

RESEARCH BRIEF

**Survey of Entering Student Engagement (SENSE) 2017:
Special Focus Module – Academic Advising and Planning**

The Survey of Entering Student Engagement (SENSE) is an annual nation-wide survey conducted by the Center for Community College Student Engagement (CCSSE) in Austin, Texas. The goal of the survey is to explore institutional practices and new students' experiences in the earliest weeks of college. The information collected helps colleges better understand students' early college experiences, assist in identifying early obstacles to student progress, and improve college practices in ways that can increase student success in the first year of college.

In addition to the main survey, survey participants received a special focus module, which included 12 additional survey items related to **academic advising and planning**. This Brief presents results from the academic advising and planning module.

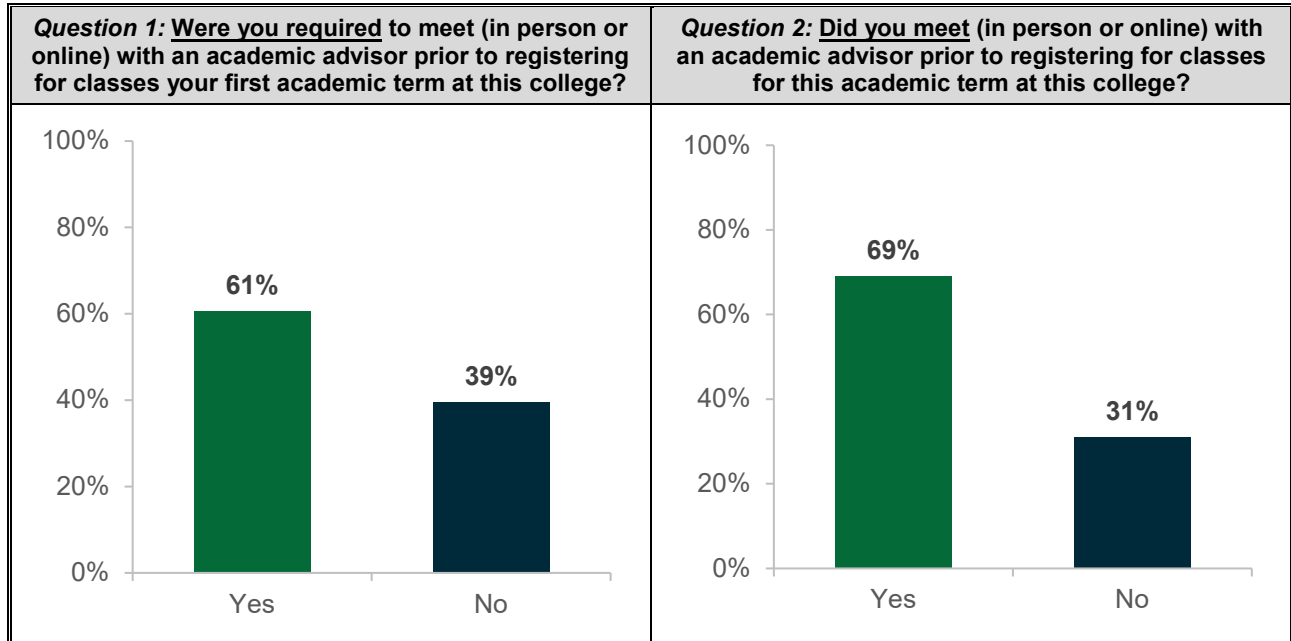
Key Findings

- Nearly 70 percent of surveyed students at NOVA said they met with an advisor prior to registering for their first semester of classes, and nearly half (47 percent) met during a one-on-one session.
- A high percentage of students strongly agreed or agreed that their advisor provided information about academic support services (75 percent) and discussed their career interests with them (61 percent).
- However, only one-in-three students strongly agreed or agreed that their advisor discussed with them regional employment opportunities.
- Students also indicated a low rate of follow-up for additional advising appointments: 78 percent said their advisor did not discuss their next advising appointment with them, and 71 percent said they did not receive a recommendation from faculty to meet with an advisor during the semester.

