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The Connection Of Academic Advising To College Student Identity Development

Kaela Urquhart
University of New England

THE CONNECTION OF ACADEMIC ADVISING TO COLLEGE STUDENT IDENTITY DEVELOPMENT

By

Kaela Urquhart

Bachelor of Science in Education (Kansas State University) 2010
Master of Science in Academic Advising (Kansas State University) 2012

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Kaela Urquhart
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ABSTRACT

Academic advising has become increasingly connected to student success and student retention. This study explores the role advising plays beyond student success, satisfaction, and retention efforts and focuses on student identity development. Specifically, it addresses the connection between academic advising and college student identity development through an exploratory case study utilizing a conceptual framework of transformational learning theories and literature. The study centers on the perspectives of upper-level students at a large public Midwestern university with the purpose of furthering the field's knowledge of the student perception and voice in relation to the advisor-advisee effect on identity development. Data was gathered through a researcher-designed, qualitative survey with both Likert-scaled and open-ended questions considering what occurs in advising, student perception of development in advising, student perception of advisors, and student perception of the ideal advisor-advisee relationship. Participants from the study perceived a strong connection between academic advising and student identity development, looking to their academic advisors as trusted resources, agents of care, and development conversation facilitators. Results also affirm the importance of individualization to the field of academic advising and the advisor-advisee relationship. Recommendations for future research include the conducting of a similar study at a greater number of colleges, as well as similar surveys distributed to advisors and administrators

for comparison of perception of advising between all stakeholders (students, advisors, administration).

Keywords: Academic Advising, Student Identity Development, Transformational Learning, Developmental Advising, Student Success

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This dissertation was presented
by

Kaela Morgan Urquhart

It was presented on
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and approved by:

Ella Benson, Ed.D.
Lead Advisor
University of New England

Jennifer Galipeau, Ed.D.
Secondary Advisor
University of New England

Kimathi Choma, DVM
Affiliated Committee Member
Kansas State University

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When I completed my master's degree, I did not really have the intent to further my education. Five years later, as a newlywed, I watched my husband, Jarod, give college a go and found myself longing to be a student again. We have traveled our educational journeys along different paths, but we have supported one another fully and I am grateful for him. I am also incredibly proud of my husband for nearing completion of his bachelor's program. I look forward to our continued support of one another not only in academic endeavors, but in all our life adventures.

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CHAPTER 1: INTRODUCTION

Academic advising and college student identity development are both well studied and articulated throughout educational research (Chickering, Dalton, & Stamm, 2005; Chiteng Kot, 2014; Cook, 2001; Filson & Wittington, 2013; Harrison, 2009). Academic advising is a process between advisor and advisee in which communication and collaboration address the student's time at the university, their academic and overall success, their knowledge of university processes and policies, and general goal setting (Filson & Wittington, 2013; Suvedi, Ghimire, Millenbah, & Shrestha, 2015). Student identity development is a multifaceted term that encompasses development in a variety of areas during the transition period of adolescence to adulthood, including academic, career, cultural, and interpersonal development (Baxter Magolda, 2003; Chickering & Dalton, 2005; Ruth, 2013). This study considers the works of Chickering and Erickson in relation to identity development competencies and traditional college years within the advising spectrum (Chickering, 1969, Ruth, 2013). While this study addresses student identity development in terms of academic advising, it should be noted that student identity development also occurs in other capacities through interactions with peers, engagement with the campus and larger community, and internal reflection.

There is ample research regarding student identity development and the importance of the traditional college-aged years to that identity development/formation (Chickering, 1969; Hatch & Garcia, 2017). Identity development, while personal in nature, does not occur in isolation (Harrison, 2009; Ruth, 2013). The college/university environment, curriculum, university personnel, and academic advisors serve as points of contact for students in relation to course selection, major/career progression, resource connection, and mentorship (Cook, 2001). One aspect of student identity development, the importance of cultural development during the

collegiate years, has gained significant traction in research in the last decade or two, as the literature increasingly views cultural development as important not only to individual development but as part of a university's responsibility to graduate culturally competent alum (Hendershot, 2010; Workman, 2015). Additional research has been conducted in relation to student readiness, which is the level to which a student is academically ready, invested, and possessing the necessary skillset for success without remediation (Veenstra, 2009). Student readiness connects both to the opportunity for student identity development to take place and to the likelihood that the student will engage meaningfully in the advising process (Reynolds, Adams, Ferguson, & Leidig, 2017). Advisors are often conversation starters with their advisees, and those conversations can provide the space for reflection and development (Brown & Posner, 2001; Chiteng Kot, 2014). The opportunities for conversation, reflection, and promoting engagement that occur during the advising process provide the bridge between the topics of academic advising and college student identity development. It is in the intersection of these topics that this study found its purpose.

Academic advisors are often at the front lines of student interaction as a resource and mentor (Chiteng Kot, 2014; Cook, 2001). The importance of academic advising extends beyond its beginnings as prescriptive communication regarding course selection and degree progress (Campbell & McWilliams, 2016). As academic advising has become more developmental (Hatch & Garcia, 2017; Himes, 2014), its critical role to the functionality and success of the university in connection with retention and student satisfaction rates has also increased, as is well documented in educational research (Chiteng Kot, 2014; Filson & Whittington, 2013; Mosher, 2017; Young-Jones, Burt, Dixon, & Hawthorne, 2013). Student satisfaction refers to the attitude a student has towards their university experience (Mosher, 2017). In relation to this study, it is

important to note that student satisfaction and student identity development are not synonymous terms. Student readiness and student identity development are also not synonymous, but readiness may influence how a student engages in the advising process (Yarbrough, 2010). As front-line resources, advisors have the ability to serve as conversation starters and connectors to opportunities and ideas that promote development, reflection, and growth. Therefore, this study documents what students expect to gain from advising with regards to identity development and how these expectations compare to students' observed development.

Academic advising is a multifaceted support structure for students that extends well beyond course selection (Cook, 2001; Filson & Whittington, 2013), but more work must be done to understand the extent to which advising meets students' expectations and wants (Dowling, 2015). Current research in developmental advising showcases the need for advisors to deploy a variety of advising strategies, communication styles, and resource referrals in order to individualize advising for each student (Yarbrough, 2010; Young-Jones et al., 2013. Advisors who utilize a variety of strategies to engage their advisees are found to be more effective as leaders and more likely to consider each student as an individual with unique strengths, goals, and interests (Allen & Smith, 2008; Love, Trammell, & Cartner, 2010; Posner, 2009). To enable advisors to focus on each advisee as an individual with distinct needs and goals, educators must consider equally unique advising approaches to best aid student development and university persistence (Betts & Lanza-Gladney, 2010). If advising is considered as an on-going process throughout a student's collegiate career, advisors are able to act as a stable resource and pillar to promote continual developmental activities, conversations, and reflections (Himes, 2014; Lowe & Toney, 2001).

This study considers whether students perceive their current advising experiences as continual endeavors through a case study at a large, decentralized Midwestern university. The study aimed to supplement knowledge regarding academic advising and its connection to student identity development through student perception and provide an avenue for further research. While many college students seek unofficial advisors and mentors through campus involvement connections, research labs, religious clergy, personal connections, or by shadowing or working in their intended fields (Lowe & Toney, 2001), this study focuses on the student's university-assigned advisor. This assigned advising connection serves as the basis for the study and for understanding student perception of advising as connected to student identity development.

Statement of the Problem

This case study addresses the problem of discrepancies between the advising experience and student perception of/expectations for advising in relation to their college student identity development. The study also examines a related secondary issue: the lack of research regarding advising's effect on student identity development. While much research has been done on the role of advising (Baxter Magolda, 2003; Coll & Draves, 2009; Hester, 2008; Truschel, 2008), comparatively little research explores the student perspective of the advisor as an agent of student development. It is unclear whether students currently view or want to view their advisors as agents of student development (Coll & Draves, 2009; Filson & Whittington, 2013). Consequently, this study considers whether or not advising extends beyond its impact on student satisfaction (Cook, 2001) and into student identity development. Research around academic advising tends to focus on student success in relation to university satisfaction, retention, and graduation rates. By contrast, this study centers on student success in relation to identity development occurring through the advising process (Brown & Posner, 2001; Coll & Draves,

2009). If advisors are seen as a front-line resource for students (Allen & Smith, 2008), then advising should include conversations regarding overall academic and personal growth as well as curriculum progression (Barbuto, Story, Fritz, & Schinstock, 2011). As advisors engage students in holistic conversations within the academic advising process, advisors can also provide opportunities for student identity development growth through communication, collaboration, and reflection.

Within this study, students' perceptions of advising experiences were considered in relation to students' own perceived identity development/growth. These lived experiences were then compared to the students' ideal advising experience. The intent of this study was to explore the connection between academic advising and student identity rather than student success. Therefore, even though student identity development and student success may overlap, student success is a broader term outside of the scope of this study. Rather than student success, the researcher explored whether students currently recognize and/or desire a developmental component in their advising experiences. Furthermore, this study evaluated the effectiveness of academic advising from the student's perspective rather than from a university standpoint in order to illustrate how students perceive their advising experience as developmental.

Purpose of the Study

The purpose of this exploratory case study was to explore the connection between academic advising and college student identity development from the student perspective. The study analyzed academic advising's effect on college student identity development from the student perspective, specifically looking at the role of advisors and the advising process in relation to student development. This study focused on the experiences and perspectives of upper-level students advised by primary-role and faculty advisors at a large public university.

Upper-level students were selected as the population for this study as they have had sufficient time at the university to develop and engage in the advising process. As upper-level students have had additional time and opportunities to engage with their advisors, they have more to share about their experiences and their desired experiences than a new student. The study collected data through a qualitative survey distributed to upper-level students across the university and its many disciplines to ascertain different advising experiences based on student (academic) interest and advisor type (primary-role or faculty). From the data gathered, inferences were made to support recommendations for advisors approaching the advising process from an identity development standpoint to ensure that what they discuss in their advising appointments matches the needs and wants of the students.

Research Question

The central question of this research project was:

How do students in a large, public, Midwestern university setting perceive the effect of the advisor-advisee relationship on the advisee's student identity development?

This question was developed to ascertain student perceptions of advising in relation to their own development and how their actual advising experiences relate to their desired advising experience. Much research has been conducted in regard to advising's effectiveness on campus retention (Betts & Lanza-Gladney, 2010; Cook, 2001), but there is a gap in relation to students' perception of advising effectiveness. To address this gap, the case study explores the nature of advising in conjunction with student identity development, considering what constitutes student development and why universities should be concerned with it. This study intended to address the aforementioned gap in knowledge as well as the potential gap between student advising

expectations and reality by surveying upper-level students at a large, public Midwestern university.

Conceptual Framework

The purpose of this exploratory case study was to examine the connection between academic advising and college student identity development from the student perspective. The study's conceptual framework was designed to provide a bridge between existing literature to better understand the overlying concepts and themes. Academic Advising encompasses mentorship, connection to resources, facilitating conversations, and promoting reflections—all practices that can serve to strengthen opportunities for student identity development (Posner, 2009). College student identity development is important to university personnel, as it represents part of the university's responsibility to create future leaders who can successfully navigate a multidimensional and multicultural world (Love et al., 2010). The study therefore established advisors' personal and professional interest in student identity development through a theoretical framework of blended theories that intersect student development and advising.

Identity development and advising/learning theories are at the forefront of the theoretical framework driving this study. Chickering (1969) and Brown and Posner (2001) provided a strong theoretical context. Combining Chickering's work in identity development with Posner's perception of leadership and learning permits the intersections between advising and student development begin to emerge. Further, Brown and Posner's (2001) work considers how advising creates opportunities for student identity development. According to Brown and Posner (2001), transformational learning theory describes learning through establishing new means of interpretation and active learning, which can occur in an advising session. Transformational learning theory requires individuals to engage with their environment and be open to

transformation based on experiences, reflection, learning, and dialogue (Brown & Posner, 2001). In this sense, advisors begin and maintain potentially transformational conversations with students throughout their time at the college or university.

This study sought to determine whether students believe (or want) advising that includes these reflection- and dialogue-based opportunities for growth. The study accomplished this goal through a qualitative survey of questions related to demographics, basic questions about advising usage, and what occurs (or is desired) in an advising appointment related to student identity development (related to students' goals, personal growth, social development, academic and career development, etc). The data collected allowed the researcher to draw comparisons between what students want to gain from advising and what they actually perceive from advising in relation to their identity development. Additionally, the data demonstrated differences between the experiences of students based on their academic affiliations and/or the advisors' roles (e.g., primary-role or faculty).

Assumptions, Limitations, and Scope

In order to mitigate potential researcher biases in this study, the researcher conducted a pre-study. The pre-study involved distributing the survey to students in order to test the survey data points, as well as to seek students' reactions to the survey. The pre-study took place prior to the primary survey distribution, and those students who participated in the pre-study were excluded from participation in the primary study to limit bias. Additionally, the researcher asked for a primary-role advisor and a faculty advisor to review the survey to ensure it met the needs of more than one advising population and to ensure that the survey's questions were worded in an unbiased manner towards different advising roles (Castro, Kellison, Boyd, & Kopak, 2010). These additional steps were taken because the researcher serves as a primary-role advisor and

wanted to limit any potential bias towards the primary role in the survey, thus allowing the data speak for itself through the student participants.

Assumptions

While the researcher worked to minimize the presence of biases and assumptions present in the study, there are biases that should be known. First, the researcher serves as a primary-role advisor, meaning that the researcher has an inherent bias towards that advising role. Second, as an advisor, the researcher is in a unique position; because her advisees generally have multiple advisors, she hears comments about other campus advisors and students' experiences with them in comparison to their experiences with the researcher. As a result, the researcher had prior assumptions about what the data might indicate based on the college affiliation and advisory type represented within the survey. However, the advisor also knew that these results would serve as a starting place for future research, as the approach to and significance of advising differs at each college/university and the survey data may or may not be an accurate representation of advising experiences at other sites. Finally, the researcher assumed that those who chose to participate in the study would be truthful and fair in their responses. The researcher did not incentivize participation, so it was assumed that all participants did so voluntarily and of their own free will.

Limitations

A limitation of this study was inherent in its design. The survey collected data from a singular site at a single point in time, rather than longitudinally over students' collegiate career. While the site of the study is a strength in that the chosen university offers a wide variety of academic majors, disciplines, and interests, as well as different advisor roles, it is still a single university. That being said, this study used an exploratory, non-experimental design, so no claims of causality could be made. The sample of students surveyed had upper-level status.

Upper-level students were selected as the focus of the survey because the nature of that population ensured that participants have had time in college to develop and engage in advising; however, this selection did still narrow the experience by not including lower-level students. The study is also limited in that it relied on what the participants chose to voluntarily self-report. Additionally, the researcher is a primary-role advisor, presenting potential unconscious bias in the study that the researcher attempted to limit.

Scope

The scope of the data collected in this study was relatively small, as it represented only one university. The researcher chose to limit the scope of the survey to ensure that the survey made sense in relation to the desired data points, as it was a researcher-created instrument (Castro et al., 2010). This choice was also made because the university site encompassed a wide range of academic disciplines and advisor roles, so data was collected across a larger spectrum than a smaller university or one with a centralized model of advising would represent. Furthermore, this study focused on the student perspective, so the perception of advisors in regard to student identity development though advising was beyond the scope of the study.

Rationale and Significance

This study was created to further the knowledge base and scope of academic advising effectiveness beyond its connection to university success and retention by filling a gap in the existing research and providing an outlet for further studies that connect advising to college student identity development (Chiteng Kot, 2014; Truschel, 2008; Wyszynski Thoresen, 2017). The significance of this study was in the student-centered nature of the study itself, as advisors and university personnel can only assume how advising contributes to student identity development. Gathering information directly from students allowed the researcher to better

describe the actual process of advising from the student perspective. By understanding students' perceptions of advising and encouraging students to think of advising through the lens of student identity development, university personnel and advisors can better establish advising training methods and best practices for advisors in relation to student perceived outcomes rather than bottom line outcomes (Hatch & Garcia, 2017; Veenstra, 2009).

Definition of Terms

For the purpose of this dissertation, the following definitions should be considered:

Case Load – The number of advisees assigned to an advisor (Campbell & McWilliams, 2016).

Centralized Advising – Academic advisors (faculty and/or primary-role) are housed in one central location of the university and are directed under one office (Chiteng Kot, 2014; Pardee, 2004).

Decentralized Advising – Academic advisors (faculty and/or primary-role) are located within their respective academic units across campus. Advising takes place within academic units, and each unit may decide how to structure their advising process (Pardee, 2004).

Developmental Advising – Focuses on advising as an individualized process that supports students' development across their collegiate career by connecting students to the campus environment and experience and by considering the student holistically (King, 2005). Developmental advising extends beyond course selection to include elements of life and vocational goals, program choice, and personal growth in relation to problem-solving, critical thinking, behavioral mindfulness, and interpersonal skillsets (King, 2005).

Faculty Advisor – A faculty member whose job description includes advising, but their primary role within the university is as a faculty member with a teaching and/or research focus (Pardee, 2004).

Prescriptive Advising – A linear approach to advising in which the advisor takes responsibility for informing students of their choices and best direction and ensures the student follows that path (Campbell & McWilliams, 2016). In this style of advising, the advisor is thought to be the answer giver/provider, rather than the conversation starter (Campbell & McWilliams, 2016).

Primary-Role Advisor – A university staff member whose primary job function is advising, though they may have additional responsibilities within their unit (Pardee, 2004).

Student Identity Development – This phrase has many definitions. In connection to the scope of this study and the literature review, student identity development should be considered as the holistic development of a student during their time in college, which could encompass personal development (values/beliefs), academic development, social development, career development, and multicultural development (Chickering et al., 2005; Fox, 2011).

Conclusion

In many regards, academic advising and student identity development overlap one another. It is the university's responsibility to aid in the growth and development of its students during their time at university (Barbuto et al., 2011; Love et al., 2010), and advisors are often the first line of defense and aid in such development. Traditional-aged college students are in the peak years for developing their identity, values, and beliefs (Chickering et al., 2005), and they need both the opportunity to explore and reflect and trusted allies/advocates to converse with, such as advisors. Academic advising, from the administrative and educational support

standpoint, has been well documented and researched as an important part of university success and retention efforts. More research needs to be done to ensure that academic advising extends beyond university bottom lines to reach students in a way that promotes identity development during the collegiate years (Dowling, 2015). The intent of this study was to begin that research, give students a voice, and provide insight for universities on the student perspective to further aid knowledge of advising practice.

Chapter 2 of this dissertation discusses existing literature related to advising and student development, as well as the study's conceptual framework. Chapter 3 introduces the methodology, including site information, sampling methods, data collection, and data analysis of this exploratory case study. Chapter 4 summarizes the results of the survey, while Chapter 5 interprets these findings and provides recommendations for action and further study.

CHAPTER TWO: LITERATURE REVIEW

This chapter includes the literature review and conceptual framework that guide the case study. The literature review was conducted to ensure the researcher began with a broad understanding of the topics at hand: academic advising, college student identity development, and transformational leadership. Academic advising and student identity development are the focus of this study, but it is still important to consider how transformational leadership connects to the topic. The impact of academic advising on retention, student success, and the student experience is well researched (Chiteng Kot, 2014; Truschel, 2008; Veenstra, 2009), but less research has been done on the impact of advising on student identity development. This chapter establishes the conceptual framework for the case study, while exploring the relevant literature that provides the background knowledge and information. In existing literature, advising, student identity development, retention, academic resources, and leadership are each given ample attention (Chiteng Kot, 2014; Ruth, 2013; Truschel, 2008).

Cumulatively, the literature relies heavily on survey methodology using qualitative (scaled questions) and quantitative (open-ended questions) to gain feedback from students about their satisfaction and advising experience (Cook, 2001; Posner, 2009). Research suggests that more advising appointments lead to better student outcomes and higher rates of student success and satisfaction (Hatch & Garcia, 2017; Love et al., 2010; Mosher, 2017). To understand where to find connections and areas of future study, one must first look to the existing studies and theories to build a foundation of knowledge. For example, research relating to academic advising and student development exists, but the topics have been discussed separately. For the purpose of this study, research related to each of those topics was considered, including identity theories, like those of Erikson (Raque-Bogdan & Lucas, 2016) and Chickering et al. (2005), as well as

theories of transformational leadership/learning (Brown & Posner, 2001; Noland & Richards, 2014) and the evolution of advising, student success, and focus on retention.

Transformational Advising

Research suggests that developmental and transformational advising approaches seem to have stronger impacts on identity development than prescriptive advising (Mosher, 2017). Separately, research in relation to advising, identity development, and student success continues to grow more prevalent (Hester, 2008; Posner, 2009; Priyanka & Grover, 2014). The current trends in research provide the foundation for future studies to advance the field's understanding of how each of these areas relate to student identity development. Future research also provides practitioners the ability to bridge connections to the changing needs of students, respond to new demands on universities, develop resources, make technological advances, and continue the evolution of the field of academic advising (Johns, 2006; Reynolds et al., 2017; Veenstra, 2009). Advising is a key aspect of the student experience and university retention efforts (Chiteng Kot, 2014; Mosher, 2017), and further research is critical to ensure that the positive effects of advising also reach student identity development through the use of positive, caring, and transformational leadership/learning practice (Noland & Richards, 2014; Posner, 2009). Consequently, the overall conceptual framework for this study bridges ideas and theories around academic advising, college study identity development, and transformational learning. While academic advising and college student identity development have some natural alignment, this study also considered the role that transformational learning may play in the advising experience as it relates to a student's own identity development and perception of academic advising (Allen & Smith, 2008; Basham, 2012).

University Responsibility

Even if retention rates continue to improve at the 4-year university level and student satisfaction appears positive, universities must still consider student identity development (Dowling, 2015; Veenstra, 2009). Universities have a responsibility and moral obligation to their students to provide opportunities, resources, and conversations related to growth, exploration, and global awareness (Karkouti, 2016). It takes time and intentional effort to develop culturally competent students; however, that effort also benefits the university, the local community, and the global community, as it sends consciously aware citizens into the world as alumni (Hendershot, 2010; Workman, 2015). The creation of opportunities for development allows students to feel cared about and important, which further increases student satisfaction and increases the likelihood of active and giving alumni (Dowling, 2015). A university that produces strong alumni creates the opportunity for better partnerships with businesses and trust from those businesses.

While the focus of this study is not on leadership, the context of leadership clarifies the foundation of transformational learning's roots and connection to both academic advising and college student identity development (Brown & Posner, 2001). Research on various leadership styles is well documented (Karkouti, 2016; Love et al., 2010; Noland & Richards, 2014; Posner, 2009). In particular, servant leadership and transformational leadership approaches relate significantly to higher education. Transformational leadership is a proven aid to identity development (Basham, 2012; Brown & Posner, 2001; Posner, 2009). Therefore, researchers should study how advisors use, or could use, transformational leadership/learning strategies within their advising practices as a way to better understand (1) the role advisors and higher education personnel naturally have in student identity development, and (2) how to promote

exploration and growth (Noland and Richards, 2014; Posner, 2009). Researchers have found success in the utilization of transformational leadership to foster student learning (Noland & Richards, 2014), which is why this study examined the existing understanding of transformational learning's positive effect on student learning and identity development to the advising process (Noland & Richards, 2014; Posner, 2009).

