



# RESEARCH BRIEFS

Mapping High-Impact Practices to Advising

## Examining Evidence for HIP Quality Dimensions and Academic Advising

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### Background

High-impact practices (HIPs) are educational experiences that research has shown deepen learning and increase rates of student retention, student engagement, and persistence to graduation for all students across diverse backgrounds (Kuh, 2008). The 11 named HIPs have a devoted following that owes to their positive association with student learning and success, strong interest from faculty, and employer endorsement. In the 15 years since they were labeled HIPs, these practices have come to signify a high-quality undergraduate education.

A significant advancement in the study of HIPs came when scholars and practitioners clarified the key components that made these initiatives effective. Kuh and O'Donnell (2013) built upon earlier work to identify eight conditions common across HIPs that make these educational interventions work so well. As such, an experience labeled a "high-impact" practice must:

- set appropriately high expectations for performance
- require a significant investment of time and effort
- facilitate substantive interactions with faculty and peers
- expose students to diverse perspectives and people
- offer frequent, timely, and constructive feedback
- structure opportunities for reflection and integrative learning

- remain relevant and have real-world application
- require students to demonstrate competence (Keup & Young, 2018; Kuh, 2008)

The eight features of HIPs are necessary to ensure these valued practices live up to their name and contribute to the desired outcomes (McNair & Albertine, 2012). Examining evidence of the qualities in experiences identified as high-impact affords opportunities for assessment to inform HIP design and improvement. It also represents an approach to determine whether other undergraduate experiences—beyond the named 11—are imbued with the same essential elements and can also meet the expectations for high impact.

As an experience critical to students' transition into and navigation through the curriculum and on to major and career pathways, and as one of the most prominent campus interventions to promote student success in the first and second year, academic advising has the potential to be named a high-impact practice (Young, 2019; Young et al., 2015). In this research brief, we explore the eight HIP qualities in academic advising by mapping them to advising survey items. We then examine fundamental evidence for the eight qualities in academic advising.

## Research Questions

Evidence for the eight HIP qualities in academic advising can be drawn from a variety of sources, including: advising literature, professional standards of advising organizations, descriptions of advising practice at colleges and universities, and data collected about advising from advisors and students. Analyzing existing advising research and national data collected from advisors by the National Resource Center for The First-Year Experience and Students in Transition, Keup & Young (2021) found evidence for the eight tenets of HIPs to make the case for academic advising's position as an emergent HIP.

In this brief, we extend Keup & Young's presentation of HIP quality evidence for academic advising by considering student-level data from the National Survey of Student Engagement (NSSE). Students at hundreds of colleges and universities annually report on their experience with advising in items in the core survey and in NSSE's Academic Advising Topical Module. These advising items ask about students' experiences, including frequency of interaction with advisors and advising practices that reflect NACADA: The Global Community for Academic Advising Core Values (NACADA, 2005) and Core Competencies (NACADA, 2017). **The primary focus of this research brief is to use NSSE data to examine evidence of how academic advising practices and students' experiences with advising reflect the eight HIP qualities.**

## Methods

Data collected from more than 72,000 first-year students and 87,000 seniors who responded to NSSE 2020 and 2022 and to NSSE's Academic Advising Topical Module at 320 four-year colleges and universities provides evidence of students' exposure to the eight elements of HIP quality in the context of academic advising. Given widespread disruption in the college experience, including advising practice, during the COVID-19 pandemic, we excluded NSSE data collected in 2021 from this research brief.

The colleges and universities that administer NSSE and the Academic Advising Topical Module are not random. Rather, these institutions are interested in collecting data about students' undergraduate experience and are likely invested in exploring the quality of advising practice. It is equally possible that these institutions are either seeking evidence to demonstrate the excellence of their advising or gauging where improvement is needed. In either case, these institutions are interested in assessing advising practice.

The range and type of the 320 institutions is mostly representative of higher education types, about half are public, and the proportion of doctoral, master's and bachelor's-granting are approximate with the percentages in the portrait of U.S. Carnegie Classification institutions, with bachelor's institutions overrepresented slightly. The diversity of

U.S. institutions is further represented in the sample's inclusion of about 20 Historically Black Colleges and Universities (HBCUs) and 56 Hispanic Serving Institutions (HSIs).