Summary of Results

Over 60 percent of NOVA students believed they were required to meet (in person or online) with an academic advisor prior to registering for classes in Fall 2017. Additionally, more than two-thirds (69 percent) of students reported they met with an academic advisor prior to registering for classes. (Figure 1)

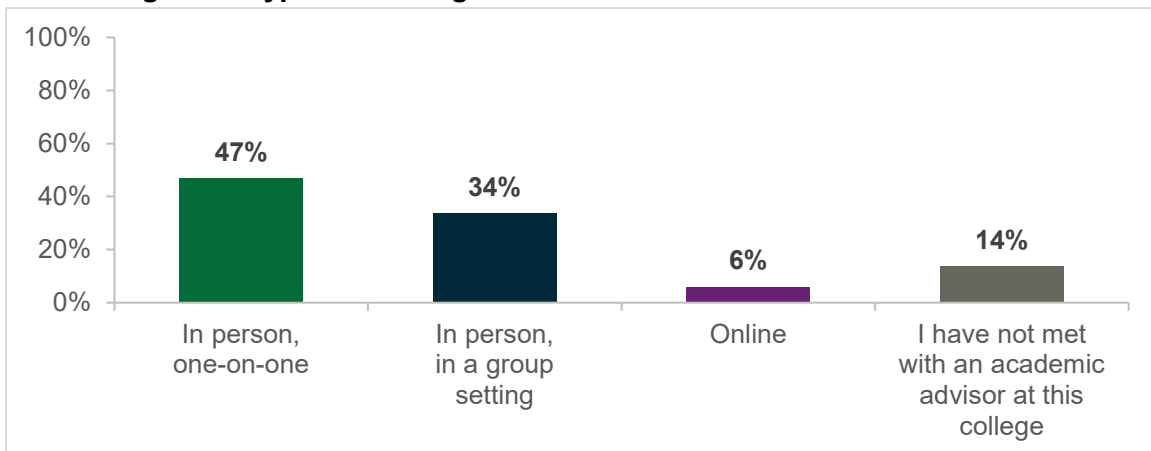
Figure 1. Meeting with an Academic Advisor Prior to Registration: SENSE Fall 2017



Question 3: The first time I met with an academic advisor at this college was...

Nearly half (47 percent) of respondents indicated they met with an academic advisor during a one-on-one, in person session. An additional one-third (34 percent) indicated they met with an academic advisor during a group session. Notably, 14 percent of respondents indicated they had not met with an academic advisor at all at NOVA. (Figure 2)

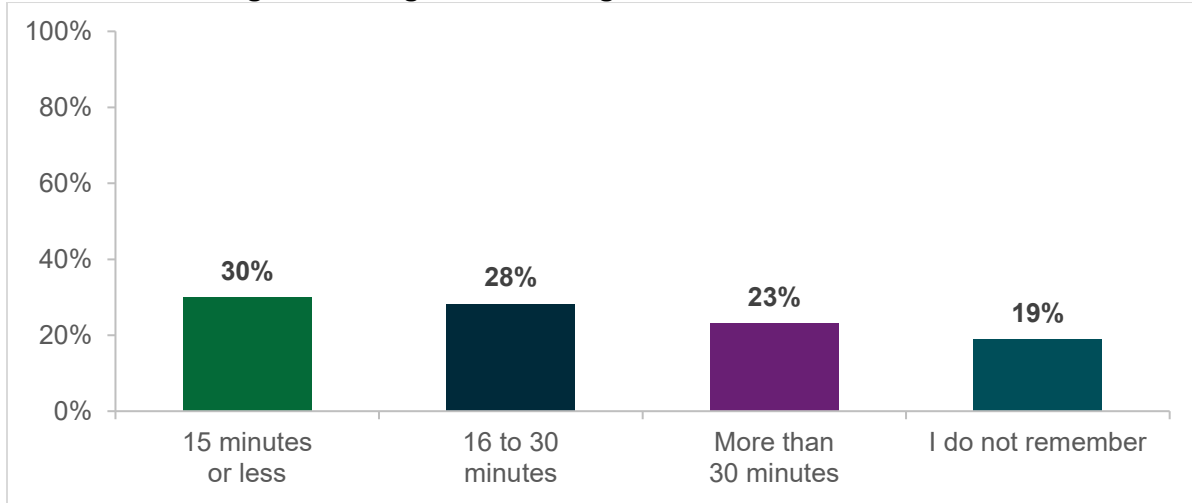
Figure 2. Type of Meeting with Academic Advisor: SENSE Fall 2017



Question 4: How long did your first academic advising session at this college last?