Advising Experience

The advising experience is of particular significance to those within the advising community as the profession continues to grow and more research demonstrates the importance of advising to the students' success, satisfaction, and growth (Lowe & Toney, 2001). However, advising practices are as varied as the number of professionals (i.e., faculty and staff with diverse responsibilities) who carry out the work. Further, differing levels of commitment to advising affect the services received by students. If not all advisors (or their department heads, who set the tone for advising), fully understand the importance of advising and its best practices, it is difficult to determine the true impact of advising on student success and retention. The more connections made between advising, student development, and student success, the more the profession can grow and streamline to better both student and university outcomes (Dowling, 2015; Posner, 2009). One connection has already been made through the existing studies related to transformational leadership and its effect on student development studied through an instructional lens. Noland and Richards (2014) found that transformational leadership positively affects classroom learning. This literature review informed the process of adapting that study (Noland & Richards, 2014) to consider the advisor-advisee relationship and its perceived effect on student identity development (Mosher, 2017; Posner, 2009).

With increased pressure on institutions to produce quality graduates while maintaining strong enrollment, retention, and persistence numbers, more research needs to be done in the realms of student success, which is often connected to advising (Dowling, 2015). The following conceptual framework has been provided to further understand the purpose of the study and the connection it makes between advising and student identity development. The conceptual framework establishes the motivation for this study, as well as the theories and literature that guided it and the researcher's understanding of the intersections of academic advising and student identity development.

Conceptual Framework

The purpose of this exploratory case study was to explore the connections between academic advising and college student identity development from the student perspective. The intent was to further the knowledge base around advising and advising strategies by exploring the student perspective to understand if and how students perceive the connection of advising to identity development. Advising duties encompass mentorship, connecting to resources, facilitating conversations and promoting reflection, so better understanding how to blend each into the advising process can serve to strengthen the opportunities for student identity development (Posner, 2009).

College student identity development is also important to university personnel, as it is the university's responsibility to create future leaders who can successfully navigate a multidimensional and multicultural world (Love et al., 2010). The conceptual framework for this study established the researcher's personal and professional interest in advising's role in student identity development through several related theories, which intersect primarily through student identity development, academic advising, and transformational learning. The case study relied on

a developmental framework that considers students holistically within the advising context (Himes, 2014). This study increases the knowledge base of advising and student development through the connections of each to higher education from the student perspective (Himes, 2017, Ruth, 2013).

Personal Investment

Best practices in advising to promote effective student development are critical to university success, retention, and student satisfaction (Hatch & Garcia, 2017; Love et al., 2010). As someone who serves in an academic advising capacity at a large institution with decentralized advising, the researcher recognizes how advising experiences differ for students depending on the major(s) and department(s) to which they associate. An interest in the intersection of advising best practices and a desire to improve as an advisor drive the researcher's engagement levels for this study, with advising and student development forming the researcher's foundational interest and knowledge base. In order for advising to be effective, advisors must utilize a broad set of strategies and competencies when interacting with students (Mosher, 2017). These skills include building rapport, diversifying communication efforts, prompting reflection, and maintaining connections with university and community partners to refer students to as appropriate (Betts & Lanza-Gladney, 2010). Advisors who utilize a variety of strategies to engage their advisees are found to be more effective as leaders, as they consider each student as an individual with unique strengths, goals, and interests (Allen & Smith, 2008; Love et al., 2010; Posner, 2009). When advising is thought of as an ongoing process throughout a student's collegiate career, advisors are able to be a stable resource and pillar to promote continual developmental activities, conversations, and reflections (Lowe & Toney, 2001).

Professional Interest

To best understand advising at the university level, an interest in advising and student development is crucial. At the site of the study, advising is decentralized, meaning that the structure and level of focus on advising is dependent on the leadership within each academic department and college. The decentralization and differentiation in advising is why this university was chosen as the survey site, as it allows for different student perspectives to be collected within different advising setups. Academic advising has gained professional attention since the 1990s, and the number of primary-role advisors has subsequently increased (Cook, 2001; Dowling, 2015). Academic advisors serve as resources, guides, and mentors for students, demonstrating traits similar to that of transformational leaders/learners (Brown & Posner, 2001; Harrison, 2009; Karkouti, 2016; Love et al., 2010). Figure 2.1 represents the overlapping nature of advising, leadership, and student development, illustrating how the researcher arrived at the framework for the study.

The figure illustrates the connecting ideals of each topic with one another. The cores of advising and leaderships share the similar desired outcomes of bettering those served as a model and resource. By understanding the overlapping concerns of advising, leadership, and student development in the existing literature, the knowledge gap decreases. This, in turn, enables advisors to more effectively create space and conversation for student identity development and the student's perception of advising's connection to identity development, which was the purpose of the study (Himes, 2017). Though leadership is not the focal point of the research question, the researcher understands the need to have a leadership reference point from the literature, as leadership theory is what transformational learning stemmed from.

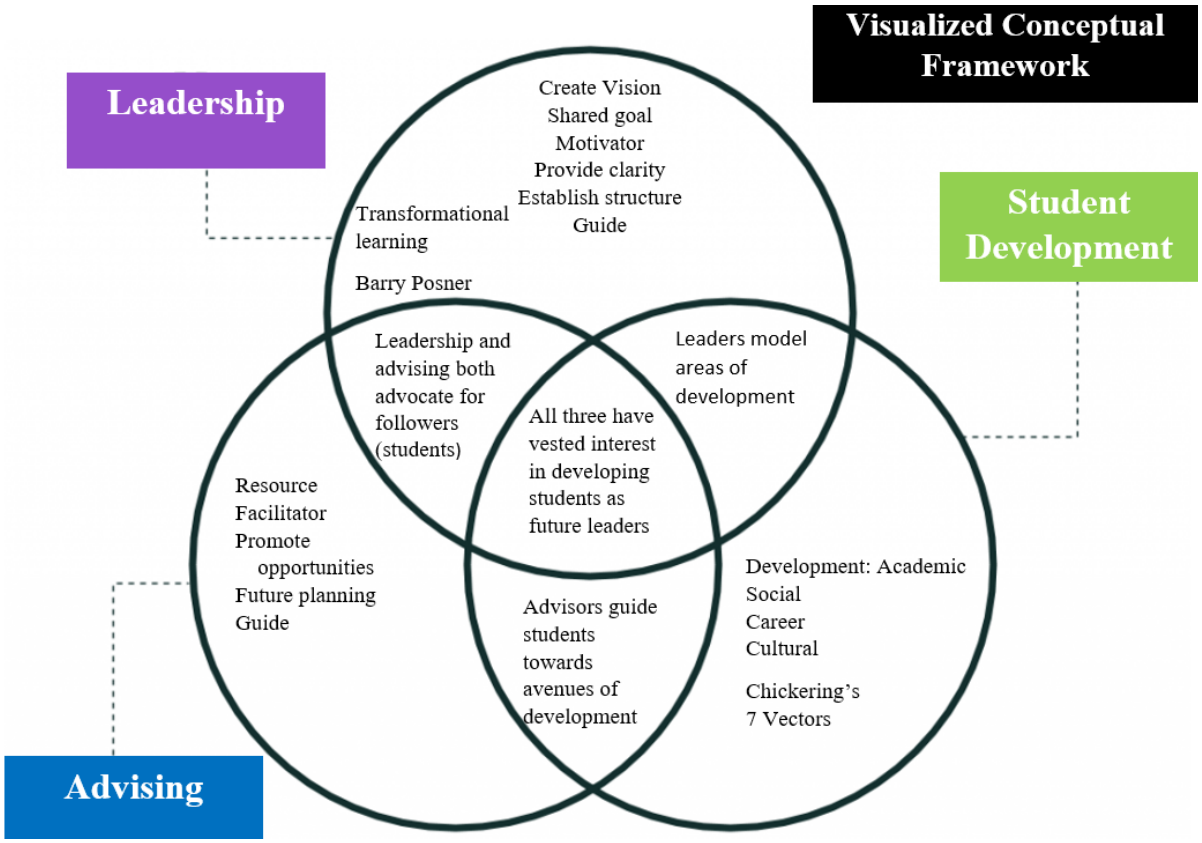

Figure 2.1. Visualized Conceptual Framework

Furthermore, while the intent of this study was not to evaluate a single effective advising model, the literature does affirm the importance of individual consideration, ease of access, regular points of contact, and connection to resources, all of which can be used across advising models that students perceive as effective and/or desired (Betts & Lanza-Gladney, 2010). Student satisfaction needs consideration, as satisfied students are more likely to engage with advisors and activities geared toward development, growth, feedback, and reflection (Brown & Posner, 2001; Dalton, 2016). If students perceive their advisor as open, warm, safe, and as someone who promotes developmental dialogue, then they are more likely to grow from advising and seek more from the advising relationship (Dowling, 2015).

Chickering, Erikson, and Student Identity Development

Chickering (1969) and Posner (2009) each provided a strong theoretical context for this study. By combining Chickering's work on identity development with Posner's perception of leadership, learning, and, specifically, transformational learning (Brown & Posner, 2001), the intersections between advising and student development begin to emerge. To understand the basis for this study, the work of both researchers needs consideration. Chickering's theory of identity development and his seven vectors of development (1969) connect to the types of development traditional college students face. The seven vectors–developing competence, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, developing purpose, and establishing identity–connect to what students' progression into adulthood with academic, social, and emotional competencies (Chickering, 1969). As Chickering's theory primarily focused on the developmental stages of those in college, identity development needs to first be considered on a broader level.

Identity development is a long-researched topic with many theories, ideas, and perspectives. A commonly referenced theorist in the realm of psychosocial development is Erik Erickson, who developed the theory of identity development in 1958 (Ruthm 2013). According to this theory, identity is shaped not only by personality, but also by gender, ethnicity, and other defining characteristics (Ruth, 2013). Erickson's work remains relevant through its foundational ideas and lasting impact on conceptual frameworks related to identity, organizational behavior, academics, and the relationship to the environment (Luthans, Luthans, & Luthans, 2015).

Chickering's (1969) theory and vectors enable advisors and university personnel to foster student identity development by applying his work individually to the student's experience based on where student falls within the vectors and what their goals are. Chickering's work centered on

development, considering how time in college allows students to share, expand, and formulate their values, meaning, and sense of purpose (Chickering et al., 2005). These areas of academic, social, and emotional development, as identified by Chickering, relate to universities' increasing focus on the role of development and conversations in creating global citizens (Coll & Draves, 2009). The structure and emphasis of global citizenship from the university leadership promotes, or, when lacking, hinders, exploration and development.

As university leadership utilizes Erickson's, Chickering's, and others' work on identity development, they can establish and maintain a developmental culture on campus (Baxter Magolda, 2003). Student identity development does not happen without effort and attention; it takes intentional effort to embed into the culture and climate of a university (Coll & Draves, 2009; Love et al., 2010). University personnel, especially academic advisors, are a stable contact for student needs. Stability is important for students in the transition to college where they face a new environment, new social contacts, a new learning structure, and more independence (Hatch & Garcia, 2017). The ability to transition to the college environment depends on the student's adaptability, which is enhanced when a stable resource, an advisor, is present (Hatch & Garcia, 2017). For example, in their study considering the impact that neuroticism, extroversion, openness, agreeableness, and conscientiousness have on identity development and acclimation to college, Priyanka and Grover found that participants who scored high in categories related to outgoingness and emotional stability were able to adapt better to college than those who scored lower (2014). Conscious awareness and commitment help foster a positive environment where development can occur. Such conscious awareness on the student's part comes from the university's dedication to advising and the advising practices in which individual consideration and consciousness occur.

Posner and Transformational Learning

Posner's (2009) work discussed learning, leadership, and the idea of transformational learning. Further, Brown and Posner (2001) described elements related to the study's connections between advising practice and opportunities for student identity development. According to Brown and Posner (2001), transformational learning theory involves learning through establishing new means of interpretation and active learning. It requires individuals to engage with their environment and be open to transformation based on experiences, reflection, learning, and dialogue (Brown & Posner, 2001). Reflection and dialogue created by advisors prompt student reflection through conversation while challenging prior thinking to promote growth (Posner, 2009). Transformational learning showcases leadership's role in higher education, advising, and student identity development, as it takes into consideration transformational leadership and learning styles that foster development through individual consideration (Brown & Posner, 2001). Transformational learning leverages development through effective leadership by fostering an open and safe climate; creating learning opportunities that promote exploration, reflection, and assessment; and allowing the leader (advisor) to be the facilitator of the opportunities and reflection (Brown & Posner, 2001). It is through advising that students can receive individualized attention and consideration for their academic and career goals, as well as for their overall development, through the leadership tactics outlined by Brown and Posner (2001). It is transformational learning that bridges transformational leadership and student identity development to create the opportunities college students need for exploration, learning, experiences, and especially dialogue with someone (their advisor) who wants to support their positive growth (Noland & Richards, 2014; Posner, 2009).

Within transformational learning, each individual learns differently and often fits into one of three learning categories: learning by education, learning by observation, or learning by trial and error (Barbuto et al., 2011; Brown & Posner, 2001). The three learning styles connect back to Chickering's vectors by demonstrating how a student navigates from developing competence, which happens through education, observation, and trials, to developing autonomy, confidence, purpose, and integrity (1969). The connections between these researchers lends well to the intent of this study to further understand the student perception of advising in relation to student identity development.

Final Thoughts on Conceptual Framework

Academic advisors serve as facilitators for student development through dialogue, promotion of growth opportunities, and reflection. The level to which this type of facilitation occurs in undergraduate advising at the research site was the subject of the study. The knowledge gained from this study regarding student perception can further the understanding of best advising practices for college advisors in both the primary and faculty advising roles. While the target population of the survey was subjects at one institution, this single institution contains a suitably diverse population of students and advisors.

Review of the Literature

In order to effectively develop a study about the role of advising in relation to student identity development, it is first important to understand themes of advising, student identity development, and transformational learning both separately and together. To that end, the objective of this literature review is to understand the fundamentals and foundations of existing knowledge of advising, student identity development, retention efforts, academic resources, and transformational learning (Noland & Richards, 2014; Posner, 2009). To understand the literature,

theories, and gaps within each of these subject areas, connections are made between each that reinforce the notion that transformational learning is part of successful academic advising practices that foster identity development. The following review builds on the idea that transformational learning and developmental strategies should be embedded into advising as a way to advance knowledge and advising best practices (Mosher, 2017; Posner, 2009). Moreover, it is the intersectionality of advising, transformational learning, and student development that allow advising to continue to evolve and strengthen, making academic advising an integral component of student and university success.

Advising

To understand advising and its impact on the university and its students, the history of advising is first discussed. Advising is a multifaceted aspect of the college experience that evolved greatly from prescriptive to developmental, involved, proactive, and collaborative practices (Mosher, 2017; Workman, 2015). Prior to the 1960s, advising was prescriptive in nature and strongly centered around course selection (Cook, 2001). As universities increased efforts to improve retention, advising came to the forefront and expectations of and time allotted to advising increased (Cook, 2001; Hatch & Garcia, 2017).

Prescriptive advising. The foundation for prescriptive advising suggested that advising should be informational and provide direction to students without much student interaction or authority in the process (Hatch & Garcia, 2017). In prescriptive advising, faculty advisors were the main resource for students in a given major, providing assistance in course planning and selection (Mosher, 2017). As responsibilities for faculty grew throughout the second half of the 20th century to include research and fundraising, time and dedication to advising dwindled and advising often was not given precedence or weight in terms of tenure consideration (Allen &

Smith, 2008; Cook, 2001). In the 1970s, the Commission on Higher Education recommended universities pay more attention to advising, which led to the creation of the National Academic Advising Association (NACADA) in 1979 (Cook, 2001). The Commission's involvement and the development of NACADA highlighted the need to assist faculty who were facing added pressures and divided attention with their increased responsibilities. Many universities began to hire professional primary-role advisors to help students navigate not only course selection, but university resources and academic and career development (Allen & Smith, 2008; Cook, 2001). Primary-role advisors were able to dedicate more time to advising, which also allowed advising as a whole to evolve to include student identity development, resource connection, career development, and mentorship, while also providing students a more proactive role in the advising process (Bartbuto et al., 2011; Hester, 2008).

Additionally, as advances in technology increased resources, universities were able to utilize technology as a way to provide students with information. Technology also provided additional direction on courses and major paths through websites and online portals, increasing student autonomy and resulting in more time during advising meetings for conversation, collaboration, and development (Johns, 2006). At present, depending on the advising structure of a university and the importance administration places on advising, an advisor may be more prescriptive or developmental in the continuum for advising practices (Hatch & Garcia, 2017).

Developmental advising. Developmental advising stemmed from the increased retention efforts of universities perceiving advising as key to student success and sense of connection. Developmental advising is more versatile that prescriptive advising, and it gives the student more of a voice in the advisor-advisee relationship (Hatch & Garcia, 2017). Advising beyond course selection became even more critical as a retention effort for internal transfer students moving

from one major in the university to another, many of whom need help establishing roots in their new department and understanding its processes so they can fit in and find success (Mosher, 2017). No longer is the focus only on recruitment. The university and its budget are affected by retention, persistence, and graduation (Veenstra, 2009). Retention is the rate at which students remain at the university from semester to semester, and while retention is not directly connected to student satisfaction, high satisfaction rates often correlate to improved retention rates (Filson & Whittington, 2013). When students are satisfied with the university and the program of study, they are more likely to persist, though other barriers can impact retention and persistence, such as finances, family, health, and other personal needs (Hester, 2008; Mosher, 2017).

Advising considers retention and satisfaction as both connected and separate entities when working with students (Mosher, 2017). Developmental advising is an ongoing process in which advisor and advisee are both invested and responsible (Hester, 2008). Advising includes discussions regarding the student's life and career goals to clarify why the student entered college and what they hope to accomplish by graduation (Hester, 2008). In developmental advising, the advisor works to maximize the potential of their students through facilitated communications, reflections over educational experiences, and referrals (Hester, 2008). Existing studies around advising along with "pedagogical literature about student development and advising theory helps to explain the role that academic advisors have in the development of students" (Harrison, 2009; p. 364). When an advisor is invested in students' development, it becomes evident that advising as a process is needed and that "it is ongoing, multifaceted, and the responsibility of both student and advisor" (Hester, 2008, p. 35). While advisors work to help students reach their potential, students must also put in the effort and remain engaged in the process. The same is true of a student wanting to develop and needing the support and

collaboration from an invested advisor, which is why many students prefer a more developmental advising experience (Filson & Whittington, 2013).

Appreciative advising. In the late 1980s, advising theory continued to evolve as a new approach was established: appreciative advising (Truschel, 2008). Appreciative advising builds onto developmental advising as it encourages advisors to give students a voice but also be ever on the lookout for opportunities to find meaning and advance the student's identity and place in the university (Filson & Whittington, 2013). Appreciative advising is time-consuming but worthwhile to the advisor, advisee, and university, as it encompasses psychosocial development into the advising process to foster the improved achievement of students (Filson & Whittington, 2013). This advising style sets up advising as a process in which advisor and advisee form a working alliance (Truschel, 2008) that is rooted in action-driven ideation and positivity.

Academic advising has developed rapidly since the 1990s and evolved into an important and ongoing process to foster student growth and aid retention efforts (Mosher, 2017). With the demographics of college students continually evolving, advisors must take into consideration differing perceptions, experiences, and worldviews when advising and interacting with students (Love et al., 2010). Approaching each individual advisee differently based on their characteristics, background, experiences, and goals enables the advisor to best serve them and ensure a positive experience at the university (Coll & Draves, 2009). Research indicates that students desire this engagement and process from advisors, as they see advising as a way to communicate their goals, connect to resources, and access a knowledgeable mentor invested in their growth, development, and success (Suvedi et al., 2015). As advising has evolved to further include students in the process, advisors must carefully balance when/how to guide students and when/how to encourage and foster student autonomy (Baxter Magolda, 2003), relating back to

the prescriptive-developmental continuum of advising (Hatch & Garcia, 2017). This balancing act enables students and advisors to work in tandem in the decision-making process, ensuring that both parties are comfortable and have a voice. On many campuses, advising is one of the few or only structured entities in place for students that guarantees intentional interaction for the purpose of university integration, development, success, satisfaction, and persistence (Chiteng Kot, 2014).

Advising as a process is even more relevant as students come to the university with different skillsets and at various phases of development, motivation and maturity. Therefore, advisors need to meet students where they are. By meeting students where they are, advisors can be ready to help them from that point onward (Ruth, 2013). Traditional college-aged students are at a time of life development that brings about many life questions in general, including where they belong and where they want to go (Chickering, 1969; Ruth, 2013). Some students are inherently more motivated and prepared to handle those questions, whereas others need more structure and encouragement to explore, grow, and make decisions, which is where advisors can be of benefit (Ruth, 2013).

Related to Ruth's (2013) ideas, advisors need to utilize a myriad of tools, resources, assessments, and information to help students move from indecision to decision and growth, which also includes collaboration with other university support offices and resources. In addition to academic readiness as a marker of how to work with a student, advisors need to also understand identity development and how to evaluate where a student is in terms of identity development in different areas. This, again, requires advisors to maintain a baseline understanding of identity development and be aware of how to assist students at varying stages

of development to develop competencies to ensure readiness before major academic and career decisions are made (Workman, 2015).

Versatility of Advising

The process of advising varies from advisor to advisor and institution to institution based on advising philosophies, expectations, caseloads, other duties, and resources and technology. Advances in technology aided the advising process by streamlining information and making it widely available and accessible. Furthermore, technology provided advisors with the data mining process, allowing advisors to understand advising trends and better work with students (Mohamed & Waguih, 2018). These advances increased advising efficiency and provided universities with better data on how to help students moving forward. However, the effectiveness of technology in advising comes down to the willingness of advisors to interact with the tools and data available to them and expectations of usage from their leadership (Mohamed & Waguih, 2018). Utilization of technology and resources also connects to the advising process as larger caseloads and increased frequency of advising appointments means less time to interact with resources, as the priority of the advisor should remain on the student in front of them, not on the data or technology (Lowe & Toney, 2001). Trends and data certainly advance the profession, but each student still brings unique and individual needs to the advising process that the advisor must consider. With this individual consideration, more engaged advisors using developmental and transformational approaches see more success with advisees, and their advisees report higher satisfaction with the advising process (Barbuto et al., 2011).

Student Identity Development

Student development is a broad and subjective term. Regardless of how it is defined, there is a developmental aspect to college. Student development is the responsibility of both the

student and the university and it relates to development in terms of academics, identity, career leadership, and cultural awareness (Coll & Draves, 2009; Dowling, 2015; Mosher, 2017; Posner, 2009). In the existing literature, student identity development is primarily examined from four lenses: overall identity development, academic development, career development, and cultural development. Of these lenses, overall identity development provides the framework for the other lenses to build from. Student development is critical to university success and the mission of higher education. Due to the success and emphasis of advising on the student experience, advising is connected to development, information, and decision making (Mosher, 2017). Progression and development are affected by a student's environment (Filson & Whittington, 2013). In Filson and Whittington's study, Chickering's seven vectors provide the foundational understanding for identity development (2013). In understanding identity development, multiple perspectives are necessary, especially as each individual develops differently in terms of rate, level of success, and type of development, even when certain stages or makers are widely applicable.

