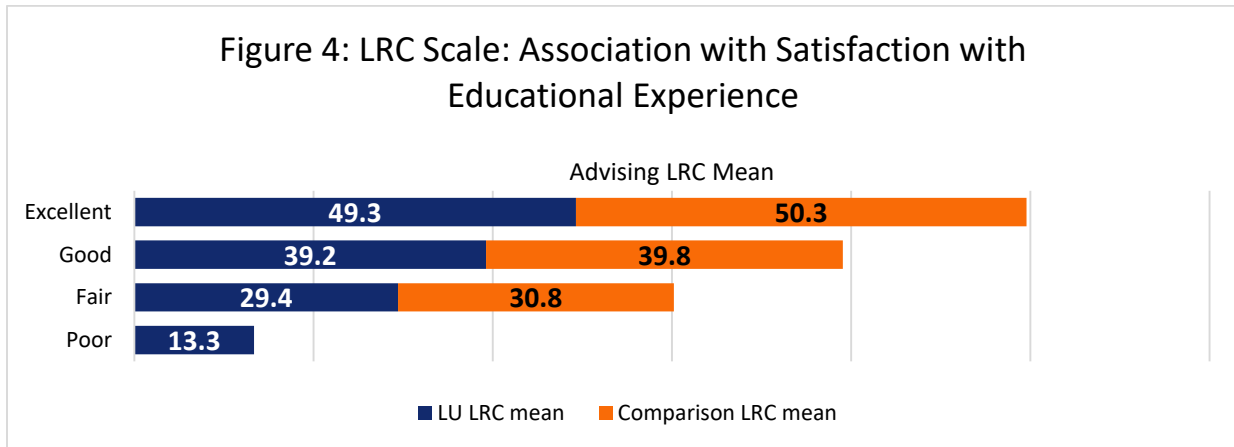
- Students who report more positively on the quality of their interactions (e.g. “excellent”) also have higher LRC mean scores (Figure 3).



## Advising LRC scale: Association with Satisfaction with Educational Experience

Students were asked to evaluate their entire educational experience at Lincoln University (scored as: 1="poor"; 2="fair"; 3="good"; and 4="excellent"). A cross-tabulation of these ratings with the LRC mean score was used to determine the relationship between "listening, respecting and caring" and overall satisfaction with their educational experience.

- Students who are more satisfied with their educational experience have higher LRC mean scores (Figure 4).



\*Note: There were too few "poor" ratings among the comparison institutions to report an LRC mean score.

\*\*For more information on Academic Advising and its impact on student college experience, see: <https://nsse.indiana.edu/research/annual-results/advising/index.html>

## Appendix A

### Question depicted in [Figure 1](#):

Thinking about academic advising, how much have people and resources at your institution done the following? Very little; Some; Quite a bit; Very much; Not applicable

- Actively listened to your concerns
- Respected your identity and culture
- Cared about your overall well-being

### Questions depicted in [Figure 2](#):

Do you intend to return to this institution next year? (Note: Only non-seniors receive this question)

- Yes
- No
- Not sure

What is your gender identity?

- Man
- Woman
- Another gender identity, please specify
- I prefer not to respond

Are you an international student?

- Yes
- No

What is the highest level of education completed by either of your parents (or those who raised you)?

- Did not finish high school
- High school diploma or G.E.D.
- Attended college but did not complete degree
- Associate's degree (A.A., A.S., etc.)
- Bachelor's degree (B.A., B.S., etc.)
- Master's degree (M.A., M.S., etc.)
- Doctoral or professional degree (Ph.D., J.D., M.D., etc.)

### Question depicted in [Figure 3](#):

Indicate the quality of your interactions with the following people at your institution: Academic Advisors

- Poor=1 to Excellent=7

Question depicted in [Figure 4](#):

How would you evaluate your entire educational experience at this institution?

- Excellent
- Good
- Fair
- Poor