Of students who met with an academic advisor, over half (58 percent) indicated they met with an advisor for 30 minutes or less. An additional 23 percent of respondents indicated they met with an advisor for more than 30 minutes, and 19 percent did not remember. (Figure 3)

Figure 3. Length of Advising Session: SENSE Fall 2017

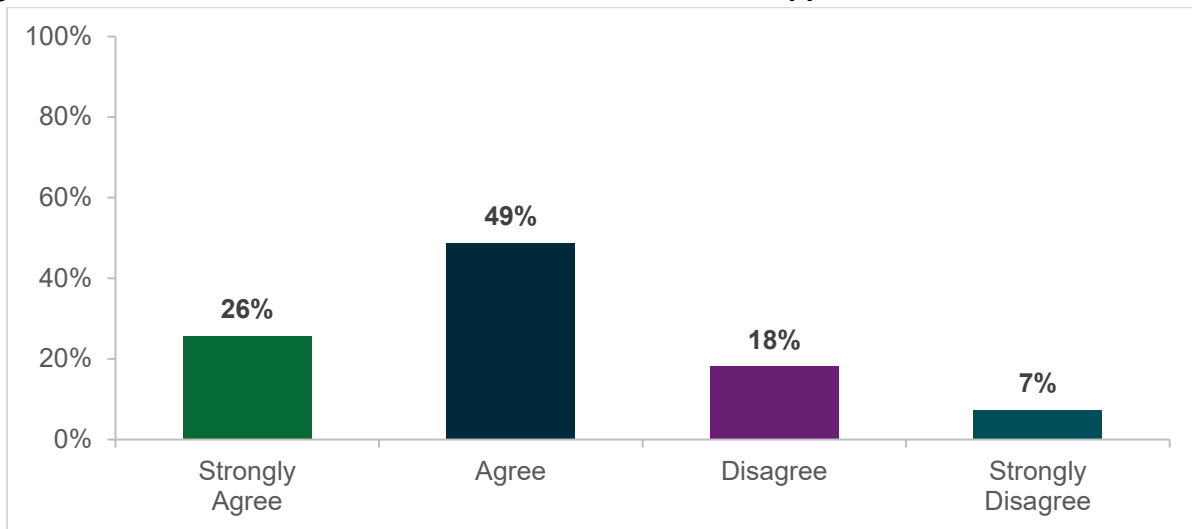


Note: Percentage calculations exclude students who did not meet with an advisor (13 percent of respondents to the question).

Question 5: At this college, an academic advisor has provided me with information about academic support services (tutoring services, writing center, math skill lab, etc.).

Of students who met with an academic advisor, three-fourths (75 percent) either strongly agreed or agreed that their advisor provided them with information about academic support services, such as tutoring services, writing center services, or math skill labs. However, one-in-four students indicated they did not receive this information from their advisor. (Figure 4)

Figure 4. Advisor Provided Information about Academic Support Services: SENSE Fall 2017

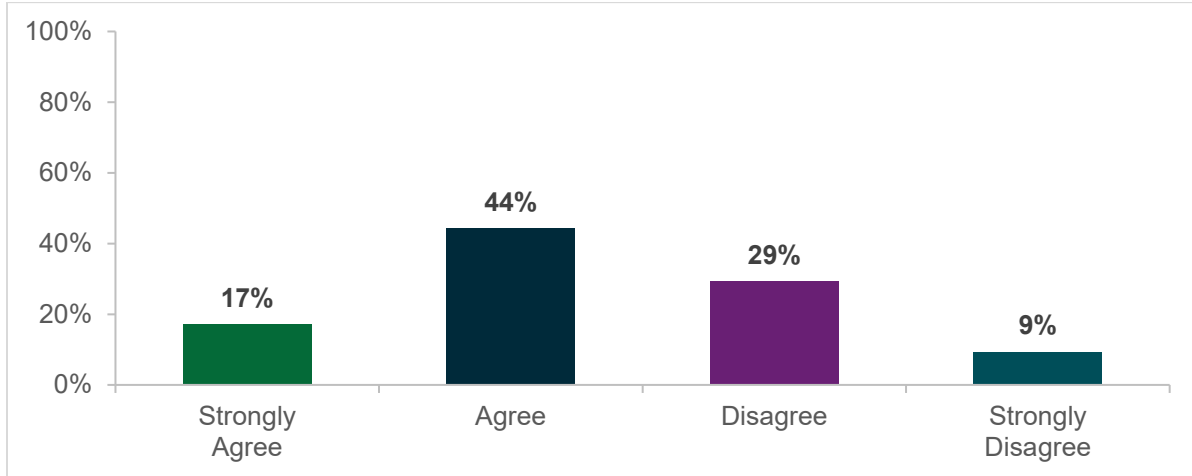


Note: Percentage calculations exclude students who did not meet with an advisor (14 percent of respondents to the question).