Academic Development

Academic development is not only the responsibility of the university, but also a critical component of students' purpose in pursuing higher education (Dowling, 2015). Academic development happens through targeted interactions, particularly during students' first year, in which establishing roots, engagement, and connections are critical to persistence, providing space, opportunity, time, and comfort for development (Chiteng Kot, 2014). Universities must provide support for academically prepared students, as well as those academically underprepared. Academic preparation may be related to the student's academic background, motivation, academic skill, and/or an underlying disability affecting their learning style (Kett,

2015). Those who are underprepared are more likely to have a lower-level of self-efficacy, which the university staff needs to be able to identify in order to provide the student support and connection to someone, such as an advisor, who can work with the student to increase self-efficacy (Kett, 2015).

Another common aspect of academic development relates to expectations of the student that differ from that of the university. Personnel must delicately approach that "discrepancy between expectations and reality" (Priyanka & Grover, 2014; p. 1346) in a way that will not turn students away from learning due to feelings of overwhelming stress and lack of perceived readiness. Expectations connect to motivation, goals, and the correlation between engagement, desire to develop academically, goal setting, and persistence (Hatch & Garcia, 2017). Students' academic development relies on their motivation and willingness to utilize established university resources and support personnel on both short- and long-term endeavors (Hatch & Garcia, 2017). In many cases, utilizing support resources promotes academic development, especially if a student enters the university unprepared and needs remediation or other academic readiness support systems to find success (Bettinger, Boatman, & Long, 2013).

Academic development is subjective, as learning is multidimensional and looks different to each individual. Some individuals find specific learning strategies effective, whereas others find success from multiple learning categories. Altogether, identifying and utilizing multiple learning strategies provides a larger toolbox in the academic setting to promote learning and leadership development (Posner, 2009). When students are able to learn in multiple ways, they have a greater ability to think widely and multidimensionally about learning, rather than approaching each learning opportunity or situation from a narrow, singular perspective (Posner, 2009). Academic development, in this way, can be fostered through the advising process, as

advisors can promote the importance of looking at the world and problems from multiple perspectives (Posner, 2009). To further consider academic development and varied learning, one can consider Bloom's taxonomy of learning, in which the hierarchy of learning is established from baseline information that can be repeated to more advanced thinking and application strategies (Noland & Richards, 2014). Bloom took into consideration not only the way information is learned, but also how it is retained, recalled, and applied, as "student learning is a multidimensional construct" (Noland & Richards, 2014, p. 11). Learning will remain diverse and fluid to each learner as an individual, and university personnel can utilize that notion to promote learning and academic development.

Career Development

Part of academic development in higher education connects to career development. While a university is not simply a hub for career readiness, career development and career path confidence are important. Career development is shaped through self-efficacy and differs from student to student, especially when considering a first-generation student (Raque-Bogdan & Lucas, 2016). Career development gained attention in the literature as a result of social cognitive career theory, in which students' demographics, financial needs, and family dynamics are shown to greatly impact their career development and readiness (Raque-Bogdan & Lucas, 2016). University protocol and increased student autonomy as a result of the advances in technology and students' ability to produce and examine their academic records and degree audits further fosters career development (Johns, 2006). Opportunities for students' ownership of their records provides a sense of autonomy, which leads to learning and development, an increase in student maturity and independence, and allows room and readiness for career development (Johns, 2006; Workman, 2015).

Part of the responsibility of universities and advisors revolves around the transition to post-graduation life. Instilling confidence in students for how to navigate the end of college transitions is important and is given significant attention in the literature (Fox, 2011). The transition from college to post-graduate work or a career is part of the identity-building process as students engage with activities and find those to converse with about what comes next (Fox, 2011; Workman, 2015). Completing college is a milestone in a student's life and one that should come with a sense of accomplishment and development from when they began college. By reaching the completion of a degree, students at minimum demonstrate academic growth to meet the competencies required to earn the degree, as well as several years of growth in career readiness (Fox, 2011). Whether or not students complete commencement ceremonies, preparing them for what is next is the responsibility of the university and its various support systems, as the university is not only about academic preparedness but career and cultural preparedness (Fox, 2011; Hendershot, 2010).

Cultural and Diversity Development

Another aspect of identity development that has gained traction since the early 2000s relates to development of cultural competency, diversity awareness and acceptance, and global citizenship (Coll & Draves, 2009). It is the responsibility of each university to graduate students more culturally aware and accepting of difference than how they entered. One mission of any university should be to provide space to talk about worldviews, how to be a global citizen, and give students the opportunity to develop culturally (Coll & Draves, 2009). Advisors influence cultural development in several ways: (1) they serve as conversation starters and continuers, (2) they provide a safe space for questions and exploration, and (3) they encourage students to participate in studying abroad and other cultural opportunities (Suvedi et al., 2105). Research

suggests that students desire involvement and support from advisors in seeking cultural opportunities, showcasing that students are interested in cultural development and establishing their global citizenship, but may not possess the necessary framework to pursue cultural development without guidance (Suvedi et al, 2015). Multicultural appreciation is an expectation of students at most universities, suggesting that universities must further establish room for growth so that students can gain comfort and competency in exploration, diversity, independent thinking, and establishing an informed perspective (Baxter Magolda, 2003). Understanding culture is a difficult task and ongoing process for many students as well as working professionals, so university personnel need to be cognizant of students' potential struggle with development in this area.

Development from a cultural and diversity standpoint becomes even more difficult on primarily white campuses. On these campuses, it is crucial to further stress the importance of diversity and global citizenship, as it may not seem a necessity to the majority of students. Furthermore, primarily white campuses must center diversity and global citizenship to avoid undermining minority students, who may already feel voiceless and disconnected from the university (Karkouti, 2016) and its campus climate (Love et al., 2010). Ensuring a positive space for all is a way to promote the success of all students. This emphasis on diversity and cultural development requires advisors to be culturally aware, have a cultural toolbox at their disposal, and demonstrate a level of confidence to sustain conversations around culture and diversity (Karkouti, 2016). When utilizing a large and diverse toolbox, advisors can enable all students to have a voice and find a positive space in the university while working towards their individual and collective success. Advisors can also further these necessary conversations on the university

and national climate to ensure that the university remains a safe space to explore and break down barriers.

Importance of Student Identity Development

It is important for both students and the university to create a space for students to develop in the variety of ways discussed above. Students seek out higher education for continuing development, direction, growth, and progression towards their post-graduation goals. Working to foster such growth should be at the foundation of the university's mission, and it is what allows the university to continue recruiting and graduating students (Dowling, 2015). If students develop only academically, they may not be ready for their intended career. Similarly, if students only develop skills for their intended career, they may not have the cultural competence to navigate the larger world around them, which is important to their personal and professional growth as a contributing member of society (Love et al., 2010). By dedicating time and resources to advising, the university ensures that students have access to someone who values their holistic development and is able to facilitate conversations around the development of each lens (Barbuto et al., 2011).

Available Resources

Another way universities and advisors can promote opportunities for development is through the use of available resources. Development, success, and retention all rely on the available resources of a university. By providing resources, universities invest in the development of their students, but resources are only successful when students know about them and are encouraged to utilize them (Johns, 2006; Reynolds et al., 2017). Advisors are often the catalyst to resource utilization. There are many tools, aids, technologies, interventions, programming efforts, and other initiatives that enhance the student experience, which positively

affects the university, its mission, and its budget (Mohamed & Waguih, 2018). Resources tie back to advising, as advisors are themselves considered an important and valuable resource for connecting students to other resources (Johns, 2006). Advising aids the student experience and student development, though it requires action by the student as well. The simple act of attending meetings with advisors and engaging in the advising process is an important strategy that enhances students' ability to make and process decisions (Workman, 2015). This action further relates to Schlossberg's identified support categories and is a way for students to integrate, engage, remain active, and be the decision makers in their education and development (Workman, 2015). At the same time, with advisors at the forefront of academic resources, they must be knowledgeable about university resources, external resources, how to speak to students about the resources, how to connect students to resources, and impart reasons why resources are beneficial and worthwhile to the student. They also need to be able to combat any negative stigmas around resources, such as tutoring, so that students are comfortable and confident in their utilization of resources (Anderson & Eftink, 2017).

Technology. Society is embedded in and reliant on technology; therefore, technology is considered a key resource on many campuses which offers a myriad of opportunities for engagement, connections, support, and development (Johns, 2006). The increased connection between advisors and technology allows advising to evolve and better support students (Johns, 2006). Since degree audits became accessible to students, advising and student autonomy have both improved. Degree audits are found to be widely used by students and staff who have those systems and, more importantly, usage does not drop off after resource integration (Johns, 2006). Johns (2006) noted that the more students can take ownership of their degree progress and basic course/major progress, the more advisors can extend beyond prescriptive measures and into

reflection and development. In other words, degree audits work to limit advising roles to course selection and allow advisors to dive deeper, while also creating autonomous students. Degree audits are a valuable technological advance and academic resource to both student and advisor (Johns, 2006).

Advisors also utilize technology and related resources to understand trends in students related to personality and major as a way to start the conversation. Technology and resources assist advisors in showcasing relevant major and career paths for students, which supports their persistence at the university and overall growth (Mohamed & Waguih, 2018) and can be done efficiently through data mining processes. The use of various indicators, assessments, and inventories like the Myers-Briggs Type Indicator further assists advisors in understanding significant preference patterns among students that may influence development, discovery, and exploration (Reynolds et al., 2017). Advances in technology, data, and data mining trends led to the creation of many support centers on campus to enhance resources and support personnel related to academic and career development.

Moreover, universities need to stay abreast of technology trends as a way to communicate with students from relevant platforms, such as social media, in a relatable and unintimidating way (Amador, 2011). Many of the connections university services make with students during college do not promote long-standing interactions, with academic advising being the primary exception for long-term, meaningful connections (Amador, 2011). The long-standing nature of advisor-advisee rapport means that advisors must put in the work to establish communication that fosters repeated interactions and utilizes platforms students are familiar with, like social media (Amador, 2011). The added pressures universities face to increase retention rates provides

the motivation for advisors to seek new connection points and utilize technology in a way not previously considered academic in the past (Amador, 2011).

Learning Tactics Inventory. Brown and Posner (2001) conducted a study utilizing the Learning Tactics Inventory (LTI) and found that students who were more engaged with the four learning tactics (action, thinking, feeling, and assessing) reported being more engaged in leadership activities and more prone to accepting challenges, modeling behaviors, and inspiring others. The LTI establishes that leadership and development is about mastering challenges, adaptability, active participation, accountability, navigating transitions (Dalton, 2016). The LTI understands that one style of learning is not best or universally successful for all, which is why fostering opportunities for understanding one's learning strengths in important during college. While development can be challenging or intimidating, it is important to help students find comfortable in the uncomfortable so they avoid stagnation, emphasizing that every opportunity is a chance to learn, just as every missed opportunity is a lost chance (Dalton, 2016). As Dalton (2016) stated, "There is a payoff in the discomfort" (p. 19) and that is where development occurs. In addition to utilizing the LTI, Kouzes and Posner (2013) also created a Leadership Practices Inventory (LPI) that stressed the importance of accepting feedback, striving for consistency and utilizing effective leadership behaviors. Those leadership behaviors included being a model, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart (Kouzes & Posner, 2013). While learning can happen in an independent capacity, Posner showed leadership's positive effect on learning and development.

Supporting Underprepared Students. College students continue to enter college academically unprepared; therefore, colleges need ways to support students to foster success and maintain retention (Bettinger et al., 2013; Mohamed & Waguih, 2018). Ideally, interventions can

happen early to make remedial courses less necessary. Betteringer et al. suggested that policies on expectations of students, improved advising, and utilization of placement exams is one avenue to support those who are underprepared (2013). Utilizing placement procedures allows students and advisors to understand the foundation with which students enter college and ensure they are placed on a path that promotes success and readiness. Getting on the right foundation is key to integration and success, as well as providing a strong avenue to bridge connection to other support centers and services like tutoring and academic coaching. Resources may be designed to support students academically but translate to career readiness by creating meaning in each learning environment (Filson & Whittington, 2013). Meaningful learning environments increase student engagement, which results in improved opportunities for student achievement and student readiness for classroom and career success (Filson &Whittington, 2013). All initiatives in development and success for students should ultimately play a role in career readiness and student confidence.

Student Retention and Success

Universities are presently under immense financial and accreditation pressures, meaning that retention is increasingly critical and necessary for student success. Nationwide, 46% of students graduate in 6 years, a rate that is not looked at positively by colleges/universities but also may not fully reflect student retention and success (Hatch & Garcia, 2017). Retention and advising are terms often interrelated in higher education, so understanding retention is integral to the advising process and, ultimately, to student success and identity development. Tinto's 1975 retention model (Young-Jones et al., 2013) relies heavily on the idea of student integration to the university, suggesting that the more engaged universities are with their students, the more likely students are to be successfully integrated into the university and persist (Lowe & Toney, 2001).

In relation to retention, it is also important for universities to look at advising through a lens of students' needs instead of student satisfaction (Young-Jones et al., 2013). There is a positive correlation between the number of times a student engages with the university and their level of success (Young-Jones et al., 2013). In considering the work and ideas of Tinto, universities strive to increase retention through first-year programming, weighing first year success strongly in how programming, advising, and intervention can boost retention (Chiteng Kot, 2014). While Tinto's model provided the baseline for retention theory, other theories and models stemmed from his ideas and brought about subsequent research and models, including Habley's advisement-retention model and Creamer's seven propositions for advising and retention practices (Hatch & Garcia, 2017). Both theories build upon Tinto's work and provide additional resources for universities seeking to improve their understanding of retention, student success and correlated resources and programming.

Retention is of fiscal importance to universities, as budgets rely heavily on tuition revenue, which is stabilized through student retention. Ideally, enrollment growth and student success should not be polarizing ideas (Dowling, 2015). To ensure the budget remains stable, universities strategize and create action plans to support students, paying particular attention to first-year students with support activities such as advising, tutoring, and mentoring (Veenstra, 2009). These initiatives, while necessary from a budgetary standpoint, also foster student success, therefore, benefitting both the university's mission to support its students and its need to support its bottom line. Another way to work with retention is to understand enrollment trends and target programming efforts to match successful trends (Chiteng Kot, 2014). The focus cannot be only on recruitment, as success comes from graduating students who can then become an additional source of revenue as alumni donors. However, to get to that point, universities must

ensure they are supporting students, which involves remediation, a concept some deem detrimental to students, as those who engage in excess remediation often experience low persistence rates (Bettinger et al., 2013). The need for remediation in college is not an issue likely to go away, so universities need to establish programs and policies to support students and foster success in ways different from traditional remedial classes that are costly and often lead to poor retention rates (Bettinger et al., 2013).

University Responsibility. While university recruitment and retention are often thought of as the responsibility of the individual departments, it also falls on the students to pick an institution and track of study they feel they are interested in and where they can find success. Admission and degree selection are important aspects to the student's ability to transition to and engage in the learning environment (Mohamed & Waguih, 2018). Once the students are at the university and in the intended study track, the university must find ways to support them, ensure they are on a good track, or help them identify and successfully integrate into a more suitable track (Mohamed & Waguih, 2018). Support is given through advising, university resources, and engaged faculty, all of which are available to the student when chosen to be utilized (Hatch & Garcia, 2017; Workman, 2015).

Dowling (2015) pointed to the importance of universities to not let their budgetary bottom line cloud their mission for student success and the responsibility they owe to their students. Student success and retention are about more than affordability, and numerous factors must be considered when identifying options to combat declining enrollment (Dowling, 2015). Higher education is about customer service, so universities need to focus on strong, positive, clear, and consistent communication with students to foster a student-centered, and therefore customer-centered, approach (Dowling, 2015). Universities also have a responsibility in terms of

advising and providing strong advising resources for students. Advisees expect and need advisors with many traits. Advisors must be knowledgeable, approachable, timely, and possess strong listening and communication skills in order to facilitate resources and student success (Harrison, 2009). While universities need to think smartly about investments and how to retain students, tuition money is not the only benefit students bring. Advisors can encourage student engagement that allows for non-monetary gain as well. Students' value as individuals who add diverse perspectives and unique talents should be recognized and encouraged by the university (Veenstra, 2009).

Universities also have the responsibility to ensure that they are doing everything possible to create and sustain a positive and inclusive campus climate (Raque-Bogdan & Lucas, 2016). Significantly, campus climate was identified as a contributing factor to lower retention rates among minority students (Hatch & Garcia, 2017; Love et al., 2010; Raque-Bogdan & Lucas, 2016). Retention and budgetary concerns should always come back to the mission of the university, the focus on student success, and the responsibility of the university to its students.

Transformational Learning Within Advising and Student Identity Development

A concept that bridges transformational leadership and student development is transformational learning, which provides the context for learning through meaning-making based on experiences and "re-structuring assumptions to think differently" (Mathis, 2010, p. 8). Within transformational learning, perceptions are changed through meaningful exchanges and experiences that reinforce the notion that challenging stigmas and assumptions can be a productive way to expand knowledge, perception, and break down barriers (Mathis, 2010). Promoting growth in this way bridges exposure to and acknowledgement of cultural differences, blending authentic leadership (Chickering et al., 2005) into the concept of transformational

learning (Baxter Magolda, 2003; Chaudhary & Panda, 2018). This concept relies on action, interactive participants, and engaged training to open followers up to new assumptions based on their experiences and the organizational environment (Mathis, 2010).

Engaged participation leads to value assessment by each individual (Dowling, 2015; Noland & Richards, 2014). Students assign value to different activities, courses, experiences, and opportunities in college (Smith, Witt, Klaassen, Zimmerman, & Cheng, 2012). Often, the level of value perceived by the instructor does not match the value assigned by a student (Smith et al., 2012), and this disconnect can lead to poor academic outcomes and conflict between student and instructor. Advisors could serve as mediators and assist students in understanding value assignments needed for common courses and activities within a given program. Utilizing transformational learning is an effective way to assist students in the value assignment process to ensure that expectations between student and instructor, advisor, or supervisor match (Smith et al., 2012).

Transformational learning also enables a learner to engage with new ideas and materials from different perspectives to create meaning and sustainable knowledge (Imran, Ilyas, Aslam, & Ubaid-Ur-Rahman, 2016). While the student is responsible for their learning, the university's responsibility is to maintain an environment conducive to learning (Imran et al., 2016). Not only does transformational learning establish strong learning habits, it increases learning outcomes attributed to task performance (Imran et al., 2016). If advisors promote the importance of value and learning to students in their various higher educational experiences, their learning and development will serve them better in their time after graduation (Imran et al., 2016; Smith et al., 2012). Advisors should promote active learning, engagement, and reflection in their advising appointments, as they have access to students in a one-on-one setting to instill the importance of

transformational learning habits to their education, development, and progress towards the desired career path (Leming-Lee, Terri & Betsy, 2017). Transformational learning involves much more than traditional classroom learning. Learning is about understanding and developing from a wide variety of knowledge bases (Wyszynski Thoresen, 2017). Learning is a part of life and engrained into every aspect of it; bringing that mindset into the college environment instills a transformational perspective into the students and campus climate (Wyszynski Thoresen, 2017).

Transformational learning utilizes targeted observation to understand what type of learning produces attitude shifts for different individuals (Wyszynski Thoresen, 2017). If an advisor can recognize what triggers students have that promote growth and change in perspective, then they can better assist in student development by understanding what types of experiences and reflection are more likely to produce a lasting effect on students. The lasting effect is integral to transformational learning, as one of its pillars is sustainable development (Wyszynski Thoresen, 2017). Sustainable development is stewardship seeking clarity in learning and growth, which is where transformational learning and student identity development intersect.

Intersection of Themes

Individually, each theme discussed provides significant relevance and positive outcomes to higher education success, the effect of advising on the college student experience, and, hopefully, identity development (Baxter Magolda, 2003; Karkouti, 2016). However, the greatest benefit for researchers, university administration, advisors, and other personnel comes in the intersectionality of these themes. Each theme connects to the creation of opportunities and space for community and growth through structure, expectations, responsibilities, and guidance. Advising greatly affects the student experience, as does frequency of advising appointments, and advising is a pivotal way for students to engage and integrate into the university system (Mosher,

2017; Truschel, 2008). Advising and resource provision impact retention, which assists the budget and allows for engaged students, stronger alumni, and a more sustainable university. Further, advising practices promote the opportunity to enhance growth, change, and diversity. Overall, student identity development is important to all involved within higher education, and it is an ongoing process in which all involved parties participate. It is through advising, student identity development, retention, resources, and leadership that students and universities find success (Dowling, 2015; Posner, 2009).

Conclusion

The existing literature has greatly advanced the fields of advising, retention, identity development, and transformational leadership. The needs now are to find ways to correlate these fields and study their intersections to further understand students' perceptions of their identity development through their advising experiences. Existing literature contributions have allowed advising to develop from its initial prescriptive form to the more engaged, developmental, and transformative form of the present day (Karkouti, 2016). The existing literature also kept advisors, higher education personnel, leaders, and students informed of technological advances to increase effectiveness, resources, communication, and autonomy (Johns, 2006). This field will always need further research, as resources and technology continue to transform and the needs and desires of students continue to evolve. Additionally, while identity development has long been a subject of interest and study, research extends to bring cultural identity development forward as a responsibility of the university to foster positive global citizenship in its students and alumni (Hendershot, 2010). In this way, cultural identity development is a definite strength of the literature to showcase the evolution of how identity development has broadened as a term, especially in relation to university responsibility (Hendershot, 2010; Ruth, 2013). Another

strength of the existing literature is the importance placed on retention and efforts to improve it. It is important to understand what efforts, personnel, programming, and other initiatives are going to make a difference in the student experience to improve not only retention but maintain an environment that fosters growth and opportunities for student identity development.

While many strengths in the existing literature successfully guide the way for future research, some weaknesses and gaps are evident. It is a benefit to see that many of the existing surveys utilized both quantitative and qualitative measures, which helps to strengthen data gathered and fill in gaps. Additional qualitative measures and observations of the advising process could greatly enhance research in this area. One weakness noted in the literature is that while advising theory, research, and practice have greatly evolved, assessment of advising is lacking (Hester, 2008). Another missing part, or weakness, is the lack of connections made between themes and theories. Therefore, while each theme provides valuable content and research, more holistic work can be done to enhance retention and student identity development through advising. It is time to see if a holistic, exploratory study can be adapted and replicated with success in an advising capacity. This case study worked to minimize the gap in the student voice in relation to developmental advising and strengthen areas of existing research by focusing qualitatively on the student perspective/perception of the advising experience and its impact on student identity development.

CHAPTER 3: METHODOLOGY

The importance of academic advising and its connection to retention is well documented in educational research (Chiteng Kot, 2014; Mosher, 2017). This study, however, addresses the gap in relation to student perception. The purpose of this exploratory case study was to explore the connection between academic advising and college student identity development from the student perspective. This chapter outlines the research design, research question, site and participant information, research instrumentation, and analysis of data. This study was designed as an exploratory case study of one university made up of differing advising styles and personnel. The study surveyed upper-class undergraduates to investigate students' within the advising process from a development standpoint compared to students' expectations of advising.