There is correspondence between NSSE items that ask students about their behaviors in relation to advising practice, their advising experiences, their perceptions of the quality of interaction with their advisors, and the HIP quality features (see Appendix A). We use the quantitative data to provide an estimate of the extent to which the eight tenets of HIP quality are reflected in advising practice.

## Findings

Students' experiences of advising broadly reflect the eight qualities of high-impact practices. This section summarizes the descriptive results for each quality and what this suggests for advising practice.

### Appropriately High Expectations for Performance

High expectations are an important attribute of all educational experiences, including advising. In advising, they are reflected in the frequency of interaction between students and advisors. They also show up in the breadth and depth of topics discussed in advising interactions, including more purposeful conversations about students' educational goals and career interests, college transition, academic performance, and involvements.

NSSE advising results demonstrate that students are experiencing consistent and reasonable levels of exposure to advising practices that reflect high expectations for performance. Only a small proportion of students—less than 10%—had never discussed their academic interests, course selections, or academic performance with an academic advisor, faculty or staff member assigned to them or available to advise any student. Notably, 80% of students specifically discussed their career plans at least "sometimes" with a faculty member. Having purposeful interactions about academic interests and performance with people serving in advising roles at least sometimes seems like a reasonable minimum threshold. NSSE data indicate that only a trivial proportion never had these types of interactions with anyone in an advising role during the academic year. In general, students appear to be experiencing appropriate expectations for performance in the academic advising relationship.

### Significant Investment of Time and Effort

As with high expectations for performance, academic advising experiences should require an investment of time and effort, including regular or at least periodic attention to advising interactions and the discussion of relevant educational topics between student and advisor. This interaction should involve cyclical meetings, multiple steps, and sustained engagement.

NSSE data indicate students are dedicating time to advising interactions. About 50% of first-year students met with an academic advisor 3 or 4 times in the school year, and just slightly less (45%) of seniors interacted at this same frequency. In addition, our results demonstrate that students are discussing advising issues with a wide range of (a) educators serving as assigned advisors, and (b) others, including faculty not assigned as advisors and staff in related student services roles. These additional advising conversations happen for about half of all students more than once throughout the year. These results suggest periodic advising interactions are occurring at significant levels for most students.

## Substantive Interactions

The relational aspect of advising that is facilitated by rapport-building and substantive interaction is considered foundational to an effective advising experience. Substantive interaction in advising, which includes discussing, deciding, and processing between the student and advisor, is a desired and meaningful form of advising, in contrast with transactional advising interactions. This contrast between instrumental or transactional advising and substantive or transformative advising is also connected to debates about requiring and counting advising meetings as a measure of satisfactory advising, and assessments that seek to capture the quality and substance of the advising experience. Meaningful interaction is also highlighted in the culturally engaging advising framework as an important humanizing dimension of advising (Museus, 2021). Thus, evidence of substantive interactions in advising is a significant dimension to review.

NSSE's core survey item that invites students to gauge the quality of their interaction with academic advisors provides an overall measure of substantive interaction. Just over half of first-year students and nearly half of seniors rated the quality of their interaction with advisors as "excellent" (a 6 or 7 on a 7-point scale). The overall range across all institutions is from 43% to 68%. This 25-percentage point span demonstrates that interaction with advisors varies among institutions and, importantly, is more highly rated at some.

Two foundational measures of interaction, knowing how to contact an advisor and perception of advisor availability, are minimal indicators of capacity for substantive interaction. Awareness about whom to contact for advising is high, with 70% of first-year students and 86% of seniors certain about how to contact an advisor at their institution. Students view the perception of advisor availability positively, with only 6% and 9% of first-year students and seniors, respectively, indicating the lowest "very little" perception of availability.