Question 6: At this college, an academic advisor has discussed my career interests with me.

Of students who met with an academic advisor, 61 percent either strongly agreed or agreed that their advisor discussed their career interests with them. However, over one-third of students indicated their advisor did not discuss their career interests. (Figure 5)

Figure 5. Advisor Discussed Career Interests with Student: SENSE Fall 2017

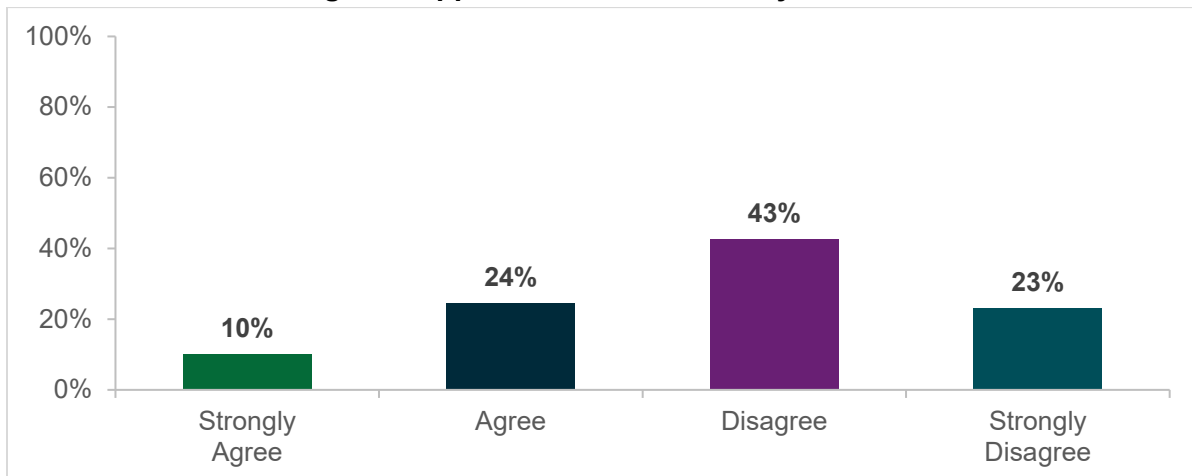


Note: Percentage calculations exclude students who did not meet with an advisor (16 percent of respondents to the question).

Question 7: At this college, an academic advisor has discussed with me regional opportunities based on my career interests.

Of students who met with an academic advisor, only one-third (34 percent) either strongly agreed or agreed that their advisor discussed regional employment opportunities with them. This means that over half of students (66 percent) indicated they did not discuss regional employment opportunities with an academic advisor at NOVA. (Figure 6)

Figure 6. At this college, an academic advisor has discussed with me regional opportunities based on my career interests.