This study focused on a large, public Midwestern university for its data collection site. Data was collected from upper-class undergraduate students to gauge expectations and outcomes of the advisor-advisee relationship from a developmental lens based on student perception. This site was chosen because it utilizes a decentralized model of academic advising, which allows for data collection related to primary-role advising as well as faculty advising (Cook, 2001). Previous studies have considered the effectiveness of advising from either the student or advisor perspective in relation to student satisfaction; however, this study intended to further the knowledge base by investigating advising from a developmental perspective.

Research Question and Design

The study focused on the following research question:

How do students in a large, public Midwestern university setting perceive the effect of the advisor-advisee relationship on the advisees' identity development?

A secondary product of this question and the corresponding instrument questions considers student satisfaction with advising as related to student identity development.

The purpose of the targeted research study was to explore the connection between academic advising and college student identity development from the student perspective. The subsequent product of the question broke down the effectiveness of academic advising further by considering whether there is a difference in student identity development or perceived development based on the type of advisor (e.g., primary-role advisor, a staff member who is a full-time advisor; or faculty advisor, a professor/instructor who has an additional component of advising to their job) with whom a student is paired (Mosher, 2017; Truschel, 2008). It should be noted that the survey provided the option "unknown" for that question if the participant did not know their advisor type. The research question developed out of the literature reviewed related to academic advising and student development within higher education.

The design of this case study was developed after a review of recent study and dissertation methodologies on related subject matter. While much of the recent research, especially in the realm of dissertations, was also qualitative in nature, this study worked to enhance the overall knowledge base by focusing on the student perspective of advising as developmental (Filson & Whittington, 2013). Recent studies and dissertations that did use a survey method typically utilized Winston and Sandor's (1984) Academic Advising Inventory (AAI), which influenced the researcher to develop a study method distinct from what has been collected and discovered from AAI data, focusing more on identity development than satisfaction with advising. Since this is a new survey, it was developed based on research about advising and student identity development. The survey was also pre-tested before primary use for the case study.

Site Information and Participants

The site of this study was a large public university in the Midwestern United States. It was chosen as the study's site because it has a variety of students and advisors, making it an ideal setting to collect the desired data points. The undergraduate population of the university is just under 20,000, with approximately 400 faculty and staff advisors. At the site university, advising is decentralized between the colleges and departments. Some colleges utilize only faculty advisors, some utilize only primary-role advisors, and still others utilize both. Each college dean is permitted to create the advising structure for their college. The university leaders follow the decentralized advising model as it allows the content experts within each college to determine what advising model they believe best fits their student demographic. The university's decentralized model of advising allowed for data collection that explored the perception of advising from the perspective of students who have either faculty or staff advisors. Academic advising as a standalone career is relatively new, emerging in the past few decades (Mosher, 2017) and gaining traction across the country (Basham, 2012; Cook, 2001). While the survey was not explicitly designed to investigate how students perceive their advising experience based on the type of advisor they have, the researcher was able to analyze this factor post-data collection. Full-time, traditional-aged upper-level students were selected as the focus of the case study as they have had time in college not only to develop but to engage in the advising process (Mosher, 2017; Young-Jones et al., 2013). Traditional-aged students fall within the peak timeline for identity development, making this demographic particularly appropriate for the study's purpose (Chickering et al., 2005). Students from each college at the university were invited to participate through university listservs, announcements, and emails to advisors requesting they encourage their students to participate (Appendix A).

Sampling Methods

Given the large size of the site institution, the researcher surveyed only a small percentage of the student population. The researcher utilized random sampling by making the survey widely available to all full-time, traditional upper-level students through university listservs, announcements, and emails to advisors (Appendix A). The sample pool was limited to full-time, traditional upper-level students (e.g., juniors, seniors, and super seniors) because they have had more time at the university to engage in advising and explore their identity development (Young-Jones et al., 2013).

The researcher ensured that participants understood their survey answers would remain confidential. Participation in the survey was voluntary, and participants were made aware of the voluntary nature of the survey in the survey invitation. The researcher recruited students to participate in several ways, all of which were approved by the university that was the study's site (Appendix B). First, the researcher gathered a list of student emails for upper-level students by running a university report on students with more than 60 undergraduate credit hours at the site institution. The researcher then reached out with an email invitation, consent form, and information about the study. Next, the researcher contacted the university advising listserv to request advisor support. This support involved advisors sending out additional email invitations and encouraging upper-level students to participate. Lastly, the researcher posted an announcement and call for participation in the university's daily communication email about various events, accolades, opportunities for involvement, etc. Students were made aware that their responses to the survey were confidential and that data was being collected as part of the researcher's dissertation process and effort to improve academic advising knowledge and effectiveness (Leming-Lee et al., 2017).

Data Collection

Prior to data collection, the researcher went through CITI training and completed the necessary steps outlined by the Institutional Review Board (IRB) protocol. Consent to collect data at the site institution was originally received in Summer 2019, dependent upon IRB approval from the University of New England, which is the host institution of the researcher's EdD program (Appendix B and C). Consent to collect data was confirmed in Fall 2019 upon UNE IRB approval (Appendix B and C). The administration of the survey (Appendix D) occurred over a 2-3-week period at the beginning of the Spring 2020 semester. Questions on the survey were designed around the purpose of the study, the research question, and the theoretical framework. Questions varied from scaled to open-ended to allow for participant voice and data collection not limited to the researcher perspective (Castro et al., 2010).

The survey was distributed through Qualtrics, a survey platform that is utilized by the site institution and was thus familiar to those being surveyed. Scaled survey questions were clickable for participants, and open-ended questions had a fillable text box. Within the survey, advisor type was classified by role (e.g., primary-role, faculty, or unknown) and college affiliation (e.g., Arts & Sciences, Business, Education, Architecture & Design, Health & Human Sciences, Agriculture, and Engineering). These two classifications allowed for analysis of the decentralized model of advising to see if certain advisor roles or college affiliations increased student identity development or perceived development (Filson & Whittington, 2013). The survey also asked what topics were commonly covered within an advising appointment (e.g., course selection, degree progress, campus involvement, community service/involvement, career development, etc.), as well as what students wished was covered during advising. The second

part of this question investigated whether the primary topics of conversation during advising meetings met the needs and expectations of the students (Young-Jones et al., 2013).

Based on what was covered in advising sessions, students were asked about their overall satisfaction with advising. For example, students were asked whether they felt their advising experience was developmental. Likert questions addressing students' feelings about their advisors (e.g., trust, ease of access, care, knowledge, resource, etc.) were also supplied. Students were then asked how often they see their advisor and how long their appointments generally last, with the assumption being that more and lengthier advising exposure leads to better opportunities for development (Allen & Smith, 2008; Chiteng Kot, 2014). The student survey concluded with two open-ended questions (Lemming-Lee et al., 2017). One question asked what an ideal advising appointment would look like for the student. Finally, the students were given an opportunity to share anything else they wanted to share about their advising experience with the researcher (including any differences in expectation/experience if they had more than one academic advisor).

Instrumentation Protocol

This study's instrument was designed to expand upon recent dissertations that utilized either a qualitative observation and interview approach or a survey approach utilizing the AAI (Winston & Sandor, 1984). This instrument also took into account the need to understand the perspective of students who have a faculty advisor compared to those with a primary-role advisor and if there are significant differences in experience for students based on the type of advisor. The survey covered basic demographic and advisor information, topics covered in a typical advising appointment, and the student's ideal advising appointment (Lemming-Lee et al., 2017). The questions related to topics covered in an appointment were intended to determine whether

identity development was something commonly explored within an advisor-advisee appointment, as well as whether students desire expected or desired to discuss identity development. Questions around identity development allowed this study to further what knowledge is already available in relation to academic advising, examine its purpose on campus beyond assisting retention, and document ways to improve advisor-advisee interactions for student development (Posner, 2009; Young-Jones et al., 2013).

Pre-study Protocols. To determine the effectiveness of the questions posed in relation to the data collected, the researcher first administered the survey to three students and asked three advisors to review the survey. The researcher conducted this pre-study to ensure that the questions were collecting the desired data points and to gain feedback from those involved with advising and student identity development (including the students themselves) to see if there was anything missing or unnecessary in the survey. Feedback from advisors also helped limit researcher bias and ensured that the study's design fit within the overarching purpose of advising at the site university (Lemming-Lee et al., 2017). With their feedback, the researcher was better able to anticipate potential survey results and prepare to best approach the data analysis. The student feedback also ensured that the researcher worded questions and choices in ways that were accessible to the students, making the data collected more reliable.

Data Analysis

Once the survey link closed, data analysis began. Qualtrics has some data analytics built into its system, so that was a starting place for data analysis. Data was analyzed with the following research question in mind: how do students in a large, public Midwestern university setting perceive the effect of the advisor-advisee relationship on the advisees' identity development? Data was examined based on the advisor role, topics discussed during advising

appointments, topics students wanted discussed during advising appointments, and open-ended questions coded into trends and themes. Data analysis was descriptive in nature to discover trends across college and advisor types related to advising realities and students' expectations and desires for advising. Overall analysis focused on the extent to which advising was viewed as having a developmental component to it (Lowe & Toney, 2001; Young-Jones et al., 2013).

Questions on the survey that followed a Likert-scale rating were analyzed to investigate student perceptions of identity development through the advising process based upon frequency of occurrence. Open-ended questions were coded for theme, which provided direction for further studies, as well as information on current perspectives beyond what the closed questions allowed. Frequencies were created for gender, college affiliation, and advisor type to see if descriptive differences appeared within the data. Frequencies were further used to determine any differences among groups in relation to satisfaction, identity development, and advising experience. Topics discussed in advising appointments were assessed from a rank-order collection and compared to what topics students wanted to discuss, with the assumption that there would be some overlap as well as some topics missing from student responses (Lowe & Toney, 2001; Posner, 2009).

Potential Limitations

Limitations within this study related to the single-collection method of the survey, which inevitably influences the depth of voice of observation and interviews. However, this method was chosen to provide a different perspective from recent similar dissertation topics. Moreover, this limitation of the survey was considered during the creation of the survey, which is why several open-ended questions were included. These open-ended questions allowed qualitative analysis and for trends to emerge other than those the researcher anticipated. Another limitation

was that the data was collected from a single institution. Even though the institution chosen is large, with varied students and advisors, it lacks diversity in terms of location and institutional type (Karkouti, 2016). Further studies will need to be conducted at multiple institutions to test validity of the survey results. Even though this is a known limitation, it was chosen as an exploratory case study route to test the effectiveness of the instrument developed before being broadly distributed. Within any survey, there are limitations based on how much can be asked, the truthfulness of participant answers, and the biased perspective of the survey creator (Castro et al., 2010). Bias was, however, considered in the development of the survey and was tested with feedback from the pre-study.

Credibility and Transferability

Since this study used a new survey instrument, the site institution served as a baseline for what data the survey could provide to enhance the overall knowledge base for advising within higher education and advising's role in student identity development. The credibility of this study was furthered by using data analysis to understand the possible results and to ensure that the survey could then be used in similar studies with the understanding of what it can provide. This site was chosen so that a baseline of student perception could be gathered from students who have either a faculty or primary-role advisor to begin assessing how the advisor type related to student identity development. This survey could be altered depending on the advising model of a given institution, as colleges and universities with centralized advising would only have one advisor type to study, but could use the baseline of the study's decentralized data to see if their advising structure is well suited to its students' wants and needs (Karkouti, 2016; Lemming-Lee et al., 2017). This study may transfer well to other institutions for data collection, and its

credibility will be determined by the similarities or differences in the data collected from additional institutions.

Participant Rights and Ethical Concerns

Participant rights were addressed in relation to how this survey was developed along with the informed consent form that was provided to all potential participants (Appendix C). Participant rights and ethical concerns were addressed within the consent form and invitation to participate. The researcher ensured that prospective participants understood their participation was voluntary, their results were maintained as confidential, and the data collected was strictly for educational purposes (Lemming-Lee et al., 2017). The researcher maintained confidentiality in the data collection by not collecting any personal information (e.g., name, email, phone number) and by limiting some descriptive factors (e.g., asking for college affiliation rather than major since some majors are very small might identify a participant). The researcher provided a multiple-week window in which students could decide whether they wished to participate or not. That was done to ensure they had time to think over their desire to be a participant and their comfort in providing the requested information (Lemming-Lee et al., 2017). The consent form also addressed the purpose and intent of the survey so that students understood what they were being asked to participate in and why. They were also provided contact information for the researcher and encouraged to reach out if they had any questions or concerns about participating or about the data collected.

Conflict of Interest

The validity of this study relied on the transparency of the researcher. The researcher also serves as an academic advisor at the given institution. Focusing on the students for the data collection alleviated advisor bias, as the advisor knows many who serve in an advising capacity

at the university and did not want advisor connections to sway the data collected. The researcher wanted to conduct a pre-study not only to ensure that data collected matched the purpose of the study and its primary research question, but to ensure that what was being asked in the survey did not favor one advisor type over another. This concern was also taken into consideration in the data analysis, as the researcher looked at the data neutrally and focused on what the data indicated, not what the researcher assumed it might. The survey did not include any names or emails in the data collection. This ensured that the researcher could not attempt to intuit any answers from participating students she may advise. The researcher chose this topic and site out of interest in improving knowledge and best practice of advising at the institution and increasing knowledge of advising as a whole as connected to student identity development.

Summary

This chapter outlined the methodology for this study, including its research question, design, site and participant information, data collection process, and intended data analysis. The researcher investigated the role of advising in relation to college student identity development and what the student perspective of the role of advising in identity development is at the institution (Mosher, 2017; Posner, 2009; Young-Jones et al., 2013). Data collected was from current upper-level students at a large, public Midwestern institution with a decentralized advising model so that student identity development could be analyzed from different traits, including gender, advisor type, and college affiliation (Karkouti, 2016). The chapter also discussed the limitations of the study, as well as participant rights and the ethical considerations that were part of the study's development. This outlined methodology provided the guidelines for the study to take place.

CHAPTER FOUR: RESULTS

The purpose of this exploratory case study was to investigate the connection between academic advising and college student identity development from the student perspective. The study achieved its purpose through the examination of academic advising's effect on college student identity development from the perspective of the participants (upper-level students at the site institution), specifically looking at the student's advisor's role and the advising process as they felt it related to their own identity development (Bettinger et al., 2013; Lowe & Toney, 2001; Posner 2009). The study was designed around its primary research question: how do students in a large, public, Midwestern university setting perceive the effect of the advisor-advisee relationship on the advisees' identity development?

Prior to sending out the survey itself, the researcher gave it to three students and two other advisors (one faculty and one primary-role) to ensure minimal bias from the researcher and ease of understanding/completion for the participants (Campbell & McWilliams, 2016; Castro et al., 2010). Since the researcher serves as a primary role advisor, it was important to have the survey reviewed by those not in that capacity (students and a faculty role advisor) not only for accessibility purposes, but to ensure the survey was not prefacing one advisor type over another unconsciously. The researcher wanted the instrument used to be as objective as possible, which is why the pre-study was conducted. This chapter presents the results of the data analysis for the primary research question posed in the study.

Analysis Method

The survey used in this study was a researcher-designed instrument. It was developed with a conceptual framework of advising theory, student identity development theory, and transformational learning theory in mind (Brown & Posner, 2001; Chickering et al., 2005;

Mosher, 2017; Noland & Richards, 2014). The questions asked on the survey related to demographics, advising experience, advising wants, development, and how students view their advisors. The design was created with the purpose of the study in mind and its primary research question to explore the student perception in regard to advising's connection to student identity development (Coll & Draves, 2009; Hester, 2008). The survey concluded with two open-ended questions to enhance the student voice within the survey's results and ensure the researcher did not limit what the student voice could respond to. Instrument analysis was conducted through Qualtrics reporting and data analysis options along with Microsoft Excel, which allowed the researcher to ascertain responses by category and clean up results to ensure anonymity (Castro et al., 2010). Analysis for this study is qualitative in measure and includes descriptive statistics of the results gathered in regard to the scaled questions. Then, the researcher coded responses to the to gather themes and trends that emerged in conjunction to the research question.

Categorical Purpose

In addition to overall analysis of the results gathered, the researcher identified five categories for comparative analysis: college affiliation, classification, gender, first-generation status, and advisor type. These categories were determined based on the conceptual framework of the study and the research done during the development of the instrument (Barbuto et al., 2011; Castro et al., 2010). By looking at these categories in relation to the overall data, the researcher could understand if any major statistical differences in response emerged based on the category a student fell into (e.g., is there a major difference in what first-generation students want from their advisor compared to non-first-generation students?; Raque-Bogdan & Lucas, 2016, Smith et al., 2012). These comparisons were done in relation to the research question to

see how advisee perception changed based on different demographics/characteristics to better understand what shapes student perception.

For each category, the researcher looked at comparison results in relation to four main ideas: what topics were covered in an advising session, what students wanted to talk about during an advising session, how students felt about their advisor (e.g., trust, resource, leader, etc.), and how students felt their advisor has helped them develop (e.g., academic, career, campus identity, and overall). This was done with the literature and conceptual framework in mind to ascertain the student perception and if it connects or does not connect to theories around academic advising and student identity development (Posner, 2009; Ruth, 2013).

Comparison Between Advising Experiences and Advising Wants

Two of the larger scaled questions in the survey related to what topics were associated with an advising session. The first asked how often fifteen different topics came up within an advising session: course scheduling, graduation timeline, major/change of interest, career goals, personal goals, hobbies, campus engagement, community service/involvement, campus resources, study skills/time management, development as a student, development towards a career, social development, cultural development, and overall development (Reynolds et al., 2017; Ruth, 2013). The next question asked how often students would like the same fifteen topics to come up within advising. The intent of this question was to ascertain if there was a difference between the advising experience/appointment in reality and what an ideal advising experience/appointment would include, which connects to study's concern with student perception (Suvedi et al., 2015). Analysis of these two questions was considered in relation to the overall survey results, as well as the five categories of comparison and the research question.

Open-Ended Questions

The researcher felt it important to include open-ended questions within this survey for several reasons. First, since it was a researcher-developed instrument, the researcher wanted to reduce bias in the survey design by allowing the open-ended questions to be organically answered by the participants (Castra et al., 2010; Hatch & Garcia, 2017). Along the same vein, the researcher wanted to gather open-ended responses from the participants to better understand the student perspective holistically without limiting their voice or thoughts based on the closed questions. Once results came in, the researcher began analyzing comments, looking for larger, overarching themes and other common responses from participants to group together into similar concepts.

The researcher sought to remove emotions from the longer responses in order to focus on practical topics students wanted from their advisor/advising experience as compared to their personal reaction/satisfaction in advising (Suvedi et al., 2015). This focus relates the purpose and research questions of the study in terms of student perception of advising connected to student identity development rather than student satisfaction. Further, the researcher took steps to remove emotional references from the participant comments as a way to limit bias from any emotional statements impacting the researcher's analysis. The researcher also worked to minimize bias throughout the coding and analyzing process by keeping a frequency tally on what similar words, phrases, and ideas were found in the comments. This allowed the researcher to code and theme based on trends rather than researcher assumption, focusing strongly on what the student voices presented.

Presentation of Results

Participant Information

This survey was distributed to 7,169 students at the site university who fit the study criteria (i.e., full-time, traditional-age undergraduate upper-level students native to the university). Participation in this study was completely voluntary, and students were not offered an incentive to entice participation. The researcher recruited students through email, daily listserv, and advisor support (i.e., advisors sending the request to participate to their upper-level students). From the invitations to participate, 980 students responded in the two-and-a-half week window allotted, for a 13.6% participation response rate. The only question on the survey that was mandatory for participants was the question determining initial consent to participate. Of those who opened the survey link, only five chose not to consent and therefore were brought to the conclusion of the survey immediately. All other participants were able to continue. This section outlines some of the characteristics of the participants that correspond to the key comparison groups the researcher analyzed and connect to the research question posed.

As this study was designed for upper-level students, the participants were able to select their classification as junior, senior, or extended-time seniors (for those not on a traditional four-year timeline). The study focused on upper-level students because they have had more time to engage in advising and thus have a broader perception of what advising should be, fitting the purpose of the research question. In relation to classification, 315 participants identified as junior, 508 participants identified as senior, and 109 identified as an extended-time senior. Next, students were asked how they identified in terms of gender. Three hundred sixty-seven identified as male, 558 identified as female, five identified as non-binary, and two did not wish to disclose

their gender identity. Participants were asked if they were considered as a first-generation student, to which 180 said yes and 752 said no.

The university that is the study site has seven undergraduate colleges (on its main campus), so students were asked to identify the college of their major of study in order to understand if academic interest connects to the advising experience/want. All seven colleges are represented in the study results, though the number of participants per college varies greatly based on the size of each college and who chose to participate (which was out of the researcher's control). In relation to academic affiliation, the breakdown of participants was: 173 students from Agriculture, 12 from Architecture, 254 from Arts & Sciences, 119 from Business Administration, 183 from Engineering, and 112 from Health & Human Sciences.

Finally, students were asked about their advisor's role. Four hundred thirty-eight indicated having a primary-role advisor (i.e., a full-time staff advisor), 444 indicated having a faculty advisor (i.e., a professor who also has advising responsibilities), and 41 indicated that they did not know which type of advisor they had. Most respondents indicated that they met with their advisor one to three times a semester for around 30 minutes on average, and the majority of participants indicated an overall satisfaction with their advising experience.

Following the demographic and other basic identification questions, participants were asked Likert-scale questions to determine how often a variety of relevant topics were typically covered in advising sessions and how often students would like those same topics to be covered. The intent behind these questions was to gauge students' actual experiences with advising and compare them on a similar scale to student's expectations and desires for advising, thereby providing a better understanding of the student perception of advising as connected to identity development (Harrison, 2009, Suvedi et al., 2015). After that, participants were asked how much

they agreed with statements about their advisor (in relation to trust, being a resource, providing connections and access, and demonstrating leadership). The last scaled question asked how students perceived their advisor to have helped their development across different categories (Smith et al., 2012). Each of these ranked questions will be discussed in more depth in this chapter.

The survey concluded with two open-ended questions:

1. Please describe your ideal advisor-advisee relationship.
2. Is there anything else you would like to share with me at this time?

These questions were designed to allow the participant to expand upon anything from earlier in the survey, as well as to limit research bias by enabling the participants to guide what themes emerged in regard to an ideal advising relationship based on student perception. The top themes from these questions will be discussed later in this chapter.

Overarching Results

In the analysis of the overall data collection, the researcher analyzed results in regards to four primary areas/themes: what occurs in advising sessions, what students expect/desire from advising sessions, identity development in advising, and trust and leadership in advising (Imran et al., 2016; Mathis, 2010). In relation to the research question guiding this study, the researcher wanted to analyze whether there were significant differences in the topical nature of advising from what advisors currently talk about with advisees in a typical advising session as compared to what students want to discuss in advising. There were fifteen topics students were asked to respond to. These topics related to academics, resources, interests, and areas of development. The same topics were provided in relation to students' current experiences and their desired experiences. After that, participants were asked how their advisor has helped them develop in six

ways: individually, as a member of the campus, as a member of local communities, in terms of cultural awareness, in terms of career readiness, and in terms of student value systems. To conclude, students were asked about their feelings towards their advisor in relation to trust, resources, personal connections, and as a leader. The following sections will detail the overall results connected to these four areas.

