

## 2018 CCSSE Results - NAVIGATE Items

8/6/2018

\*Previous Likert scores which were originally on a 4-point scale have been converted to equivalence with a 5-point scale.

For conversion methodology, see <http://www-01.ibm.com/support/docview.wss?uid=swg21482329>.

Number of respondents

2018			2016			2014		
Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
479	219	698	527	267	794	583	284	867

% of respondents

Over time, the percent of respondents relying on college advisors has increased. The percentage relying on friends, family, or other students for advising has decreased by half. The percentage of full-time respondents who reported not receiving any academic advising has also dropped by half. However, the percentage of part-time respondents who reported not receiving any academic advising remained at about the same level as in 2014.

6. While attending this college, what has been your best source of academic advising (academic planning, course recommendations, graduation requirements, etc.)?	Faculty	33.4%	29.7%	32.2%	25.8%	22.8%	23.8%	46.1%	43.7%	45.3%
	Program Advisor (Yvonne Campbell, Adam O'Neal, Lacey Carey, Amy Vance, Pam Woody)	31.3%	28.8%	30.5%	28.8%	34.7%	32.7%	8.4%	11.3%	9.3%
	Advising Center in Chapman Hall	13.4%	14.6%	13.8%	13.5%	12.1%	12.6%	incl	incl	incl
	Other sources such as friends, family, or other students	16.7%	17.4%	16.9%	21.0%	22.6%	22.0%	34.6%	34.5%	34.6%
	I have not received any academic advising	5.2%	9.6%	6.6%	10.9%	7.8%	8.8%	10.8%	10.6%	10.7%

Significantly more respondents believe that the college has helped them set academic goals and create a plan for achieving them. The percentage who agreed or strongly agreed with this statement increased from 63% to 77% among full-time respondents, and from 57% to 69% among part-time respondents.

7. My experience at the college has helped me to set academic goals and create a plan for achieving them.	Mean (scale of 1-5)*:	4.09	3.94	4.04	3.86	3.98	3.93	3.54	3.35	3.48
	Strongly agree	37.1%	32.3%	35.6%	24.0%	30.4%	28.2%	20.8%	16.0%	19.2%
	Agree	40.2%	36.8%	39.1%	45.3%	42.8%	43.6%	42.5%	40.9%	42.0%
	Neutral	18.5%	25.0%	20.6%	25.1%	22.2%	23.2%	n/a	n/a	n/a
	Disagree	3.1%	4.1%	3.4%	3.7%	3.2%	3.4%	13.5%	13.9%	13.6%
	Strongly disagree (I do not use advising services)	1.0% n/a	1.8% n/a	1.3% n/a	1.9% n/a	1.3% n/a	1.5% n/a	7.7% 15.6%	10.7% 18.5%	8.7% 16.5%

The percentage of both full-time and part-time respondents who agreed or strongly agreed that they understood the steps to successfully achieve their education success goal increased slightly from 2014 to 2018.

8. I understand the steps I need to take to successfully achieve my educational success goal at Virginia Western.	Mean (scale of 1-5):	4.38	4.24	4.34	4.21	4.33	4.29	4.35	4.20	4.30
	Strongly agree	53.0%	42.9%	49.9%	38.6%	46.2%	43.6%	50.1%	42.9%	47.7%
	Agree	36.4%	42.9%	38.4%	47.9%	42.8%	44.5%	37.1%	38.3%	37.5%
	Neutral	7.3%	10.5%	8.3%	9.7%	9.3%	9.4%	10.9%	15.2%	12.3%
	Disagree	2.5%	2.7%	2.6%	3.7%	1.5%	2.3%	1.2%	3.2%	1.9%
	Strongly disagree	0.8%	0.9%	0.9%	0.0%	0.2%	0.1%	0.7%	0.4%	0.6%

## 2018 CCSSE Results - NAVIGATE Items

8/6/2018

\*Previous Likert scores which were originally on a 4-point scale have been converted to equivalence with a 5-point scale.

For conversion methodology, see <http://www-01.ibm.com/support/docview.wss?uid=swg21482329>.

		2018			2016			2014		
Significantly more respondents had participated in academic advising and planning as part of their courses. The percentage who agreed or strongly agreed with this statement increased by more than 10 percentage points for both full-time and part-time students.										
9. I participated/am currently participating in academic advising and planning as part of one of my courses.	Mean (scale of 1-5):	3.02	3.01	3.02	2.70	2.87	2.81	2.69	2.68	2.69
	Strongly agree	17.4%	16.1%	17.0%	9.1%	11.6%	10.8%	9.3%	7.8%	8.8%
	Agree	19.1%	20.7%	19.6%	15.9%	16.6%	16.3%	16.9%	16.0%	16.6%
	Neutral	27.1%	28.6%	27.6%	29.8%	35.1%	33.3%	28.7%	31.3%	29.6%
	Disagree	20.4%	17.5%	19.5%	26.6%	20.8%	22.7%	23.9%	26.7%	24.9%
	Strongly disagree	16.0%	17.1%	16.3%	18.7%	16.0%	16.9%	21.1%	18.1%	20.1%

**The percentage of students rating the overall quality of academic advising as poor dropped by more than half from 2014 to 2018.**

<b>10. How would you rate the overall quality of academic advising?</b>	<b>Mean (scale of 1-5)*:</b>	<b>3.82</b>	<b>3.77</b>	<b>3.80</b>	<b>3.73</b>	<b>3.72</b>	<b>3.72</b>	<b>3.39</b>	<b>3.27</b>	<b>3.35</b>
	Excellent	28.0%	28.7%	28.2%	19.6%	22.6%	21.6%	23.2%	21.1%	22.5%
	Good	41.2%	37.0%	39.9%	44.7%	41.6%	42.6%	43.9%	40.0%	42.6%
	Neutral	19.9%	22.7%	20.7%	27.1%	25.2%	25.8%	n/a	n/a	n/a
	Fair	6.5%	5.6%	6.2%	6.3%	6.8%	6.6%	21.8%	26.9%	23.5%
	Poor	4.4%	6.0%	4.9%	2.4%	3.8%	3.3%	11.2%	12.0%	11.4%

**Thirty-seven percent of the students remembered receiving such a SAILS flag or similar email. Of those, 76% reported that they sought assistance or changed their behavior.**

<b>11. I received an email from my instructor regarding performance issues such as low participation; low test scores; attendance issues or danger of failing.</b>	I received an email and it motivated me to seek assistance or make a change in my behavior.	29.7%	23.7%	27.9%	28.9%	27.1%	27.7%	20.6%	15.5%	18.9%
	I received an email but ignored it.	8.2%	10.4%	8.9%	6.3%	7.2%	6.9%	5.7%	4.3%	5.2%
	I have never received an email like this.	62.0%	65.9%	63.2%	64.8%	65.7%	65.4%	73.8%	80.1%	75.9%

**Far more respondents (61%) remembered receiving a kudos email.**

**Of those who remembered receiving such an email, more than 72% stated that it motivated them to keep going in the class.**

<b>12. I received an email from my instructor congratulating me on a job well done.</b>	I received an email and it motivated me to keep going in my class.	46.0%	40.5%	44.3%	40.1%	42.4%	41.6%	29.1%	26.2%	28.1%
	I received an email like this but I do not need these types of things to motivate me.	16.7%	17.2%	16.9%	18.7%	16.5%	17.2%	11.1%	7.6%	9.9%
	I have never received an email like this.	37.3%	42.3%	38.9%	41.3%	41.2%	41.2%	59.8%	66.2%	61.9%