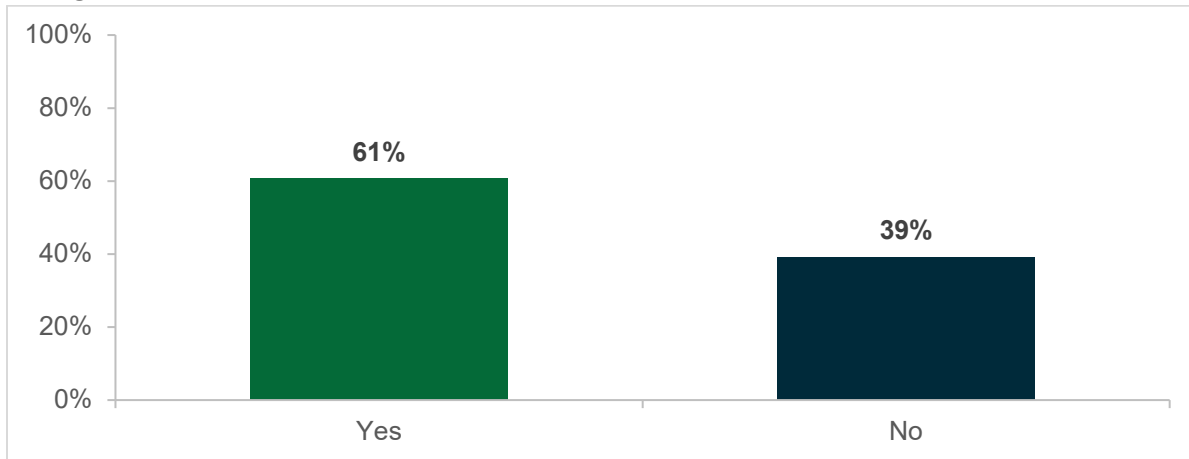


Note: Percentage calculations exclude students who did not meet with an advisor (22 percent of respondents to the survey).

Question 8: If you were told you needed to take a developmental education class at this college, did an academic advisor clearly explain why?

Of respondents who were placed into developmental courses, nearly two-thirds (61 percent) indicated their academic advisor explained why they needed to take a developmental education class. However, nearly 40 percent of students did not receive an explanation from an advisor regarding why they needed to take a developmental education class. (Figure 7)

Figure 7. Advisor Explained Developmental Course Placement: SENSE Fall 2017

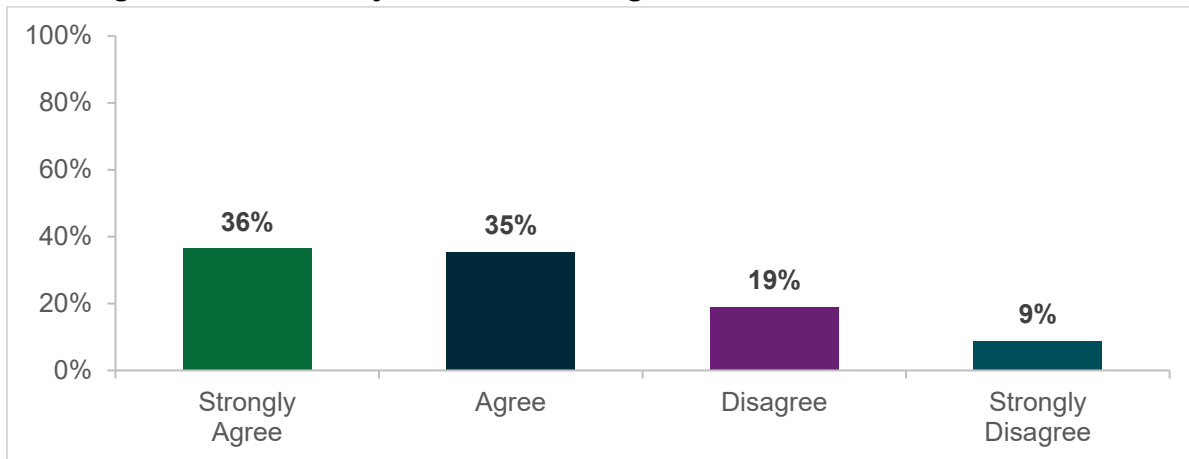


Note: Percentage calculations exclude students who did not meet with an advisor (7 percent of respondents to the question) and students who were not told they needed to take a developmental education class (42 percent of respondents to the question).

Question 9: Prior to meeting (in person or online) with an academic advisor at this college, I knew what I wanted my major to be.

Of students who met with an academic advisor, about 71 percent indicated they knew what they wanted their major to be prior to meeting with an academic advisor. However, 28 percent of surveyed students met with an advisor with no plans for their intended major. (Figure 8)