What Students Experience in Advising. Of the fifteen topics asked about in the survey, the five reported as coming up within advising appointments the most were course scheduling, graduation timeline, major/change of interest, career goals, and personal goals. Cultural development was reported as coming up the least within advising, with just over 11% of participants indicating that it came up always or most of the time compared to 40% indicating it never came up. Similarly, social development was reported as coming up always or most of the time by just over 14% of respondents. Campus engagement was reported as coming up always or most of the time by just under 20% of students, and community service and involvement was reported as coming up always or most of the time by over 20% of students. Just under 50% of students reported development towards a career coming up the most of any of the development topics on the survey, as compared to overall development, which only scored at around 37%. Figure 4.1 illustrates the mean distribution of how often each topic was discussed within advising, ranging from “always” (5) to “never” (1). Results indicate that a variety of discussion elements occur within the advisor-advisee relationship in relation to their identity development (Barbuto et al., 2011; Suvedi et al., 2015).

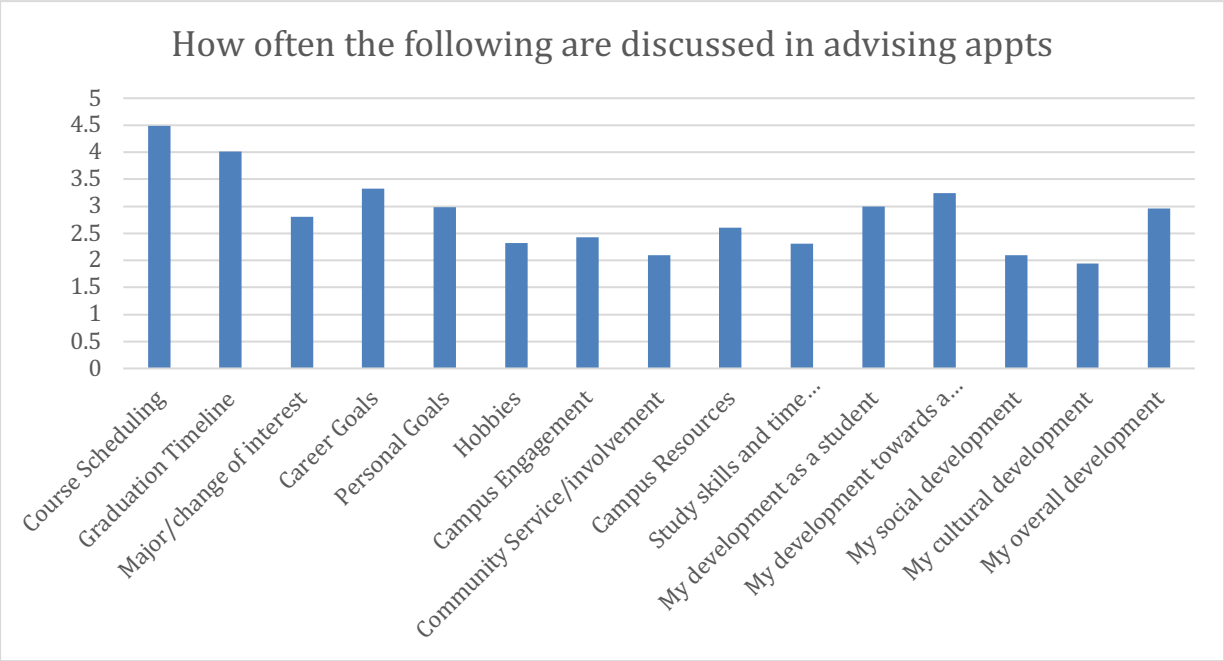

Figure 4.1. Topics Discussed in Advising

What Students Want from Advising. Similar to what was talked about in advising, the top five topics that students indicated wanting to discuss in advising were course scheduling, graduation timeline, major/change of interest, career goals, and personal goals. Cultural and social development still scored the lowest in relation to interest to discuss in advising; however, these topics did not score not as low as the marks in relation to how often they are currently discussed in advising (Khilji, Keilson, Shakir, & Shrestha, 2015). Nearly 90% of students wanted course scheduling always or most of the time discussed in advising sessions. Though it was not one of the top five topics, close behind in interest level was overall development, with over 52% of participants indicating they wanted to always or most of the time discuss that with their advisor. Figure 4.2 outlines the mean distribution for how often students wanted to discuss the outlined topics in advising appointments. While highest means related strongly to academic topics (e.g., course scheduling, graduation timeline, and career goals), there was an interest

overall in wider discussions as part of the regular advising process. Therefore, the perception of what students want from advising is widespread and contains elements of development.

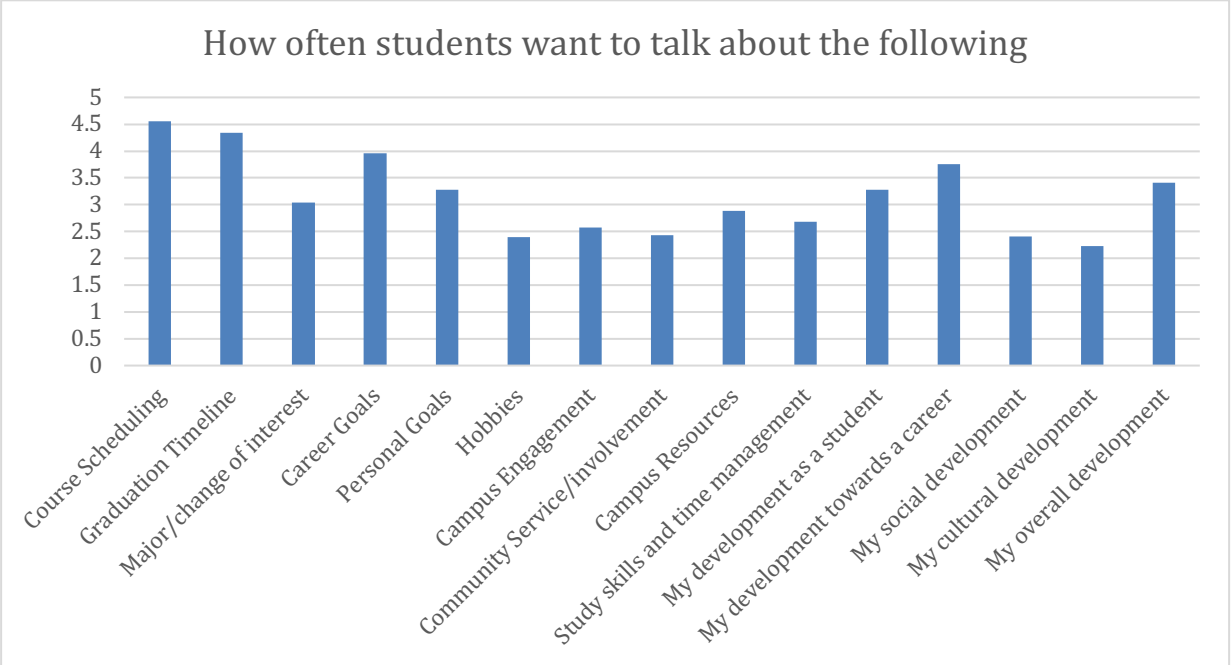

Figure 4.2. What Students Want to Discuss in Advising

To further understand the results gathered in regard to what was discussed in advising as compared to what students wanted to discuss in advising, Figure 4.3 provides the cross-comparison. In this comparison, course schedule is approximately equal in terms of how often it was discussed in advising as related to how often students wanted to discuss it in advising. However, in all other instances, what students wanted to discuss in advising ranked higher than what was actually discussed in advising. This highlights a disconnect in the experience some students perceive to have versus what they want from their advising experience. It also highlights that students do want advising to extend beyond prescriptive measures and into individualization and development components (Suvedi et al., 2015). Some of the largest gaps between what was discussed and what students wanted to discuss are in relation to overall development, career goals, and development towards a career. Even though career goals scored in the top five of what

was discussed currently in advising, there is still a gap present in relation to what students wanted to gain from advising (Baxter Magolda, 2003; Coll & Draves, 2009).

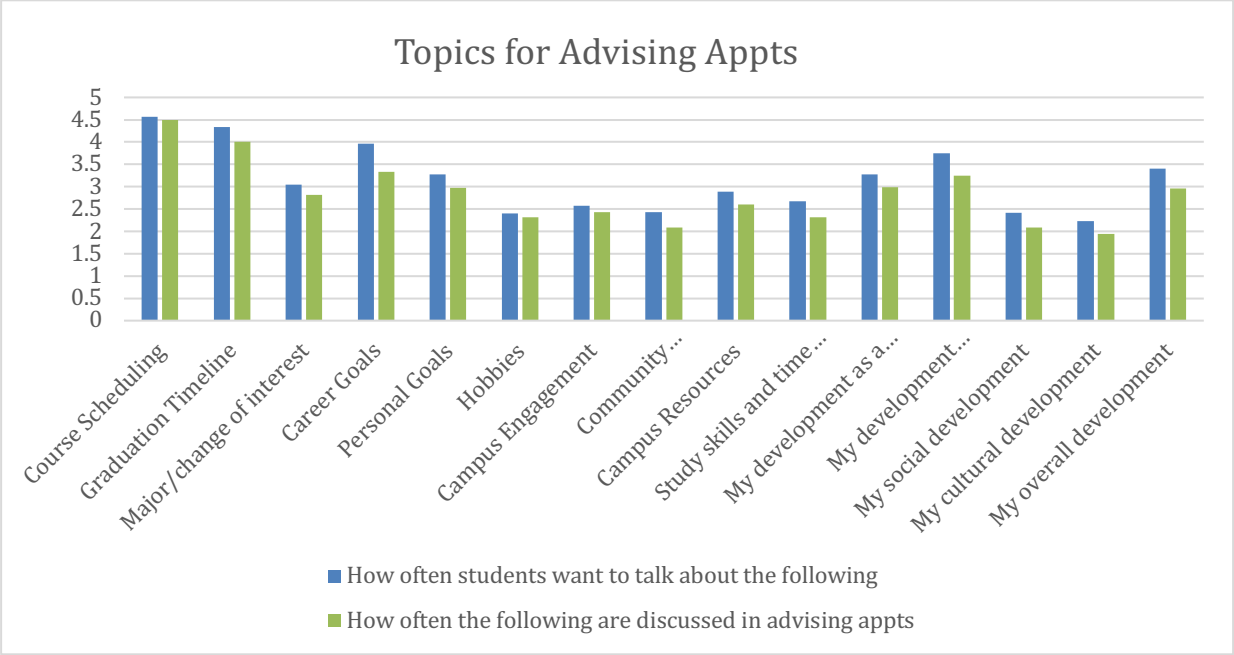

Figure 4.3. Topics for Advising Appointments

As Figure 4.3 showcases, there is a discrepancy between experience and desire from advising, and participants overwhelmingly desire to discuss more than what is currently discussed in their advising appointments in relation to personal, career, and overall development. These results show that the perception from students is that their advisor-advisee relationship can be and is desired by students to be developmental in nature.

Identity Development in Advising. While the survey asked students about development in relation to what was discussed in advising and what students wanted to discuss in advising, the researcher took this idea a step further by asking students specifically how they felt their advisor has aided their development in six ways: individually, as a member of the campus community, as a member of the local community, culturally, in career readiness, and overall (Betts & Lanza-Gladney, 2010; Coll & Draves, 2009). Career readiness is the area of development students

indicated as their advisor aiding in the most, followed by individual development. Figure 4.4 illustrates student responses to the six areas of development, with responses ranging from "strongly agree" to "strongly disagree". Figure 4.5 shows the mean distribution for each area of development with career readiness and individual development scoring highest and cultural development and member of the local community scoring lowest.

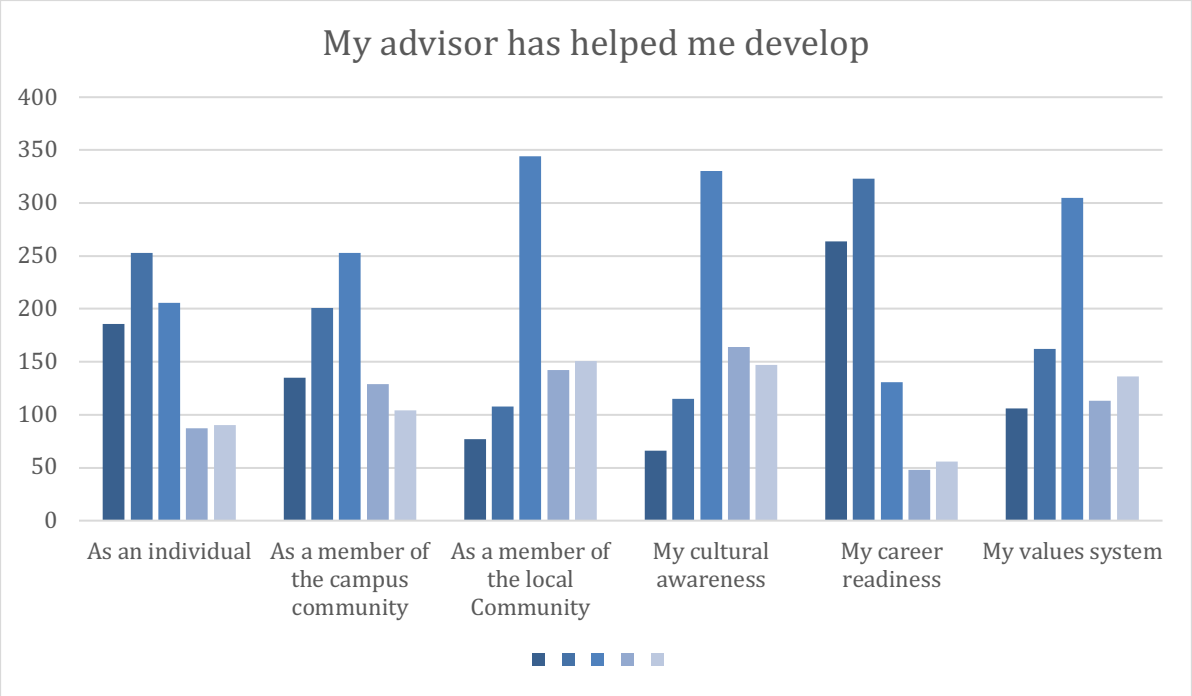

Figure 4.4. Student Development

By looking at the participant results in relation to what was discussed in advising sessions relevant to development, it becomes apparent that there is a discrepancy between what students wanted to discuss in advising relevant to development and how students feel advisors have aided different areas of development The results clearly indicate that students are interested in a developmental component to their advising experience and that they perceive a lack of developmental conversations in their advising experiences (Chaudhary & Panda, 2018; Suvedi et

al., 2015). This gap could stem from many different places, including advisee engagement, advisor responsibilities, or college/departmental value of advising.

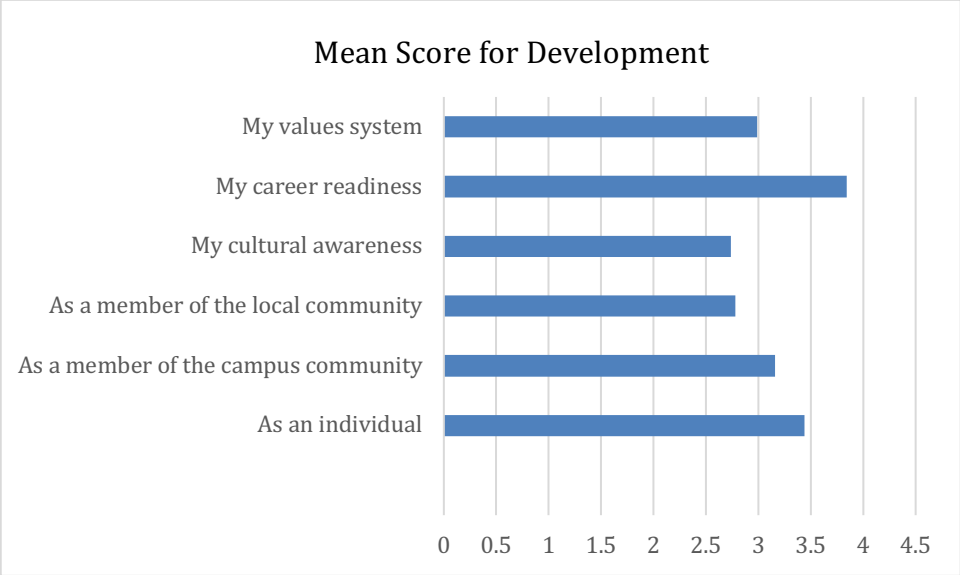

Figure 4.5. Mean Scores for Student Development

Trust and Leadership in Advising. The next question on the survey provided statements about the student's advisor and asked students the level to which they agreed with these statements, with potential responses ranging from "strongly agree" (5) to "strongly disagree" (1). These statements asked about levels of trust, usefulness as a resource, whether students would or have switched advisors to gain a better experience, personal connection, access, and whether they view or feel they should view their advisor as a leader (Brown & Posner, 2001; Noland & Richards, 2014). These statements were included to increase understanding of student perception of identity development as leadership (Imran et al., 2016; King, 2005). Just over half of participants strongly agreed with the statements about trusting their advisor and seeing their advisor as a resource, over 80% of participants selecting either "strongly agree" (5) and "agree" (4) responses. Only 2.9% strongly disagreed with the statement about

trusting their advisor, while 4.7% strongly disagreed that they saw their advisor as a resource. Nearly 80% of respondents indicated that their advisor was easy to access, though 6.5% strongly disagreed with that statement. Twenty percent of respondents indicated that they had a personal connection with their advisor, while 10% of students indicated a desire for a stronger personal connection.

Again, these numbers increase significantly when considering both "strongly agree" and "agree" responses, as illustrated in Figure 4.6. Figure 4.7 highlights the mean distribution for all nine statements asked. 65% of students strongly agreed or agreed that they saw their advisor as a leader, while just over 76% strongly agreed or agreed they *should* see their advisor as a leader. The highest levels of strong disagreement were in response to whether students have switched or would switch advisors for a better advising experience. In other words, while students perceived the importance of trusting their advisor and seeing them as a resource and leader, they did not perceive it as important to change advisors to aid their experiences in relation to opportunities for their identity development.

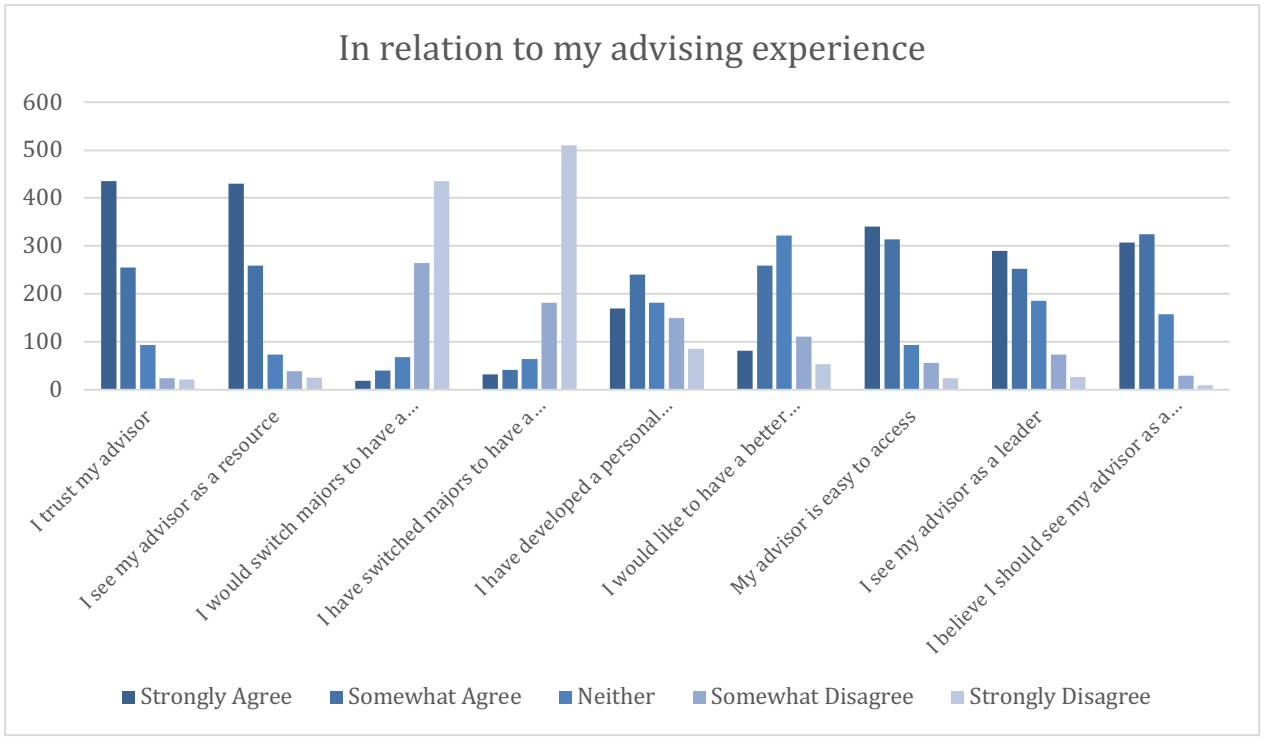

Figure 4.6. Feelings About Advisor

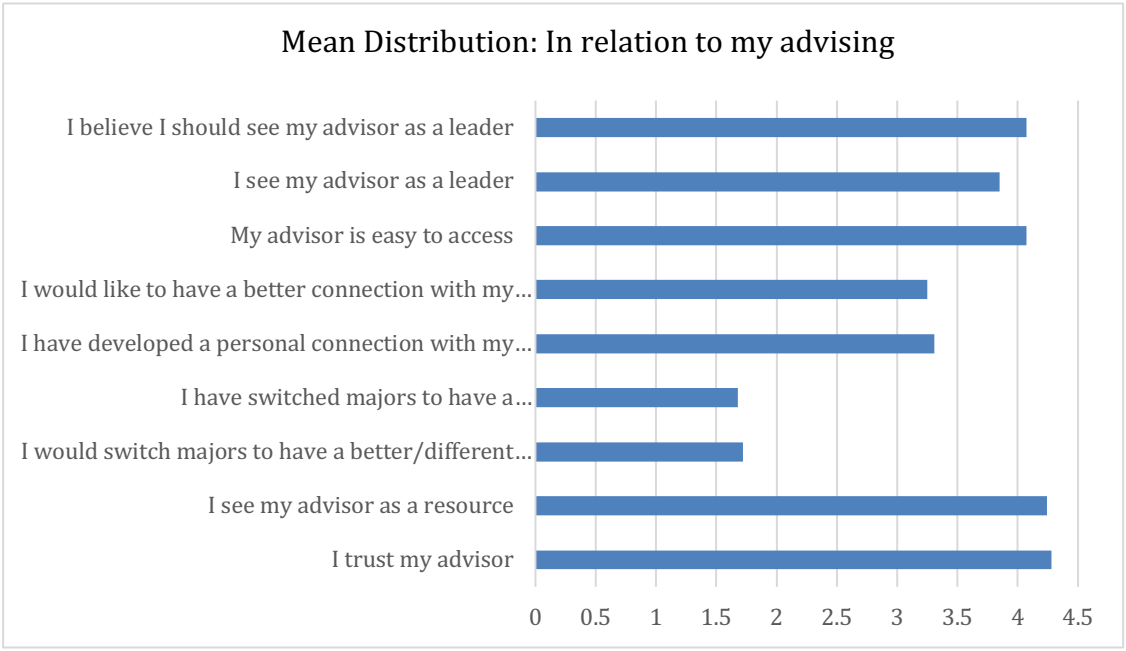

Figure 4.7. Mean Distribution – Feelings About Advisor

Results by Category

In addition to overall results, the researcher broke down results by five categorical responses to see if any significant differences emerged that should be addressed. Those five categories were academic affiliation, gender, first-generation status, classification, and advisor type. Overarching results and significant differences/findings are below.