Importantly, the perception of listening is a key dimension of high-quality advising and indicates substantive interactions with an advisor. The extent that students felt advisors actively listened to their concerns is reasonably high, with about 60% indicating "quite a bit" or "very much," and only 11% of first-year students and 14% of seniors indicating the lowest ("very little") perception of listening. The combination of knowing

how to contact, perception of availability, and active listening speak well of the student-advisor relationship and the potential for substantive interaction.

An indicator of actual substance of interactions is reflected in items that ask students to indicate the extent that advisors suggested resources for well-being (e.g., health, counseling, financial guidance). This level of quality activities is happening for most students, with 73% of first-year students and 60% of seniors indicating this happens at least "sometimes."

Substantive interactions with peers are an important aspect of high-quality learning. Peers performing in advising or mentoring roles could extend this importance to advising. However, contact with peer advisors or mentors is not typical. About 50% of first-year students and more than two-thirds of seniors indicate no contact with peer advisors to discuss their academic interests, course selections, or academic performance. Peer advising discussions are infrequent. Interestingly, given the high proportion of students who report that they look to friends for academic advice, advising practice might be well-served to determine how to elevate trained peers in academic advising.

## Diverse Perspectives and People

Advising should be an experience in which all students feel included and valued, are treated equitably, and are afforded space to consider diverse perspectives and ideas. Even more, culturally engaging advising (Museus, 2021) acknowledges the challenges that marginalized students face and incorporates this information into efforts to serve them, including taking time to get to know students, providing holistic and proactive support, and connecting students to culturally relevant learning opportunities. Academic advisors are key institutional agents in constructing and sustaining culturally relevant environments and responsive support.

Students' sense of advisors' respect for their identity and culture is a key measure of high-quality advising and indicates inclusion and diversity. It is viewed positively by students, with 62% of first-year students and 58% of seniors indicating "quite a bit" or "very much." Another indicator of quality advising is students' sense of advisors' care for their overall well-being. This characteristic is viewed slightly more positively, with 69% of first-year students and 64% of seniors indicating "quite a bit" or "very much." Variation by student identities is salient to examine in this measure, and our analyses generally show some difference among racial-ethnic identities, with Hispanic/Latina/o/x students reporting the highest levels of respect and care in their academic advising experiences.

## Frequent, Timely, and Constructive Feedback

From an advising standpoint, constructive interactions include the exchange of information and relevant institutional policies. Feedback from an advisor that is timely and constructive is foundational to effective advising practice.

Even more, proactive outreach is a significant indicator of high-impact advising.

Five NSSE advising items are aligned with the tenet of timely, frequent feedback. A fundamental expectation for advising practice is the provision of timely and accurate information. Most students, including 70% of first-year students and 64% of seniors, indicated experiencing prompt and accurate information from their advisors. Similarly, the provision of information about learning support is reported by 71% of first-year students and 59% of seniors.

Additional outreach, including notifying students about important deadlines, reaching out about academic progress, and follow-up on recommendations are practices that exemplify more proactive and high-impact advising. Although notification of deadlines seems to be more common (67% and 62% first-year students and seniors indicate a substantial level), students are much less likely to experience reaching out and following up by advisors. Only about 40-45% of first-year students and seniors experience this type of outreach.

## Opportunities for Reflection and Integrative Learning

Opportunities to reflect on experiences and connect ideas to prior learning are emblematic of deep learning. Advising can help facilitate this goal through structured prompts that encourage conversation about courses and co-curricular experiences. Further, advising interactions can help connect these decisions about coursework, majors, and out-of-classroom experiences to students' current and future academic plans.

To engage students in reflection and integration experiences, advisors must have some sense of students' educational backgrounds and goals. Yet about 40% of first-year students and seniors indicated that advisors infrequently ("very little") asked about their educational background and needs. Frequency of discussions about foundational academic issues, including students' goals and future plans, and how major relates to future goals, happens more reliably, with about 80% of students indicating this has happened at least sometimes. Students' ratings of the help that advising provides in the development of academic goals and future plans also indicate reflection and integration. In this case, about 50% of first-year students and seniors rate this element of advising as "substantial" (i.e., very much or quite a bit). However, this type of reflection is happening at lower levels between students and success or academic coaches (32% of first-year students and 26% of seniors).