Figure 8. Plan for Major Prior to Meeting with an Advisor: SENSE Fall 2017

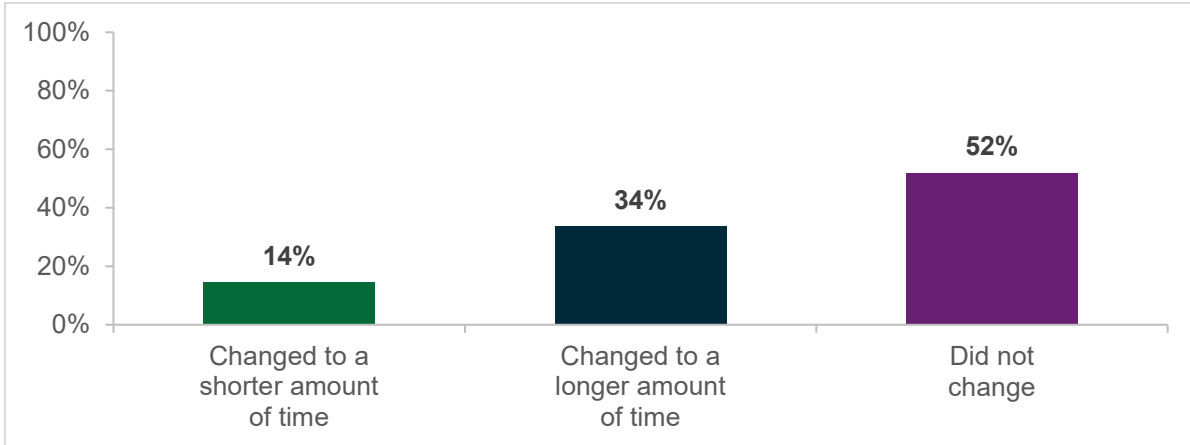


Note: Percentage calculations exclude students who did not meet with an advisor (12 percent of respondents to the question).

Question 10: After first meeting (in person or online) with an academic advisor at this college, my understanding of how long it would take to complete my academic goals...

Of students who met with an academic advisor, about half (52 percent) said their first meeting with an advisor did not change their understanding of how long it would take to complete their academic goals. However, one-in-three students said their understanding of how long it would take to complete their academic goals changed to a *longer* amount of time after first meeting with an advisor (Figure 9)

Figure 9. Understanding of Length of Time to Completion: SENSE Fall 2017

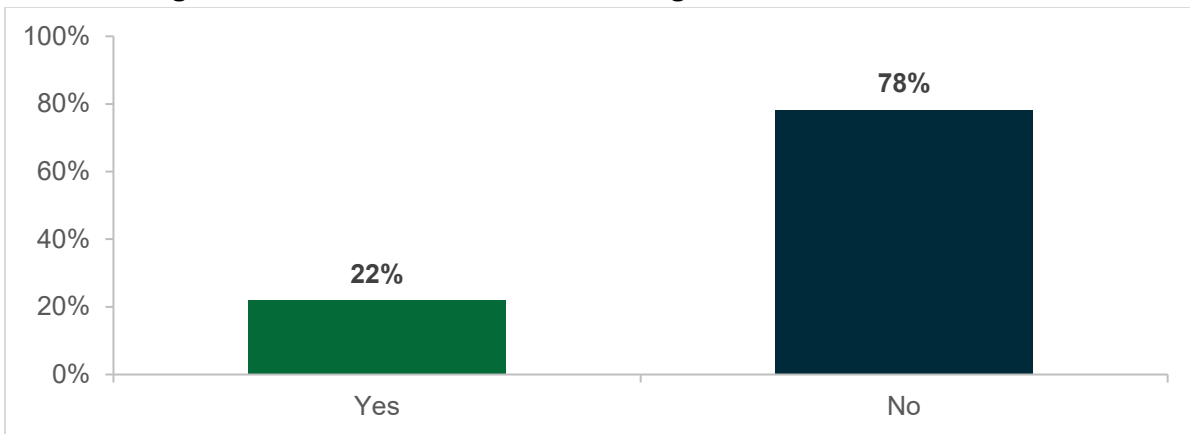


Note: Percentage calculations exclude students who did not meet with an advisor (15 percent of respondents to the question) or students who said they did not remember (21 percent of respondents to the question).

Question 11: During your first meeting (in person or online) with an academic advisor at this college, he or she discussed when your next advising session should be.

Of students who met with an academic advisor, a large majority (78 percent) indicated the advisor they met with did not discuss with them when their next advising session should be. (Figure 10)

Figure 10. Discussion of Next Advising Session: SENSE Fall 2017



Note: Percentage calculations exclude students who did not meet with an advisor (17 percent of respondents to the question).

Question 12: Have any of your instructors recommended that you meet (in person or online) with an academic advisor?

A majority of surveyed students at NOVA (71 percent) said they did not receive a recommendation from an instructor during their first fall semester to meet with an academic advisor. (Figure 11)

Figure 11. Recommendation from Instructor to Meet with Advisor: SENSE Fall 2017