Academic Affiliation

In relation to what is discussed in advising, most academic affiliation categories scored similarly in course scheduling, with it coming up the most across the board. Academic affiliation was considered to see if students in different content areas had different perceptions as to what advising is and how it connects to identity development (King, 2005; Suvedi et al., 2015). In the other categories addressing topics in advising sessions, those affiliated with Agriculture, Arts & Sciences, Education, and Health & Human Sciences typically indicated talking more about the other 14 categories than the other affiliations. Specifically, those affiliated with Architecture, Business Administration, and Engineering reported that major/change of interest, community service/involvement, development towards a career, social development, and cultural development came up significantly lower than the overall average. Additionally, the desire for those same topics to come up during advising scored on par with the other academic affiliations, with the exception being that Architecture students reported low interest in discussing social and cultural development (Reynolds et al., 2017). Engineering and Architecture had the most low responses (at least 10% below the average) in relation to what comes up in advising, with Engineering scoring lowest for seven of the fifteen topics surveyed, Architecture lowest for six topics, and Business lowest in the other two. Engineering students reported the least amount of current conversations around career goals, community service, campus engagement, study skills,

social development, and overall development. Architecture students reported the least amount of current conversations around graduation timeline, major/change of interest, hobbies, campus resources, development towards a career, and overall development. Business students reported the lowest conversation numbers around personal goals and course scheduling. Similar to overall numbers, academic affiliation generally reflected higher numbers in relation to what students wanted to talk about during advising as compared to what was actually discussed (Suvedi et al., 2015).

In relation to student development, similar numbers showcased students affiliated with Agriculture and Education reporting higher levels of development, while Architecture and Engineering students were at the lower end. Most academic affiliations reported at or above the average (53.4%) for development as an individual, with Architecture and Engineering representing the outliers below that number. Similarly, Architecture and Engineering students scored lower in relation to feeling like a member of the campus and local community as a result of help from their advisor. While both also scored low in relation to career readiness, Agricultural and Education students still scored highest at over ten percent above the overall average. Agriculture was the only outlier score in relation to development of a values system, at over 20% above the average. From this study, it is difficult to determine why this might be the case. It could be related to the personality type associated with students who choose to study Agriculture or the value placed on advising within that college.

When reviewing the collected data on advising experience, Architecture students reported less trust in their advisor (66%) compared to the other affiliations. The greatest variance in scores were in relation to developing a personal connection with their advisor. Whereas the overall average for this score was 49.5%, Agriculture scored highest at 73.7 percent, and several low

scores came from Agriculture (22%), Business (30.7%), and Engineering (32.3%). Most academic affiliations scored at or above the average (83.1%) for seeing their advisor as a resource, with the outlier being Engineering (67.1%). As demonstrated by the overall numbers, participants believed they *should* see their advisor as a leader at a higher rate than those who currently see their advisor as a leader, with the exception being that Education students reported the same score across categories (80.6%).

Gender

Generally, both male and female respondents shared similar ideas on how often the fifteen topics were discussed in advising, with less than a ten percent difference for each topic (King, 2005). However, when asked what was desired to be discussed in advising, female participants reported a higher desire than their male counterparts to discuss career goals (61.7% compared to 45.9%), campus engagement (41.8% compared to 29.9%), community service (36.7% compared to 20.7%), social development (35.4% compared to 25%) and overall development (52.9% compared to 41.1%). This indicates a difference in student perception based on gender, as connected to the research question (Castro et al., 2010; Suvedi et al., 2015).

Gender did not make a difference in level of trust or seeing advisor as a resource. The main distinctions between gender and advising experience came with females reporting a higher level of connection to their advisor (54.1% compared to 42.7%) and in the belief that they should see their advisor as a leader (81.5% of females “strongly agree” or “agree” compared to 68% of males).

Gender did not pose significant difference in relation to perceived development, except in relation to career readiness, where females reported higher development than males (75% compared to 65.9%). It is worth noting that percentages are only being compared here for male

and female respondents as they represented the two largest categories (493 female, 324 male), though results for those indicating non-binary (5) or non-disclosure (2) responses are provided in Appendix E.

First-Generation Status

First-generation students receive significant attention in advising research and in campus resources, so the researcher hoped to better understand if a significant difference in student perception existed at the site institution for those who are first generation compared to those who are not (Racque-Bogdan & Lucas, 2016). First-generation status did not result in any significant differences in what was discussed in advising, with the exception being campus engagement. Twenty-eight percent of respondents who were not first-generation students indicated that campus engagement always or often came up in advising sessions, compared to 38.2% of first-generation respondents.

When considering what students want to discuss in advising, however, first-generation status did make a difference. Those of first-generation status were more likely to report a higher desire to discuss personal goals (64% compared to 45.9%), campus engagement (48.5% compared to 34%), social development (43.4% compared to 28.2%), cultural development (36.6% compared to 24.4%), and overall development (55.9% compared to 46%). In relation to reported levels of development, first-generation students reported higher development in all six areas, with significantly higher rates of development in relation to individual development, cultural awareness, and their values system (Khilji et al., 2015; Racque-Bogdan & Lucas, 2016).

First-generation status did not prove significant in relation to trusting or seeing an advisor as a resource. However, first-generation students reported higher levels of connection with their advisors (57.8% compared to 38.8%), seeing their advisor as a leader (76.4% compared to

62.6%) and were more likely to report highly believing that students should see their advisor as a leader (86.9% compared to 73.5%), showcasing a different perception of how advisors play a role in their identity development compared to those who are not first generation.

Classification

The researcher also wanted to understand if a student's classification in college made a difference in their perception of the advisor-advisee relationship and its perceived effect on identity development (Suvedi et al., 2015). A student's classification was not a significant variable in relation to what was reported as discussed in advising for any of the fifteen categories asked about. Generally, those at all classification levels reported similar levels of interest in discussing the topics asked about with a few notable exceptions. Those at senior standing reported the highest level of interest in discussing graduation timeline (72% compared to 63.3% of juniors and 65% of extended-time seniors). Seniors reported lowest level of interest in discussing campus engagement (26.3% compared to 38.1% of juniors and 36.1% of extended-time seniors). Extended-time seniors, those who were on an extended undergraduate timeline, reported lowest interest in discussing overall development (39.1% compared to 47.9% of juniors and 49.9% of seniors). In relation to areas of development, classification did not make a significant difference in response percentages, with the minor exception being that extended-time senior participants reported less support in developing career readiness (63.9%) compared to junior (72.7%) and senior participants (72.1%).

Classification also had little significance in responses to the advising experience, except in relation to connection to advisor, as juniors were more likely to want more connection with their advisors (47.4%) compared to seniors (39.8%) and extended-time senior respondents (31.5%). Overall, perception did alter in some instances between classification, though it is likely

there would be more classification difference if all classes (freshman to extended senior, or even graduate students) had been surveyed (Veenesta, 2009; Workman, 2015).

Advisor Type

Students were also asked if their advisor was a primary-role staff advisor or a member of the faculty with advising responsibilities. Responses came in one of three categories: "faculty," "primary," or "unknown" (while all advisors at the site institution fell into one of those two categories, not all students knew which type of advisor they had). This question was asked to ascertain whether student perception changed based on the advisor type (Campbell & McWilliams, 2016). When asked about what was discussed in advising, advisor type was not a major factor, though primary role advisors were reported as discussing all but one of the topics slightly more than faculty advisors. That outlier topic was career goals, which is unsurprising considering that faculty advisors are content experts and career development is thus more likely to be addressed. The other difference in responses was that only 7.9% of those with an unknown advisor type indicated campus engagement coming up, which may speak to the fact that they were not able to identify which type of advisor they have. While only 7.9% responded talking about campus engagement with their unknown type of advisor, 34.2% of the same population reported an interest in discussing campus engagement. Those with unknown advisor types reported low interest in discussing their career goals, development as a student, as well as their cultural development when compared to their counterparts with known faculty or primary role advisors. In relation to development, there was not a significant difference in perceived development for those with a primary-role or faculty advisor; however, those with an unknown advisor type reported a much lower-level of advisor aid in development across the six categories (Campbell & McWilliams, 2016; Mosher, 2017).

Similarly, advising experience did not have significant difference reported for those with faculty advisors compared to primary role advisors. However, those with an unknown advisor type reported lower-levels of trust in their advisor, lower likelihood of seeing their advisor as a resource, and lower connection with their advisor. The only category those with an unknown advisor type reported highly in was the desire to have a stronger connection with their advisor, which would seem to validate the lower responses to other questions and the lack of knowledge of the advisor type those participants had. In relation to the research question, advisor type did affect the student perception of identity development within advising, as certain connections to their advisor differed not only by advisor type, but by whether or not students were aware of the advisor type (Mosher, 2017).

Open-Ended Results

The last part of the survey asked participants to consider their ideal advisor-advisee relationship, as well as anything else they would like to share with the researcher. This was included as a way to further gather data and ensure the student voice and student perception was heard as a result of this survey, especially as it was a new, researcher-developed instrument (Fox, 2011; Hatch, 2017). The open-ended questions were not required, but rather were a way to garner the student voice as participants felt comfortable responding. From the comments within the two open-ended questions, four major themes arose in relation to what students experienced and wanted to experience from advising: traits/characteristics related to an ideal advisor, advisors as a resource, advisors as a care agent, and advisors as a source of development (Truschel, 2008; Wyszynski, 2017). These four categories will be expanded upon, but it is worth noting that the researcher broke down comments into these themes to enhance objectivity and remove the

emotions from some of the responses to focus on students' wants rather than satisfaction in keeping with the research question.

The coded themes indicate a widespread desire for advisors to be a resource, care agent, and source of development. Crossover in themes does exist because student wants and perceptions are complex in nature. In Figure 4.9 below, each of the four themes is listed alongside the ten most commented terms or ideas associated with it. Several of the top ten terms within the larger coded categories have overlap, which was a result of how students talked about a term. For instance, the term "listener" occurred within both characteristic and care categories, as it was something described in relation to a trait a good advisor needed to understand academic need, but also as something students wanted from a trusted individual they could confide in, which extends past a trait into its association with a strong level of care (Suvedi et al., 2015; Truschel, 2008). Other terms may not be identical between the four categories, but contain some overlap in nature, showcasing the desire students have for advising to be complex in its support (Wyszynski, 2017).

It is worth noting that many students indicated having been shuffled amongst advisors, either by advisor turnover, a split model of advising, or their own change in interest (Chiteng Kot, 2014). Many had very different advisor experiences and indicated that the lack of continuity in a relationship with an otherwise good advisor contributed to the lack of development they had or would want to have from advising. If they were able to stay with an advisor throughout their time at the university, then they felt that development and deeper conversations beyond course scheduling and graduation would be more fitting (Suved et al., 2015).

Characteristics

In coding characteristics that students wanted in their advisor, themes of communication, trust, and efficiency emerged. Students desired an advisor who is easy to talk to, both in person and through email (Amador, 2011). Generally, more students wanted an advisor to be relational and professional, as they saw their advisor as someone less intimidating to reach out to than a faculty member (except, possibly, in the case of faculty advisors, though students are likely to have a different connection to that faculty member than their other faculty). Students particularly valued an advisor who is flexible, accessible, and timely—again, both in person and via email (Amador, 2001; Wyszynski, 2017). This also related to faculty, who students reported were sometimes harder to get appointments with because of their limited office hours (Allen & Smith, 2008). A major theme arose in the need for more timely responses (or responses at all) to emails, showcasing the need for tech savviness and attention to the student desire for electronic feedback/communication (Amador, 2011; Posner, 2009). Students wanted their advisors to be dedicated, knowledgeable, and good listeners. Several students indicated the need for advising to be a two-way street, wanting their advisor to a ready and able communicator, but knowing that they, as the advisee, have a role as well (Yarbrough, 2010). They wanted advising to be interactive, a partnership, and to contain a mutual level of respect. They wanted their advisor to have a sense of comfort associated with them, which is what led into the larger theme of care.

What students want from their advisors			
Positive and Relational Characteristics	Communicator (easy to talk to in person and through email)	**RESOURCE**	Provides multiple options
	Flexible and accessible		Guide (not stress-inducing or condescending)
	Two-way Street (advising as an interactive partnership with a mutual sense of respect)		Graduation requirements/timing
	Timely and responsive		Mentor
	Trust and comfort		Neutral listener/advice giver
	Organized (tech savvy, prepared)		Help navigate the college choices and system
	Relational but professional		Course management/scheduling (insight into what specific courses are like)
	Dedicated (content knowledge)		Can talk to about anything
	Efficient (straightforward, constructive, honest feedback in kindhearted manner)		Help with what to get involved with on campus and in community for career prep
	Listener		Post-grad talk/care/advice

Care	Makes advisee feel important, is there for them (relationship without judgement)	**DEVELOPMENT**	Career goals
	Cares holistically		Educational goals
	Relatability		Future planning/conversation starter
	Celebrates advisee milestones		Instills autonomy – helps advisee create their own path
	Passionate		Helps aligns personal goals/interests with career goals
	Individualization		Pushes advisee to try new things
	More than a “flag lifter”		Wants to see advisee improve/grow
	Follows up		Be source of accountability
	Provides confidence boost		Challenges advisee to succeed—can do so through individualization
	Fully supportive, encouraging, understands stressors		Recognize advisee strengths and weaknesses

Figure 4.9. Open-ended Themes

Resource

Students reported a need to view their advisor as a resource (Yarbrough, 2010). They wanted that resource to provide multiple options and give students some accountability in the process, as well as the ability to have a change of course/heart. They wanted their advisor to be a non-stress-inducing guide they could come to for genuine feedback and guidance without feeling a condescending tone. They wanted a mentor who could help them navigate the college system and challenges associated with it (Workman, 2015). Students wanted their advisor to assist in course management, scheduling, and to be able to tell students specifics about expectations for different courses and what course loads would actually be like. They wanted a neutral resource, listener, and advice giver. They saw their advisor as someone who could help them get involved on campus and in the community to help them ultimately prepare for their career after graduation (Fox, 2011; Smith et al., 2012). They also wanted their advisor to be someone they could talk to about what happens after graduation and what their options are, not just care about them during their time as an undergraduate. Students saw their advisors as resources in many ways, though different students wanted different degrees of resourcefulness from their advisor.

Care

As previously noted, care was an important element to students as they reported their ideal advisor-advisee relationship (Filson & Wittington, 2013; Suvedi et al., 2015). Participants wanted their advisor to make them feel important, know their name, and not make them feel like just another "flag" to lift (the site institution places advisor flags on student accounts each semester so that they must touch base with an advisor before gaining permission to enroll for the following semester). They wanted a relationship without judgement and to feel like their advisor was not only there for them but cared holistically about them (Atwijuka & Caldwell, 2017;

Pulcini, 2017). They wanted their advisor to be someone who celebrates their milestones, which can only be done by knowing students as individuals. They wanted follow-up from their advisor, confidence boosts, and encouragement, especially when stressors arise. The students wanted care from their advisor as a way to better their collegiate experience and ensure someone was looking out for them. In connection to the research question, this desire shows a student perception of care associated with how advising creates opportunities for a relationship and development (Atwijuka & Caldwell, 2017).

Development

While the open-ended questions did not directly ask about development, it was a theme that arose in the participant comments. Education and career goals were the most prevalent types of development students wanted from their advisor-advisee relationship. Students wanted to develop through future planning and conversations their advisee helped ignite (Fox, 2011). They wanted assistance in aligning their personal goals and interests with their career goals. They wanted their advisor to be a source of accountability for them, someone to challenge them to succeed and check in with them on that progress. Participants wanted their advisor to instill autonomy in them, to help them create their own path and take the necessary steps to walk down it (Fox, 2011, Suvedi et al., 2015). They wanted their advisor to recognize their strengths and weaknesses and to help them to grow and improve. They responded wanting their advisor to push them to try new things. Students understood the importance of individualization as related to these developmental concepts. Overall, communication, resourcefulness, holistic care, and individualization were what students wanted to help foster development. These comments demonstrate that students perceived a strong connection to development is possible from the

advisor-advisee relationship, and that this connection to development was desired by many students.

Polarizing Comments

Students are unique individuals with differing ideas of what they want from the advising experience (Yarbrough, 2010). While many students wanted the relational and developmental components highlighted in the four main themes disseminated from the open-ended questions, those themes did not encompass the desires of all those surveyed. Some indicated wanting their advising relationship to be about course selection and timely graduation only. Those who did not care to have the developmental connections to their advisor indicated that they found that connection in other university and community members/mentors, and that they utilized their advisor specifically for academics and graduation without a need for a deeper connection (Hester, 2008; Yarbrough, 2010). Some, however, saw their advisor as that mentor and source of development.

These opposing comments and perspectives reinforce the need for individualization in advising and taking the time early-on in the relationship to understand students' wants and needs. That understanding allows for adjustment in the advising process based on the student's desire for more or less developmental components. Those who want strictly academic support from their advisor want efficiency and do not want to feel forced into mandatory meetings when they are able to manage their degree progression well on their own. Some students are more adapt at navigating their degree audits and sequencing classes accordingly, whereas others want/need that additional support (Johns, 2006; Lowe & Toney, 2001). Those students do not need their advisor to hold them accountable for goals or to help them set goals, though many other students indicated a desire for their advisors to aid in goal setting, accountability, and pushing a student to

challenge themselves. It is more feasible to assume that students do not have or want to have the same advising experience across the board (Yarbrough, 2010). Individualization is the tool advisors need, but along with that tool, advisors must understand that many students do want advising to be developmental and extend past prescriptive measures.

Summary

What the Results Provide

From the results gathered, increased knowledge of the student perception of advising and student desires for advising has been gained. The results indicate that, for many students, there is a desire for a developmental component of advising. The majority of students indicated that what they would like to discuss exceeds what is actually discussed in advising, with the minor exception being course selection, indicating that students want more than a prescriptive advising experience (Suvedi et al., 2015; Yarbrough, 2010). Specifically, development in relation to career readiness is desired, though the results cited an interest in overall student development through advising conversations (Fox, 2011). The gap in what is discussed compared to what students want to discuss indicates a desire for more complex conversations and showcases the idea that students have a perception of what advising could and should be. According to the majority of students surveyed, advising could and should be more than prescriptive advising and does include development, growth, being a safe place for conversations, and being a holistic resource. This gap connects to the research question of this study in that it shows students' perception of the connection of advising to development, as well as the need for a stronger connection in that realm (Hester, 2008; Suvedi et al., 2015). The results also indicate that first-generation students need and want more support in navigating college and developing a healthy skillset to foster academic and career success (Fox, 2011; Harrison, 2009). Additionally, students

self-indicate a desire for advising to be a two-way, interactive experience in which they understand their responsibility in the advisor-advisee relationship. While students want communication and follow-up from advisors, they recognize accountability can only come from them being willing to do their part.

The survey also showcases the idea that continuity fosters development. The more the university can do to keep students with their advisor throughout their time as an undergraduate, the more student is able to get out of advising (Campbell & McWilliams, 2016; Pardee, 2004). This may mean looking at employee retention efforts and reevaluating the split advising model that some departments have (in which a student begins with a primary-role advisor and is then assigned a faculty advisor after their first year or two; Chiteng Kot, 2014). The more time an advisee has to develop a connection and feelings of safety and positive challenges with an advisor, the more they will be able to develop individually and gain from their advising experience. That time and relationship is better served in consistency of advisor from year to year, which can be aided if a department moves away from a split model of advising (Chiteng Kot, 2014; Mosher, 2017). Of course, continuity is not always going to be feasible when turnover occurs or an advisee has a shift in academic interest and would thus be better served from advising in a different college/department.

Additionally, results indicated a belief that advisors should be considered leaders to their advisees. With that perception comes the need for advisors to be ethically sound in how they approach the advisor-advisee relationship as resources, mentors (when applicable/desired), conversation starters, measures of accountability, and sources of trust (Bettinger et al., 2013). Through transformational learning and various theories of leadership (especially connected to servant and transformational leadership), the leader, or advisor, is a facilitator of development

and works to foster positive growth in their followers, or students (Noland & Richards, 2014; Posner, 2009).

In relation to the open-ended responses, the results provide insight as to what students perceive as important to an ideal advisor-advisee relationship. They desire many positive attributes (e.g., communication, warmth/openness, trust, straightforwardness) and believe that advisors should represent a holistic source of campus, community, and post-graduation resources, an agent of care, and an agent of development. Students indicated value in the advising relationship in relation to not only academic and career development, but overall development through engagement in conversations and activities that foster growth and position the advisor as a source of accountability. These results indicate how much students perceive can be gained (and desire to gain) from the advising experience in college, extending past prescriptive advising and into developmental measures (Betts & Lanza-Gladney, 2010; Campbell & McWilliams, 2016).

Since the researcher chose different categories through which to understand the student perception of advising, those results provide information on what can and should be looked at further by future researchers. For instance, a cross-comparison of academic affiliation and advisor type would likely provide a more holistic picture of the student experience from both the avenue of their desire and the level of value a college/department places on advising. Further, looking more into the needs of first-generation students compared to non-first-generation students could help advisors approach more individualized rapport building and address student needs. While gender was not a factor in what was discussed in advising, it did provide insight as to how different genders approach the advising experience and their expectations of it.

Classification would likely be a valid future topic were the study expanded to a lower-level/upper-level students' vantage point, rather than only upper-level distinctions.

What Gaps Arose

From this study, several gaps in both knowledge and experience arose in relation to how to effectively measure experience on a decentralized campus, impact of cultural development, and the lower-level experience (Veenestra, 2009; Workman, 2015). On a decentralized campus, some of the colleges have differing advising structures within each college and/or department, so understanding the effectiveness of advising from the college affiliation level may not be as helpful as at the major/department level, even though that choice was made for confidentiality purposes within this study. More needs to be known about what advisors feel they do and should discuss during advising with their students to see if that matches what students report being discussed (Hester, 2008; Suvedi et al., 2015). If a gap in the advisee and advisor perception exists, then there needs to be a way to educate both advisors and advises about expectations of advising and how to understand one another's role in the advising process as related to conversation and development.