## Relevant and Real-World Application

Similar to opportunities for reflection and integration, deep learning is also fostered by strengthening the connections between what students are learning and real-world applications. High-quality advising is characterized by discussions about the relationship between (a) major

and future plans and (b) considerations about enriching experiential opportunities so students can apply what they know in different settings. Advising should also help explicate the connections between students' involvement and outcomes associated with co-curricular activities, courses, and career interests.

Advising experiences that include opportunities to connect undergraduate education and experiences to real-world applications feature discussion about major and future plans, special experiential opportunities, and co-curricular involvement and leadership. Students indicate discussions about the relationship between major and future plans occurs relatively frequently—about 50% for first-year students and seniors. However, discussions about other applied experiences and involvement occur less frequently and are reported by only about 1 in 3 students.

## Demonstrate Competence

The quality of demonstrating competence and sharing learning is represented in advising by students' ability to use gained knowledge and skills obtained from advising and by their capacity to effectively search for internships, register for classes, and complete other tasks on their own. This quality dimension is not represented in the NSSE advising items.

## Conclusions and Implications

Good advising plays an important role in ensuring students are introduced and connected to beneficial learning experiences, that they get the most out of these opportunities, and that they are prepared for their future. To ensure advising fulfills this promise, it must reasonably deliver on the eight qualities of high-impact practices. Considering advising as a HIP is vital toward strengthening the positive influence of advising and increasing professionalism and pride in this often-underappreciated part of the college experience.

Overall, evidence from students about the high-quality tenets in academic advising is robust. Positive evidence is strongest in the dimensions typically heralded as the core features of advising, including: **high expectations for performance, significant investment of time and effort, substantive interactions, timely and constructive feedback, and relevant and real-world application.** There is less evidence of high-impact tenets in **diverse perspectives and people** and **opportunities for reflection and integrative learning**, and no evidence for **demonstrating competence.**

These data provide additional evidence to support the claims made by Keup and Young (2021) regarding the strengths and opportunities for advising as a HIP. In this closing section, we highlight what these data reveal about opportunities to enhance advising practice.

**Appropriately high expectations for performance.** NSSE advising results provide consistent evidence that advising interactions involve high-performance expectations for a majority of students, including academic planning and



discussing academic and career interests. These results suggest that overall, advising practice is of high quality. Institutions should monitor their advising performance by this standard and address any gaps. Shortcomings in high expectations could be addressed by ensuring more advisors are facilitating developmental conversations across a range of advising topics. Institutions could also set expectations in the advising context and hold students accountable for them by using advising syllabi or other tools to ensure students are prepared for advising interactions and are empowered in their advising education.

**Significant investment of time and effort.** Academic advising demands students' time and effort in ways that exemplify high-impact practices. In addition to spending time, NSSE results demonstrate that advising conversations are occurring between students and a wide range of educators. Enhancing advising practice could mean expanding institutional and students' conceptions and appreciation for all who serve in advising roles on campus. Appreciating and supporting faculty, student affairs professionals, student support units, and career services staff who also serve advising roles is important to recognize the time the people in these positions dedicate to advising students.

**Substantive interactions.** Students' assessment of their quality of interaction with advisors offers a baseline expectation for advising. Fundamental practices of awareness and availability of advisors are also solid. Although positive interactions, availability, and awareness are foundational to having substantive interactions, measuring the extent that advisors listened and suggested resources for well-being, including health, counseling, and other topics is more indicative of substance. Given current concerns about assuring equity of opportunity and success for all, these dimensions of advising are particularly important to monitor and address.

In addition, although peers performing in advising or mentoring roles could facilitate substantive peer interaction, contact with peer advisors or mentors is not currently typical. As Keup & Young (2021) point out, advising can be a platform for meaningful interaction with peers. Formal peer advising, and peer leaders performing advising roles in a first-year seminar, could contribute to the dimension of substantive interactions. Even more, considering these results, along with advising requiring a significant investment of time, there is an opportunity for expanding time and substantive interaction for high-quality advising to involve two approaches, with one dimension ensuring more substantive and meaningful interactions with advisors. Even more, intentionally deploying peers or online resources for more transactional advising can free up advisor time for substantive interactions and ensure that peer educators can reinforce advising interactions in their roles.