In the literature review for this study, cultural development was an area of development that has become increasingly important to campus leadership (Hendershot, 2010; Karkouti, 2016). However, results of the study highlight a lack of importance given to cultural development in the current advising experience and in what students want from advising. So, how does the site institution work to instill importance of cultural development in college in a way that centers it becoming the norm and the want for advising? Here, the research in advising and higher education trends do not match the reality (or perceived reality) of the student experience.

While this study specifically chose to focus on upper-level students, as the researcher wanted the perspective of those who have had several years of college advising, the researcher understands the importance of the lower-level student experience as well. Based on the results, especially when breaking down perspective by classification, inferences on increased interest to discuss major/change of interest, campus resources, and campus engagement from lower-level students can be drawn (Filson & Wittington, 2013; Veenestra, 2009). This study provides a foundation in student perspective can be translated to a study addressing students from all classifications to compare the needs and desires of students throughout their collegiate experience.

What Was Learned

Through the data collection, several inferences were made. First, there is a need to increase attention to cultural awareness and development on campus to make it part of the climate and the norm, thus increasing its connection and desired connection to advising and student development (Hendershot, 2010; Karkouti, 2016). Next, more support is desired from first-generation students, so advisors need to utilize that information in how they individualize what is discussed and how often it is discussed to ensure all students feel engaged, part of the campus, and safe to develop their sense of cultural awareness (Love et al., 2010). With advisors taking time to learn about their students early on, a more engaged and more developmental advising relationship can occur. This is especially relevant as a majority of students see their advisor as a leader, with even more believing they *should* see their advisor as a leader, so advisors and university staff need to ensure that ethical leadership is a part of their campus culture and students are looking up to ethical leaders as resources, mentors, and facilitators of development (Barbuto et al., 2011).

Advising needs individualization (Filson & Wittington, 2013; Hester, 2008). Polarization exists in students' wants, needs, and interests, so advisors need to be able to understand what a student brings to the table and how best help them moving forward, which looks different for each student. Polarization also existed within this survey, as some of the results from the Likert-scaled questions and open-ended questions contradicted one another. For example, students indicated lower interest in discussing major/change of interest, yet lots of respondents self-reported a desire for flexibility in advising, options, and paths (Fox, 2011). Advising is and needs to be a two-way street. While the student is the focus of the advising appointment and advising experience, when a student has at least a baseline knowledge of their advisor, trusts their advisor, and views their advisor as a resource, perception of development increases (Betts & Lanza-Gladney, 2010). The more welcoming and interactive an advising session is, the more likely a student is to engage in developmental conversations and opportunities to facility growth (Bettinger et al., 2013). The want for advising to extend past prescriptive measures exists, and in many cases, students believe their advising experience provides that extension. That being said, gaps in experience and desire still exist and advisors should capitalize on the notion that students want more from advising.

Conclusion

Overall, much was gained from this study in relation to the research question: how do students in a large, public Midwestern university setting perceive the effect of the advisor-advisee relationship on the advisees' identity development? First, results affirm that students perceive the ability of the advisor-advisee connection to produce identity development outcomes (Suvedi et al., 2015). Additionally, not only did participants hold that perception, they indicated an interest and desire for, in many cases, advising to have a development component (Hester,

2008). While a few perceived advising as strictly for course selection and timely graduation progress, as those students sought mentors, resources, and developmental opportunities from other collegiate connections, these responses were the minority (Bettinger et al., 2013; Brown & Posner, 2001; Noland & Richards, 2014). Most did want (or have) an advisor-advisee relationship with a developmental component and perceived/understood advising to be more holistic than prescriptive (Cook, 2001). With this gained knowledge, it is important for advisors to understand their students, their wants, and how to foster development through the advisor-advisee connection (Hester, 2008; Suvedi et al., 2015). Knowledge was furthered by this study through disaggregation of data based on academic affiliation, gender, first-generation status, classification, and advisor type. From this categorical breakdown, student perception could be ascertained based upon demographical and academic interest. With that breakdown of results, knowledge was gained in relation to student perception to help an advisor understand how to interact with an advisee and what an advisee may want from the advising connection in relation to identity development (e.g., females typically desire more from advising than males, and those with an Architecture academic affiliation tend to have/want to have a more prescriptive than developmental experience; Covelli & Mason, 2017; Smith et al., 2012). This chapter shared the results of the study in relation to the associated literature and research question. Chapter 5 will outline what this study can do for the related fields, the study's limitations, recommendations for the site, and recommendations for future study.

CHAPTER FIVE: CONCLUSION

This exploratory case study examined the connection between academic advising and college student identity development. It gathered data from the perspective of upper-level students at a large, public Midwestern university with the purpose of furthering the knowledge base of student perception and voice in relation to the advisor-advisee effect on identity development. The study gathered data through a researcher-designed, qualitative survey with both Likert-scaled and open-ended questions addressing what occurs in advising, student perception of development in advising, student perception of advisors, and student perception of the ideal advisor-advisee relationship (Coll & Draves, 2009; Filson & Wittington, 2013). Upper-level students were the focal population for this study as they have had time in college to engage in advising and develop a sense of what they want from advising and to develop in a variety of respects overall (academic, career, social, cultural; Coll & Draves, 2009; Young-Jones et al., 2013). The results of the study indicate that the student perception of advising can and should include at minimum an academic and career development focus, but, in many cases, a holistic development component is seen as desirable. The results further indicate that most students perceive their advisor to be not only a resource, but a trusting care agent who can facilitate conversation and opportunities for growth and exploration. Results related to student perception of their advising experience and comparison between groups will be discussed in this chapter followed by implications for practice, recommendations for action and future research.

Interpretation of Findings

As students are individuals who come to college with different needs, interests, and goals, they also come with a need for different types of advising and advisor approaches (Filson & Wittington, 2013). While a few students seemed to prefer a more straightforward and

prescriptive approach to advising, instead seeking mentors and resources from other university connections, the majority of students looked to their advisor as that holistic resource, wanting much more from the advising connection than course selection and simple assurance of being on track for graduation (Hester, 2008). From feedback on the Likert-scaled questions and from student comments in the open-ended questions, results indicate a strong perception of advisors as resources, guides, and connectors of growth opportunities as well as a desired point of development-based conversations and facilitators of challenge for growth, as well as encouragement for success. These findings indicate a need to ensure that advisors individualize appointments and build rapport early-on with advisees to ensure they are getting what they want and need out of the advisor-advisee relationship to better their collegiate experience and, more importantly, their individual development (Brown & Posner, 2001; Coll & Draves, 2009). Additional inferences can be drawn within the categorical breakdown and comparison of results.

Categorical Findings by Comparison Groups

While the overall results provide much in relation to knowledge expansion of the student perception of advising as connected to identity development, a breakdown of perception based on student and advisor demographics enhances that knowledge base further. The breakdown can assist an advisor in having baseline knowledge of what a student of a certain population (e.g., academic affiliation, gender, first-generation status, or classification) might want or perceive from their advising experience, as well as the student's perception of advising based on advisor type (Mosher, 2017). The results also provide the perspective of college students in 2020 in relation to their perception of advising and the advisor experience, as several students indicated an ability to use technology and resources for course scheduling on their own, and desired their advisor's time for deeper conversations; whereas others wanted help navigating the technology

systems and to maintain the focus on those prescriptive elements. This divergnce, again, speaks to the overall need and want for individualization in advising and treatment of advising as a two-way street and accountability system (Barbuto et al., 2011). Data indicates that students value discussion beyond course selection and graduation timing, broadening into career development, campus/community engagement, and overall development. The results further illuminate the perception students have that advisors are agents of trust, resource support, and leadership who promote and foster development in several ways, with most connected to career readiness.

Academic Affiliation. In relation to academic affiliation, there were some differences in what students indicated as receiving from their advising experience, as well as what they perceived as desiring from advising. This could be connected to the personality associated with their academic affiliations/fields, though it could also be associated with the advising model and level of attention advising receives in their academic college (Suvedi et al., 2015). Additional studies could shed light on whether academic interest or college set-up has a stronger impact on student perception of advising's connection to identity development (King, 2005; Suvedi et al., 2015). Breakdown by affiliation revealed a need for more discussion within advising sessions, as what students want to discuss/gain from advising outweighed what they perceive themselves as gaining from their current advising experience. Most academic affiliations had similar responses in relation to advisor aid in development, with the outlier being that those in Agriculture perceived higher advisor aid in relation to developing a values system. Again, this could be based on the personality of those who typically study Agriculture, or it could be connected to the advising structure of that college. On average, Architecture students reported less engagement in the advising process as connected to development, as well as lower-levels of trust and seeing their advisor as a leader. On the whole, the results indicate some variance in student perception

of their advising experience, as well as what students want from advising, but more work needs to be done in relation to connection between academic field of interest and advising and identity development in order to draw firm conclusions (Reynolds et al., 2017).

Gender. Gender did not have a strong effect on what participants reported being discussed in advising, though the perception of respondents did indicate more holistic wants in discussion topics from female participants as compared to male. Female participants also perceived a stronger connection to their advisor, as well as interest in a connection to their advisor when compared to the male participants. Gender also proved to be significant in perceived levels of development (e.g., individual, campus, community, career, values system; Suvedi et al., 2015). The implications of the results based on gender breakdown provide a foundation for understanding what an advisee may be wanting or expecting from their advising experience, though individualization remains crucial (Suvedi et al., 2015).

First-generation Status. As first-generation status is a population garnering significant research and attention, this breakdown was important to assess whether differences in perception and wants exist when a student identifies as first-generation or not (Racque-Bogdan & Lucas, 2016). Based on the results, participants did not perceive a difference in regard to what topics are discussed in advising appointments. However, first-generation respondents did report wanting more topics discussed in advising than their non-first-generation counterparts, especially in relation to developmental conversations. Similarly, first-generation students perceived more aid from their advisor in relation to different areas of development. First-generation students also reported higher levels of trust in their advisor and were more likely to see their advisor as a leader. This information provides insight into the wants and needs of first-generation students, who would like that advisor to be a holistic resource to help them navigate college and be a

conversation starter for topics around development (Khilji et al., 2015; Racque-Bogdan & Lucas, 2016).

Classification. The researcher also examined whether or not there was a perceived difference in advising experience in connection to identity development and desires for advising based on the participant's classification (e.g., junior, senior, extended-time senior; Veenesta, 2009; Workman, 2015). In relation to how often topics come up within advising, classification was not a source of significant difference. Seniors reported being most interested in discussing graduation timeline and had the least interest in discussing campus engagement, which aligns with someone nearing the end of their collegiate career. Classification did not significantly change respondents' perceptions of their advisor (e.g., levels of trust, perception as a leader) or perceived level of advisor aid in development. It is likely that classification would have had more differentiation if all classes had been surveyed (e.g., first-year through graduate student).

Advisor Type. Advising type was the most telling find from this study, in that it revealed the necessity of advising to be a two-way relationship between advisor and advisee, as confirmed by the open-ended comments (Barbuto et al., 2011; Pardee, 2004). Students who did not know their type of advisor (e.g., primary or faculty) had significantly lower connections with their advisors, less trust in their advisor, lower-levels of development in conjunction with their advising experience and were less likely to see their advisor as a resource. While all advisors at the site institution are either primary role or faculty advisors, the fact that a handful of students did not know that basic information about their advisor indicates a lack of rapport development in the advising relationship. The advising experience should focus on the advisee, but having knowledge of the advisor, their role, and/or their interest in advising all contribute to the

development of trust and other necessary perceptions of the advisor to effectively use the advising relationship for developmental gains (Campbell & McWilliams, 2016; Mosher, 2017).

Open-Ended Themes

From the comments gathered from the two open-ended questions posed (related to student perception of an ideal advising relationship and whether participants had anything else they wanted to share with the researcher), responses highlight that students want an advisor who is holistically caring, open, straightforward, and a solid communicator (in person and online). Additionally, students want their advisor to help facilitate conversations around development, especially in the academic and career realms, hold them accountable, and challenge them to grow. Participants perceive effective advisor-advisee relationships to be two-way streets where both parties play an active role in advisee support and growth. It is worth noting that, while these themes were held by a majority of respondents, some did indicate wanting the opposite: an advisor who focuses solely on academics does not require additional mandated meetings. Ultimately, this highlights the importance of individualization in academic advising (Mosher, 2017).

Implications

What Was learned. Responses to this survey reinforce much of the theory and research around academic advising and student identity development, as the responses show a majority of students do want a developmental component to their advising experience and see their advisor as a resource beyond course scheduling (Lowe & Toney, 2001; Truschel, 2008). Students reported desiring more topics be discussed in advising appointments, and they identified care towards their academic development/progress and career and overall development as significant and desirable (Workman, 2015). Students want more career readiness preparation, resource

connections, and conversations beyond the courses required in their field for graduation (Coll & Draves, 2009; Raque-Bogdan & Lucas, 2016). From the study, it is clear that the majority of students perceive their advisor to be a resource, leader, and agent of both trust and care. In order to develop and maintain trust, advisees must be retained by the same advisor (King, 2005; Mohamed & Waguih, 2018; Young-Jones et al., 2013). Students perceive continuity as a key factor to their development through the advising process; therefore, the university should do what it can to promote long-term advising relationships by supporting advising structures that keep advisees with the same advisor/advising experience and establish a consistent value of advising across the university regardless of the model a department/college utilizes (Lowe & Toney, 2001; Mosher, 2017; Posner, 2009).

Advising structure. Considering that students repeatedly emphasized their desire for advisor continuity, it seems that students perceive a split model of advising negatively (Harrison, 2009; Lowe & Toney, 2001). Although not all of the discontinuity faced by participants related to split model advising, it is the main continuity factor that the university can control, as advisor retention and student change of academic interest also lead to a necessary change of advisor. When considering academic advising professional on-boarding and continued development, continuity and its connection to student development should be considered.

Limitations. As with any study, there were limitations involved. First, since the study used a new, researcher-developed instrument, the study focused on one institution to see what kind of results the survey produced. While this was intentional, as the site institution provides variety in terms of academic interest, advising structure, and student demographic, it does limit the results to a singular geographic location and provides results only from a large public university rather than a variety of university and college structures. Additionally, the survey was

limited to traditional-aged, upper-level students native to the university. The intent of this was to gain the perspective of those who had been engaged in the advising process for several years at the same institution, rather than those new to college and/or the institution and in the peak years of development (Coll & Draves, 2009; Ruth, 2013). Differences in response would likely be more varied if all classes of students at the site institution had been surveyed, but the researcher wanted to limit the parameters not only for longevity in the advising process but to limit the sample size, as the institution was quite large. Along those lines, this study focused solely on student participants. The advisor and administrative perception on what is and should be discussed in advising appointments was outside of the scope of this study.

Recommendations for Action

As this study focused on a singular site, most of the recommendations are for that site specifically, though the following recommendations can be generalized for other institutions considering how they view academic advising. The researcher's first recommendation would be to have discussions within the departments that utilize a split model of advising to gain their perspective of its effectiveness (from students' perspectives as well as advisors' and leadership's perspectives) and evaluate if that model still makes sense for their students (Yarbrough, 2010). Next, the researcher would recommend training on developmental and appreciative advising as part of both on-boarding and continued on-campus professional development efforts to highlight what can be a part of advising appointments and what students indicated as lacking from advising. It would similarly be helpful to "on-board" students when they arrive to the university to help them understand how to view the advising experience, especially for first-generation students who may be less familiar with resources and areas of development (Racque-Bogdan & Lucas, 2016; Workman, 2015). The more transparent advisors can be with their students, the

more opportunities for development, growth, and trust a student perceives. The more leadership values and emphasizes academic advising, especially as a vessel of student identity development, the more advisors and advisees are likely to engage deeply in advising as an on-going process in addition to a retention effort (Dowling, 2015; Jones, 2019).

Recommendations for Further Study

Based on the results and limitations of this study, there are several recommendations for further study. First, sending additional surveys at the same institution for lower-level students would reveal the different needs for those newer to the university setting. In additional surveys, it could be fruitful to ask not only the advisee's gender identity, but that of their advisor as well to see if connections, experience, and topics differ by advisor identity. It would also be valuable to send a similar perception survey to advisors and administration to gauge how much advisors feel certain topics come up in advising (to compare to the student results of this survey) and to give administration an idea of how advisors perceive advising to be valued within their unit. A sample survey for advisors can be found as Appendix F. Those results would allow for a holistic picture of advising and its perceived effectiveness/connection to student identity development from all the primary stakeholders (students, advisors, leadership; Chiteng Kot, 2014; Dowling, 2015; Young-Jones et al., 2013). These instruments should also be used with a broader pool of participants from a variety of institution types (e.g., student population, public, private, two-year, four-year, technical) to see how institution type effects the perception and wants of students. With those larger results, more can be determined about student perception of advising's connection to identity development and, therefore, give advisors a foundation of knowledge for what students may desire from advising.

Conclusion

Ultimately, not every student may want a developmental experience from advising, but for those who do, advising can and should be a university resource that provides widespread developmental conversations/opportunities when both advisors and advisees engage in and do their part in the process (Himes, 2014; Young-Jones et al., 2013). As academic advising continues to be a critical component of student and university success, assessment of advising effectiveness needs to be ever present (Dowling, 2015). As this study showed, what students want from advising varies greatly, the majority of students desire a developmental component to their advising experience, as they view advisors as not only resource providers, but prospective mentors, holistic care agents, and development facilitators. This is something university leadership should consider as they address advising practices, on-boarding practices, professional development, and the importance of advising on their campuses. The knowledge that many students want and perceive advising to be connected to identity development provides foundational knowledge for advisors to engage in rapport-building with their students. A final takeaway is to reinforce the importance of individualization to advising (Himes, 2014; Young-Jones et al., 2013), as well as the student perception of the necessity of individualization.

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Appendix A

Recruiting emails and announcements

Email to Students:

Hello,

My name is Kaela Urquhart and I am an academic advisor. I am also a doctoral candidate through an Educational Leadership program at the University of New England. Today I am reaching out in hopes that you will take a survey for me so that I can collect data for my dissertation study.

The study I am conducting is designed to learn more about how you think your advising experience may have contributed to your identity development. By this, I will ask a series of mostly scaled questions for you to identify how much certain topics have been discussed during your advising sessions. You will then be given an opportunity to expand upon your advising experience. Your name and email will not be associated with the results, and results are being collected strictly for an educational purpose. The survey should only take 5-10 minutes to complete. If you are willing to participate, please see the consent form attached for more information about the study and the link to the survey.

Link to survey: https://survey.az1.qualtrics.com/jfe/form/SV_3UV6g501NYCeP7D

Best,
Kaela Urquhart

Email to Advisors:

Hello advisors,

Today I reach out seeking your help and support in recruiting students to participate in my dissertation study. Some of you know I have been in a doctoral program through the University of New England (EdD in Educational Leadership). My culminating project is my dissertation and my topic relates to the student perception of their advising experience in relation to their identity development. I am looking for full-time, traditional [upper-level students] (juniors, seniors, super seniors) native to this university to complete the survey. If you could please send this invitation to participate to your [upper-level students], it would be greatly appreciated! If you have any questions prior to being comfortable recruiting students, please reach out to me.

Thanks!
Kaela Urquhart

Announcement via university listserv:

[Upper-level students] Invited to Participate in a Dissertation Survey

Current Academic Advisor and doctoral candidate seeks full-time, traditional [upper-level students] (juniors, seniors, super seniors) to participate in a survey related to their advising experience and how it relates to identity development. By this, I will ask a series of mostly scaled questions for you to identify how much certain topics have been discussed during your advising sessions. You will then be given an opportunity to expand upon your advising experience. Student responses will be confidential and results will be used strictly for educational purposes.

The survey will take approximately 5-10 minutes to complete. For more information and to complete the survey, please follow this link:
https://survey.az1.qualtrics.com/jfe/form/SV_3UV6g501NYCeP7D

Appendix B

IRB consent from site

[redacted] University Research Compliance Office

TO: Kaela Urquhart Proposal Number: 9993
[redacted]

FROM: Heath Ritter, Program Director
University Research Compliance Office

DATE: 12/09/2019

RE: Proposal Entitled, "The Connection of Academic Advising to College Student Identity Development"

In accordance with 45 CFR 46.114(b)(1), the University Research Compliance Office (URCO) at [redacted] has evaluated the protocol identified above, reviewed by the University of New England, and determined the rights of humans subjects involved in the project have been adequately addressed and at this time, no further IRB review by our institution is required. This release applies only to the proposal – as written – and currently on file with the IRB. Any change potentially affecting human subjects must be approved by the IRB prior to implementation and may disqualify the proposal from being authorized.

Sincerely,

Heath Ritter, MPH
Program Director
University Research Compliance Office
[redacted]

IRB approval

Institutional Review Board
Mary DeSilva Chair

Biddeford Campus
11 Hills Beach Road
Biddeford, ME 04005
(207)602-2244 T
(207)602-5905 F

Portland Campus
716 Stevens Avenue
Portland, ME 04103

To: Kaela Urquhart

Cc: Ella Benson, Ed.D.

From: Lliam Harrison, M.A., J.D. CIM

Date: December 9, 2019

Project # & Title: 19.12.06-007 The Connection of Academic Advising to College Student Identity Development

The Institutional Review Board (IRB) for the Protection of Human Subjects has reviewed the materials submitted in connection with the above captioned project and has determined that this work is not human subject research as defined by 45 CFR 46.102(l).

Additional IRB review and approval is not required for this protocol as submitted. If you wish to change your protocol at any time, you must first submit the changes for review.

Please contact Lliam Harrison at (207) 602-2244 or wharrison@une.edu with any questions.

Sincerely,

William R. Harrison, M.A., J.D. CIM
Director of Research Integrity

IRB#: 19.12.06-007
Submission Date: 12/05/19
Status: Not Human Subject Research, CFR 46.102(l)
Status Date: December 9, 2019

Appendix C

Study invitation and consent form

The following statement will be provided in the email invitation to participate in the research survey:

The Connection Between Academic Advising and College Student Identity Development

Dear Student,

As an [upper-level student] at _____ University, you are receiving this invitation to participate in a dissertation project. I am an Academic Advisor here at _____ University, and am also a current doctoral student This project, Leadership in Academic Advising: The Impact on College Student Development, is part of my dissertation for my Doctorate of Education in Educational Leadership from the University of New England. The purpose of this study is to investigate whether or not your advising experience at this university has supported your own identity development, as well as if identity development is something you want from your advising experience. The link provided takes you to the developed survey designed to collect information related to your advising experience, as well as your desired advising experience.

Your participation will be beneficial in gathering data to support best advising practice at this university, as well as support my dissertation completion. With that said, please know that participation is completely voluntary. You may participate in the full survey, decline the full survey or skip answers you do not wish to provide. Your responses will remain confidential. Data collected from this survey will be used for educational purposes only and responses will be reported as combined totals, not individual.

If you wish to participate in this study, please answer the questions in the survey link to the best of your ability. It should take less than 10 minutes to complete. Please complete the survey within the next 3 weeks. By clicking the link, you are giving your consent to be a part of this study.

Should you have any questions about the survey or larger project, please feel free to reach out to me at kaelauquhart@ksu.edu. Information on your rights as a participant can be found through the university's IRB website, as well as the University of New England website. Additional information about your participation, your rights, and expectations can be found in the attached consent form.