**Diverse perspectives and people.** Academic advisors are key institutional agents in building caring relationships through empathetic listening and creating a supportive culture for diverse populations. Students' sense of advisors' respect for their identity and culture is an important measure of high-quality advising and an indicator of inclusion and

diversity. Even more, as they frequently have one-on-one contact with students, advisors play a role in acknowledging the talents marginalized students bring to their education and the challenges they face, and incorporating this into efforts to serve them. Advisors can take time to get to know students, provide holistic and proactive support, and connect students to culturally relevant learning opportunities. This dimension could be enhanced through professional development and equitable assessment practices, including disaggregating results by student social identities and using culturally responsive assessment.

**Frequent, timely, and constructive feedback.** Effective advising practice demands constructive interactions, including the exchange of information and relevant institutional policies, and feedback from an advisor that is timely and constructive is foundational to effective advising practice. However, proactive outreach is a significant indicator of high-impact advising. While advising generally involves providing fundamental information and feedback to students, greater outreach following up on issues of importance to the student and special learning opportunities is less likely. This type of outreach could be prioritized in advising interactions and emphasized with students so they understand the variety of educators and units who could provide feedback in this regard.

**Opportunities for reflection and integrative learning.** Advising could better facilitate reflection and integration by establishing sustained touch points via a range of communication platforms (e.g., email, in person, virtual assistance, chatbots) and structured advising prompts. These approaches could encourage thought about courses and co-curricular experiences, how both of these connect to academic plans, and how major coursework connects to future plans. Advising interactions that provide opportunities for students and advisors to get to know each other, allow for thoughtful reflection on goals and plans, and connect with whom students are becoming, are important to emphasize in advising. Such reflection experiences can also be reinforced by strategically designing them into developmentally sequenced experiences. These can include orientation and in courses beginning with first-year seminars through capstones, as well as portfolios, career services, and in dedicated required courses in the major to create more opportunities for intensive reflection.

**Relevant and real-world application.** Advising can do more to help students see the connections between their involvement in and outcomes associated with co-curricular activities, courses, and career interests, and ensuring students have special opportunities that deepen their learning, including internships, on-campus employment, and applied experiences.

**Demonstrate competence.** Although this quality dimension is not represented in the NSSE advising items, it could be assessed by asking students about the extent that their academic advising experiences have contributed to their academic performance, educational planning, and other relevant outcomes.

## Final Thoughts about High-Impact Advising

Implementing HIPs is more than just labeling an experience. Rather, it should be an intentional effort to design an experience for quality and specific learning outcomes and take into consideration the needs of the institution and students (McNair & Albertine, 2012; Zilvinskis et al., 2022). All educational practices—including advising—can be enhanced by attending to the eight qualities of high-impact practices.

This brief offers further evidence of the ways that advising demonstrates the qualities of HIPs and discusses the state of evidence. By and large, HIP quality dimensions reflecting practices considered fundamental to advising suggest advising is already high-impact. Of course, results also show variation across institutions and among students within institutions. In other words, there are no guarantees that advising is consistently delivered in high-impact ways. These findings could be used as baseline results for assessing quality in advising and provide reference indicators for institutions seeking to increase the impact of advising.

Framing advising in terms of high-impact practice tenets aligns with goals that organizations such as NACADA and the Advising Success Network already emphasize in advising practice, including: more diversity, equity and inclusion training for advisors, greater expectations for

advisors' ongoing professional development, and investment in advising technology and online advising tools. Evidence of quality tenets could be used to justify further investment in aspects of advising that are underdeveloped.

The Advising Success Network's toolkit for using data and evidence to inform advising redesign (Zeng et al., 2022) is a helpful framework for considering this evidence. In addition, the new framework of "SSIPP" advising, which explicates sustained, strategic, integrated, proactive, and personalized advising (O'Banion, 2020), reflects advising practice that adheres to HIP qualities.

Good advising systems and practice can help close equity gaps, ensure students effectively navigate complex structures and systems and clear obstacles along the path to a degree. Evidence of students' advising experiences associated with the HIP quality tenets demonstrates that solid data are associated with the tenets, helping point to strengths as well as areas where advising could be more supportive of student learning and success and provide a transformative experience in undergraduate education. Refinements to advising that create more opportunities for substantive interaction, which in turn prompts deeper reflection and integration, more inclusive and respectful advising interactions, and ensures advising is delivered at high quality levels to more students, is essential to addressing today's student success needs. Through such refinements, institutions can achieve the expressed professional values and competencies of the field.

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## Resources

NSSE Survey:

[nsse.indiana.edu/nsse/survey-instruments/us-english.html](https://nsse.indiana.edu/nsse/survey-instruments/us-english.html)

NSSE Academic Advising Topical Module:

[nsse.indiana.edu/nsse/survey-instruments/topical-modules/academic\\_advising.html](https://nsse.indiana.edu/nsse/survey-instruments/topical-modules/academic_advising.html)

## Appendix

Table 1

*HIP Quality Elements Aligned with Advising Practices, NACADA Values & Competencies and NSSE Items\* (key below).*

HIP quality	What this quality looks like in advising practice	NACADA values (V) & competencies (C)	NSSE Items
Appropriately high expectations for performance (agency, challenge, ownership)	<ul style="list-style-type: none"> <li>• Framework of advising as teaching</li> <li>• Expectations for students to be prepared for meetings</li> <li>• Advising syllabus</li> <li>• Expectations for student ownership for academic/career goals</li> </ul>	<p>NACADA V: Professionalism</p> <p>NACADA C: Relational - Promote student understanding of logic and purpose of the curriculum; facilitate problem solving, decision-making, meaning-making, planning, and goal setting</p>	<p>AAC3a During the current school year, about how often have you talked about career plans with a faculty member</p> <p>AAT1a-f During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with</p> <p>AAT1a Academic advisor, faculty or staff assigned to advise you</p> <p>AAT1b Academic advisor(s) available to any student</p> <p>AAT1c Faculty or instructor(s) not assigned to advise you</p> <p>AAT1d Student services staff (career services, academic support, Trio, etc.)</p> <p>AAT1e Success or academic coach</p> <p>AAT1f Peer advisor or mentor</p> <p>(calculate % of students reporting multiple times as measure of high expectations)</p>

HIP quality	What this quality looks like in advising practice	NACADA values (V) & competencies (C)	NSSE Items
Significant investment of time and effort (multiple steps, sustained engagement)	<ul style="list-style-type: none"> <li>• Regular meeting times; required appointments</li> <li>• Meetings with variety of advisors</li> </ul>	<p>NACADA V: Caring  NACADA C: Relational -  Create rapport, build advising relationship</p>	<p>AAT1a-f During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with  AAT1a Academic advisor, faculty, or staff assigned to advise you  AAT1b Academic advisor(s) available to any student  AAT1c Faculty or instructor(s) not assigned to advise you  AAT1d Student services staff (career services, academic support, Trio, etc.)  AAT1e Success or academic coach  AAT1f Peer advisor or mentor  (calculates times by individuals and total number of times)</p>
Substantive interactions with faculty and peers (discussing, deciding, processing with others)	<ul style="list-style-type: none"> <li>• Knowledge of how to contact advisor</li> <li>• Peer advising, teaching</li> <li>• Meaningful topics of conversation about goals, direction, purpose</li> <li>• Interactions extend to discussing resources for well-being, finance, future goals</li> <li>• Active listening and follow-up</li> </ul>	<p>NACADA C: Relational -  Plan and conduct successful advising interactions; facilitate problem solving, decision-making and goal setting</p>	<p>AAC13b Indicate the quality of your interactions with academic advisors  AAT1f During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with a peer advisor or mentor  AAT2 Do you know how to contact an advisor at your institution  AAT3 Thinking about academic advising, how much have people and resources at your institution  AAT3a Been available when needed  AAT3h Actively listened to your concerns  AAT4e Thinking about academic advising, about how often did someone at your institution discuss resources for your well-being (health, counseling, financial guidance, etc.)  AAT5h How much has a peer advisor or mentor helped you develop your academic goals and future plans</p>



HIP quality	What this quality looks like in advising practice	NACADA values (V) & competencies (C)	NSSE Items
Diverse perspectives and people (learning from unfamiliar people/situations)	<ul style="list-style-type: none"> <li>• Respect for student identity and culture</li> <li>• Expectation to talk about inclusion with advisor</li> <li>• Advisors demonstrating care and concern</li> <li>• Introducing unfamiliar or new contexts for learning</li> </ul>	<p>NACADA V: Inclusivity, caring, respect</p> <p>NACADA C: Conceptual - How equitable and inclusive environments are created and maintained.</p> <p>NACADA C: Relational - Communicate in an inclusive and respectful manner</p>	<p>AAT3 Thinking about academic advising, how much have people and resources at your institution</p> <p>AAT3i Respected your identities and cultures</p> <p>AAT3j Cared about your overall well-being</p>
Frequent, timely, and constructive feedback	<ul style="list-style-type: none"> <li>• Relevant meetings when needed</li> <li>• Outreach from the advisor about deadlines, opportunities</li> </ul>	<p>NACADA C: Informational - Knowledge of institutional policies; campus and community resources</p>	<p>AAT3 Thinking about academic advising, how much have people and resources at your institution</p> <p>AAT3b Provided prompt and accurate information</p> <p>AAT3c Provided information about learning support services (tutoring, writing center, success skills, etc.)</p> <p>AAT3d Notified you of important policies and deadlines</p> <p>AAT3e Reached out to you about your academic progress or performance</p> <p>AAT3f Followed up with you regarding something they recommended</p>
Opportunities for reflection and integrative learning (connect to prior learning, review)	<ul style="list-style-type: none"> <li>• Occasions to reflect on goals and plans</li> <li>• Discussions about career, future plans</li> <li>• Interaction connecting major to career and future goals</li> </ul>	<p>NACADA C: Relational - Engage students in ongoing self-reflection</p>	<p>AAT3 Thinking about academic advising, how much have people and resources at your institution</p> <p>AAT3g Asked questions about your educational background and needs</p> <p>AAT4 Thinking about academic advising, about how often did someone at your institution discuss</p> <p>AAT4a Your academic goals and future plans</p> <p>AAT4b How your major or expected major relates to your goals and future plans</p> <p>AAT5 How have each of the following helped you develop your academic goals and future plans</p> <p>AAT5a Academic advisor, faculty, or staff assigned to advise you</p> <p>AAT5b Academic advisor(s) available to any student</p> <p>AAT5g Success or academic coach</p>

HIP quality	What this quality looks like in advising practice	NACADA values (V) & competencies (C)	NSSE Items
Relevant and real-world application	<ul style="list-style-type: none"> <li>Relevant resources and opportunities</li> </ul>	NACADA C: Informational - Curriculum, degree programs, and other academic requirements and options; characteristics, needs, and experiences of major and emerging student populations	AAT4 Thinking about academic advising, about how often did someone at your institution discuss AAT4b How your major or expected major relates to your goals and future plans AAT4c Special opportunities (study abroad, internship, service-learning, research, etc.) AAT4d Participation in co-curricular activities (organizations or clubs, performing arts, sports, etc.)
Demonstrate competence (sharing learning)	<ul style="list-style-type: none"> <li>Ability to utilize gained knowledge and skills obtained from advising</li> <li>Ability to search for internships, register for classes, etc., on their own</li> </ul>	NACADA V: Empowerment	No matches

Note. AAT = NSSE Academic Advising Topical Module Item; AAC = NSSE Academic Advising Core Item; NACADA V = NACADA Core Values; NACADA C = Core Competencies

<https://nsse.indiana.edu/nsse/survey-instruments/us-english.html>

[https://nsse.indiana.edu/nsse/survey-instruments/topical-modules/academic\\_advising.html](https://nsse.indiana.edu/nsse/survey-instruments/topical-modules/academic_advising.html)

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## About Research Briefs

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