Link to participate: https://survey.az1.qualtrics.com/jfe/form/SV_3UV6g501NYCeP7D

Version 09.21.18

Thank you for time and hopeful participation.
Best,
Kaela Urquhart

UNIVERSITY OF NEW ENGLAND
CONSENT FOR PARTICIPATION
IN ANONYMOUS SURVEY RESEARCH

Project Title: The Connection Between Academic Advising and College Student Identity Development

Principal Investigator(s): Kaela Urquhart

Introduction:

- Please read this form. The purpose of this form is to give you information about this research study.
- You are encouraged to ask any questions that you may have about this study, now, during or after the project is complete.
- Your participation is voluntary.

Why is this research study being done?
The purpose of this student is to investigate whether or not your advising experience at this university has supported your own identity development. The link provided takes you to the developed survey designed to collect information related to your advising experience, as well as your desired advising experience. This will allow for data to be gathered to better understand the student perception of advising in its connection to student identity development.

Who will be in this study?
This study will focus on full-time upper-level students at this university.

What will I be asked to do?
You will be asked to complete an online survey. The survey has a series of closed-ended questions where you click on the answer that fits your experience the best. Then, the survey ends with two open-ended questions where you are able to write about your advising experience and what your ideal advising experience would look like.

What are the possible risks of taking part in this study?
There are no known risks associated with participation in this study.

What are the possible benefits of taking part in this study?
While there are not any direct benefits for participation, general benefits of participation include bettering the future of advising at this university based upon the data collected from your experience and what you, as students, want from advising to better foster opportunities for development.

What will it cost me?

5-20 minutes of time

How will my privacy be protected?

Your privacy is very important to this study. It will be protected as names, emails, and majors are not collected as data points. Only the researcher, the faculty advisor and, if needed, the IRB committee will have access to the raw data. Data presented out will be of themes and trends, not individual responses. Majors was chosen to not be a part of this study as some majors are very small and the researcher did not want that to be a concern for participation. If an open ended question includes information that could identify a student/major/specific advisor, that will not be part of the shared results, or will be coded under a pseudonym to protect privacy. ***PLEASE NOTE: THE UNE INSTITUTIONAL REVIEW BOARD MAY REVIEW THE RESEARCH RECORDS.***

How will my data be kept confidential?

As mentioned above, this survey does not collect names, emails, or majors, so the point is not to track individual perspectives or identities, but to understand the overall advising experience at this university and how it can be improved based upon the student perspective. Data results will be generalized for themes and trends and used for educational purposes as part of the dissertation process. Data will be maintained on the researcher computer and any consults with the faculty advisor or IRB will be done through secure platforms, not through an open platform like GoogleDoc. ***PLEASE NOTE: IF YOU HAVE BEEN TOLD THAT THIS SURVEY IS ANONYMOUS, PLEASE DO INCLUDE ANY INFORMATION THAT CAN IDENTIFY YOU.***

What are my rights as a research participant?

- Your participation is voluntary. Your decision to participate will have no impact on your current or future relations with the University.
- Your decision to participate will not affect your relationship with your academic advisor, the researcher, or others at the university.
- You may skip or refuse to answer any question for any reason.
- If you choose not to participate there is no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.
- You are free to withdraw from this research study at any time, for any reason.
    - If you choose to withdraw from the research there will be no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.
- You will be informed of any significant findings developed during the course of the research that may affect your willingness to participate in the research.
- If you sustain an injury while participating in this study, your participation may be ended.

What other options do I have?

- You may choose not to participate.

Whom may I contact with questions?

- The researcher conducting this study is Kaela Urquhart
    - For more information regarding this study, please contact kurquhart1@une.edu
- If you choose to participate in this research study and believe you may have suffered a research related injury, please contact ebenson2@une.edu
- If you have any questions or concerns about your rights as a research subject, you may call Mary Bachman DeSilva, Sc.D., Chair of the UNE Institutional Review Board at (207) 221-4567 or irb@une.edu.

Will I receive a copy of this consent form?

- You may print and keep a copy of this consent form.

I understand the above description of the research and the risks and benefits associated with my participation as a research subject. I understand that by proceeding with this survey I agree to take part in this research and do so voluntarily.

Yes **(This takes them to the survey)**
No (This takes them out of the survey)

Survey link: https://survey.az1.qualtrics.com/jfe/form/SV_3UV6g501NYCeP7D

Appendix D

Survey instrument

Q1 **Consent to participate:**
I understand the description of the research and the risks and benefits associated with my participation as a research subject. I understand that by proceeding with this survey I agree to take part in this research and do so voluntarily. By checking yes, I verify that I am at least 18 years of age. I also understand that I may choose to skip a question or stop the survey at any time.

o Yes (1)

o No (2)

Skip To: End of Survey If Consent to participate: I understand the description of the research and the risks and benefits a... = No

Q2 My classification is as a

o Junior (3)

o Senior (4)

o Senior++ (5)

Q3 I identify as

o Male (1)

o Female (2)

o Non-binary (3)

o Prefer not to disclose (4)

Q4 I am a student within which academic college?

o Agriculture (1)

o Architecture, Planning & Design (2)

o Arts & Sciences (3)

o Business Administration (4)

o Education (5)

o Engineering (6)

o Health and Human Sciences (7)

Q5 I am a first generation student (neither of my parents have college degrees)

- Yes (1)
- No (2)

Q6 My advisor is a

- Primary role advisor (full time staff advisor) (1)
- Faculty Advisor (professor who also advises) (2)
- Unknown (3)

Q7 How many times do you see your advisor in a semester

- Once per semester (1)
- Twice per semester (2)
- Three to five times per semester (3)
- Six or more times per semester (4)
- I do not meet with an academic advisor (5)

Skip To: End of Block If How many times do you see your advisor in a semester = I do not meet with an academic advisor

---

Q8 On average, how long are your advising appointments

- 0-10 minutes (1)
- 11-20 minutes (2)
- 21-30 minutes (3)
- 31-60 minutes (4)
- 60 minutes or longer (5)

Q9 Please indicate how often each topic is discussed during an appointment with your advisor:

	Always (1)	Most of the Time (2)	About half the time (3)	Rarely (4)	Never (5)
Course Scheduling (1)	o	o	o	o	o
Graduation timeline (2)	o	o	o	o	o
Major/Change of interest (3)	o	o	o	o	o
Career Goals (4)	o	o	o	o	o
Personal Goals (5)	o	o	o	o	o
Hobbies (6)	o	o	o	o	o
Campus Engagement (7)	o	o	o	o	o
Community Service/involvement (8)	o	o	o	o	o
Campus Resources (9)	o	o	o	o	o

Study skills and time management (10)	o	o	o	o	o
My development as a student (11)	o	o	o	o	o
My development towards a career (12)	o	o	o	o	o
My social development (13)	o	o	o	o	o
My cultural development (14)	o	o	o	o	o
My overall development (15)	o	o	o	o	o

Q10 The following are topics I want to discuss during an academic advising appointment:

	Always (1)	Most of the time (2)	About half the time (3)	Rarely (4)	Never (5)
Course Scheduling (1)	o	o	o	o	o
Graduation Timeline (2)	o	o	o	o	o
Major/change of interest (3)	o	o	o	o	o
Career Goals (4)	o	o	o	o	o
Personal Goals (5)	o	o	o	o	o
Hobbies (6)	o	o	o	o	o
Campus Engagement (7)	o	o	o	o	o
Community Service/involvement (8)	o	o	o	o	o
Campus Resources (9)	o	o	o	o	o
Study skills and time management (10)	o	o	o	o	o
My development as a student (11)	o	o	o	o	o
My development towards a career (12)	o	o	o	o	o

My social development (13)	o	o	o	o	o
My cultural development (14)	o	o	o	o	o
My overall development (15)	o	o	o	o	o

Q11 I would say that

o I am very satisfied with my advising experience (1)

o I am satisfied with my advising experience (2)

o I do not have a strong opinion regarding my advising experience (3)

o I am not satisfied with my advising experience (4)

o I am very unsatisfied with my advising experience (5)

Q12 Please rank the following statements based upon your advising experience

	Strongly Agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly Disagree (5)
I trust my advisor (1)	o	o	o	o	o
I see my advisor as a resource (2)	o	o	o	o	o
I would switch majors to have a better/different advisor (3)	o	o	o	o	o

I have switched majors to have a better/different advisor (4)	o	o	o	o	o
I have developed a personal connection with my advisor (5)	o	o	o	o	o
I would like to have a better connection with my advisor (6)	o	o	o	o	o
My advisor is easy to access (7)	o	o	o	o	o
I see my advisor as a leader (8)	o	o	o	o	o
I believe I should see my advisor as a leader (9)	o	o	o	o	o

Q13 My advisor has helped me develop

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
As an individual (1)	o	o	o	o	o
As a member of the campus community (2)	o	o	o	o	o
As a member of the local community (3)	o	o	o	o	o
My cultural awareness (4)	o	o	o	o	o
My career readiness (5)	o	o	o	o	o
My values system (6)	o	o	o	o	o

Q14 Please describe your ideal advisor-advisee relationship.

_____

Q15 Is there anything else you would like to share with me about your advising experience?

_____

Appendix E

Survey result data

Q1: Consent to participate

Answer	%	Count
Yes	99.49%	975
No	0.51%	5
Total	100%	980

Q2: My classification is as a

Answer	%	Count
Junior	33.80%	315
Senior	54.51%	508
Senior++	11.70%	109
Total	100%	932

Q3: I identify as

Answer	%	Count
Male	39.38%	367
Female	59.87%	558
Non-binary	0.54%	5
Prefer not to disclose	0.21%	2
Total	100%	932

Q4: I am a student within which academic college?

Answer	%	Count
Agriculture	18.56%	173
Architecture, Planning & Design	1.29%	12
Arts & Sciences	27.25%	254
Business Administration	12.77%	119
Education	8.48%	79
Engineering	19.64%	183
Health and Human Sciences	12.02%	112
Total	100%	932

Q5: I am a first generation student (neither of my patents have college degrees)

Answer	%	Count
Yes	19.31%	180
No	80.69%	752
Total	100%	932

Q6: My advisor is a

Answer	%	Count
Primary role advisor (full time staff advisor)	47.45%	438
Faculty advisor (professor who also advises)	48.10%	444
Unknown	4.44%	41
Total	100%	923

Q7: How many times do you see your advisor in a semester?

Field	Min	Max	Mean	Std Dev	Var	Count
How many times do you see your advisor in a semester	1	5	1.77	0.93	0.87	923

Answer	%	Count
Once per semester	49.73 %	459
Twice per semester	30.55 %	282
Three to five times per semester	12.89 %	119
Six or more times per semester	6.39%	59
I do not meet with an academic advisor	0.43%	4
Total	100%	923

Q8: On average, how long are your advising appointments?

Field	Min	Max	Mean	Std Dev	Var	Count
On average, how long are your advising appointments	1	5	2.27	0.9	0.82	918

Answer	%	Count
0-10 minutes	20.92 %	192

11-20 minutes	40.63 %	373
21-30 minutes	29.52 %	271
31-60 minutes	8.39%	77
60 minutes or longer	0.54%	5
Total	100%	918

Q9: Please indicate how often each topic is discussed during an appointment with your advisor:

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Course Scheduling	1	5	4.49	0.81	0.65	885
Graduation timeline	1	5	4.01	1.1	1.21	885
Major/Change of interest	1	5	2.81	1.46	2.12	885
Career Goals	1	5	3.33	1.36	1.85	885
Personal Goals	1	5	2.98	1.4	1.97	885
Hobbies	1	5	2.32	1.24	1.55	885
Campus Engagement	1	5	2.43	1.24	1.54	885
Community Service/involvement	1	5	2.09	1.15	1.32	885
Campus Resources	1	5	2.6	1.24	1.54	885
Study skills and time management	1	5	2.31	1.23	1.52	885
My development as a student	1	5	2.99	1.4	1.95	885
My development towards a career	1	5	3.24	1.4	1.95	885
My social development	1	5	2.09	1.21	1.45	885
My cultural development	1	5	1.94	1.14	1.29	885
My overall development	1	5	2.96	1.4	1.97	885

Question	Always		Most of the Time		About half the time		Rarely		Never		Total
Course Scheduling	64.86%	574	23.50%	208	8.25%	73	2.82%	25	0.56%	5	885
Graduation timeline	44.18%	391	27.68%	245	14.46%	128	12.09%	107	1.58%	14	885
Major/Change of interest	20.34%	180	15.25%	135	12.20%	108	29.83%	264	22.37%	198	885
Career Goals	26.21%	232	23.39%	207	20.00%	177	17.85%	158	12.54%	111	885
Personal Goals	19.55%	173	19.66%	174	18.31%	162	23.73%	210	18.76%	166	885
Hobbies	8.36%	74	9.83%	87	18.53%	164	31.53%	279	31.75%	281	885
Campus Engagement	8.59%	76	11.53%	102	21.36%	189	31.19%	276	27.34%	242	885

Community Service/involvement	5.42%	48	8.36%	74	13.45%	119	35.48%	314	37.29%	330	885
Campus Resources	9.04%	80	16.38%	145	21.69%	192	31.19%	276	21.69%	192	885
Study skills and time management	7.34%	65	11.86%	105	16.50%	146	32.77%	290	31.53%	279	885
My development as a student	17.97%	159	22.82%	202	19.44%	172	19.55%	173	20.23%	179	885
My development towards a career	23.95%	212	24.52%	217	18.87%	167	16.72%	148	15.93%	141	885
My social development	6.67%	59	7.80%	69	14.01%	124	30.51%	270	41.02%	363	885
My cultural development	5.08%	45	6.55%	58	11.75%	104	30.51%	270	46.10%	408	885
My overall development	18.87%	167	19.44%	172	20.68%	183	20.68%	183	20.34%	180	885

Q10: The following are topics I want to discuss during an academic advising appointment:

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Course Scheduling	1	5	4.56	0.76	0.57	839
Graduation Timeline	1	5	4.34	0.91	0.83	839
Major/change of interest	1	5	3.04	1.46	2.13	839
Career Goals	1	5	3.96	1.1	1.21	839
Personal Goals	1	5	3.28	1.35	1.81	839
Hobbies	1	5	2.4	1.14	1.31	839
Campus Engagement	1	5	2.57	1.18	1.39	839
Community Service/involvement	1	5	2.43	1.19	1.41	839
Campus Resources	1	5	2.89	1.23	1.51	839
Study skills and time management	1	5	2.68	1.32	1.74	839
My development as a student	1	5	3.28	1.3	1.68	839
My development towards a career	1	5	3.75	1.22	1.5	839
My social development	1	5	2.41	1.24	1.55	839
My cultural development	1	5	2.23	1.21	1.46	839
My overall development	1	5	3.41	1.33	1.78	839

Question	Always		Most of the time		About half the time		Rarely		Never		Total
Course Scheduling	68.41%	574	21.69%	182	7.39%	62	2.03%	17	0.48%	4	839
Graduation Timeline	57.21%	480	26.22%	220	10.85%	91	4.89%	41	0.83%	7	839

Major/change of interest	24.91%	209	15.85%	133	16.09%	135	25.03%	210	18.12%	152	839
Career Goals	40.17%	337	29.92%	251	19.07%	160	7.15%	60	3.69%	31	839
Personal Goals	24.43%	205	21.93%	184	23.36%	196	17.40%	146	12.87%	108	839
Hobbies	7.63%	64	7.75%	65	24.67%	207	37.31%	313	22.65%	190	839
Campus Engagement	7.51%	63	13.47%	113	29.08%	244	28.49%	239	21.45%	180	839
Community Service/involvement	7.27%	61	11.56%	97	23.00%	193	33.37%	280	24.79%	208	839
Campus Resources	12.04%	101	20.14%	169	26.82%	225	26.82%	225	14.18%	119	839
Study skills and time management	12.75%	107	14.54%	122	23.48%	197	25.98%	218	23.24%	195	839
My development as a student	21.22%	178	25.98%	218	24.20%	203	16.45%	138	12.16%	102	839
My development towards a career	33.49%	281	32.30%	271	17.16%	144	9.54%	80	7.51%	63	839
My social development	9.30%	78	9.54%	80	21.69%	182	31.47%	264	28.01%	235	839
My cultural development	7.63%	64	7.39%	62	18.95%	159	32.30%	271	33.73%	283	839
My overall development	26.46%	222	26.22%	220	21.57%	181	13.47%	113	12.28%	103	839

Q11: I would say that

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
I would say that	1	5	4.02	1.11	1.23	838

Answer	%	Count
I am very satisfied with my advising experience	43.91%	368
I am satisfied with my advising experience	29.12%	244
I do not have a strong opinion regarding my advising experience	15.75%	132
I am not satisfied with my advising experience	7.52%	63
I am very unsatisfied with my advising experience	3.70%	31
Total	100%	838

Q12: Please rank the following statement based upon your advising experience.

Field	Min	Max	Mean	Std Dev	Var	Count
I trust my advisor	1	5	4.28	0.95	0.9	828
I see my advisor as a resource	1	5	4.24	1.01	1.02	828
I would switch majors to have a better/different advisor	1	5	1.72	0.96	0.93	828

I have switched majors to have a better/different advisor	1	5	1.68	1.07	1.13	828
I have developed a personal connection with my advisor	1	5	3.31	1.27	1.61	828
I would like to have a better connection with my advisor	1	5	3.25	1.02	1.04	828
My advisor is easy to access	1	5	4.07	1.02	1.05	828
I see my advisor as a leader	1	5	3.85	1.1	1.2	828
I believe I should see my advisor as a leader	1	5	4.07	0.9	0.8	828

Question	Strongly Agree		Agree		Neither agree nor disagree		Disagree		Strongly Disagree		Total
I trust my advisor	52.54%	435	30.80%	255	11.23%	93	2.90%	24	2.54%	21	828
I see my advisor as a resource	51.93%	430	31.28%	259	8.94%	74	4.71%	39	3.14%	26	828
I would switch majors to have a better/different advisor	2.29%	19	4.83%	40	8.21%	68	32.00%	265	52.66%	436	828
I have switched majors to have a better/different advisor	3.86%	32	4.95%	41	7.73%	64	21.86%	181	61.59%	510	828
I have developed a personal connection with my advisor	20.53%	170	29.11%	241	21.98%	182	18.00%	149	10.39%	86	828
I would like to have a better connection with my advisor	9.90%	82	31.28%	259	38.89%	322	13.41%	111	6.52%	54	828
My advisor is easy to access	41.06%	340	37.92%	314	11.35%	94	6.76%	56	2.90%	24	828
I see my advisor as a leader	35.02%	290	30.43%	252	22.34%	185	8.94%	74	3.26%	27	828
I believe I should see my advisor as a leader	37.08%	307	39.25%	325	18.96%	157	3.50%	29	1.21%	10	828

Q13: My advisor has helped me develop

Field	Min	Max	Mean	Std Dev	Var	Count
As an individual	1	5	3.44	1.25	1.57	822
As a member of the campus community	1	5	3.16	1.24	1.54	822
As a member of the Manhattan Community	1	5	2.78	1.17	1.36	822
My cultural awareness	1	5	2.74	1.14	1.31	822
My career readiness	1	5	3.84	1.14	1.3	822
My values system	1	5	2.99	1.23	1.51	822

Question	Strongly agree	Somewhat agree	Neither agree/ disagree	Somewhat disagree	Strongly disagree	Total
As an individual	186	253	206	87	90	822
As a member of the campus community	135	201	253	129	104	822
As a member of the Manhattan Community	77	108	344	142	151	822
My cultural awareness	66	115	330	164	147	822
My career readiness	264	323	131	48	56	822
My values system	106	162	305	113	136	822

Appendix F

Sample advisor survey

College Student Development Through Advising - Advisor Survey

Q1 I am a

- ○ Primary Role Advisor (1)
- ○ Faculty Advisor (2)
- ○ Other (3) _____

Q2 I advise within which academic college (Adaptable for distributer's site institution)?

- ○ Agriculture (1)
- ○ Architecture, Planning & Design (2)
- ○ Arts & Sciences (3)
- ○ Business Administration (4)
- ○ Education (5)
- ○ Engineering (6)
- ○ Health and Human Sciences (7)

Q3 I have been advising

- ○ Less than 1 year (1)
- ○ 1-3 years (2)
- ○ 4-7 years (3)
- ○ More than 7 years (4)

Q4 My student caseload is

- ○ Less than 50 (1)
- ○ 51-100 (2)
- ○ 101-200 (3)
- ○ 201-300 (4)
- ○ More than 300 (5)

Q5 My average length of appointment is

- ○ 0-10 minutes (1)
- ○ 11-20 minutes (2)
- ○ 21-30 minutes (3)
- ○ 31-60 minutes (4)
- ○ 60 minutes or longer (5)

Q6 I have taken coursework in student development theory

- ○ Yes (1)
- ○ No (2)
- ○ No, but I would like to (3)

Q7 I have taken coursework or participated in professional development related to leadership

- ○ Yes (1)
- ○ No (2)
- ○ No, but I would like to (3)

Q8 I consider myself to be a leader to my advisees

- ○ Strongly agree (1)
- ○ Somewhat agree (2)
- ○ Neither agree nor disagree (3)
- ○ Somewhat disagree (4)
- ○ Strongly disagree (5)

Q9 I feel the advisor-advisee relationship to be one similar to a leader-follower relationship

- ○ Strongly agree (1)
- ○ Somewhat agree (2)
- ○ Neither agree nor disagree (3)
- ○ Somewhat disagree (4)
- ○ Strongly disagree (5)

Q10 Do you consider yourself to be more developmental or prescriptive in nature?

- ○ Developmental (1)
- ○ Prescriptive (2)
- ○ Unsure (3)

Q11 Do you feel advising should be more developmental or prescriptive in nature?

- ○ Developmental (1)
- ○ Prescriptive (2)
- ○ Unsure (3)

Q12 My department places emphasis on academic advising

- ○ Strongly agree (1)
- ○ Somewhat agree (2)
- ○ Neither agree nor disagree (3)
- ○ Somewhat disagree (4)
- ○ Strongly disagree (5)

Q13 How often are the following topics are discussed during an advising appointment

	Always (1)	Most of the Time (2)	About half the time (3)	Sometimes (4)	Never (5)
Course Scheduling (1)	○	○	○	○	○
Graduation timeline (2)	○	○	○	○	○
Major/Change of interest (3)	○	○	○	○	○
Career Goals (4)	○	○	○	○	○
Personal Goals (5)	○	○	○	○	○
Hobbies (6)	○	○	○	○	○
Campus Engagement (7)	○	○	○	○	○
Community Service/involvement (8)	○	○	○	○	○
Campus Resources (9)	○	○	○	○	○
Study skills and time management (10)	○	○	○	○	○
Student development as a student (11)	○	○	○	○	○
Student development towards a career (12)	○	○	○	○	○
Student social development (13)	○	○	○	○	○
Student cultural development (14)	○	○	○	○	○
Student overall development (15)	○	○	○	○	○

Q14 The following are topics I believe should be talked about how often during advising

	Always (1)	Most of the time (2)	Sometimes (3)	Never (4)
Course Scheduling (1)	○	○	○	○
Graduation Timeline (2)	○	○	○	○
Major/change of interest (3)	○	○	○	○
Career Goals (4)	○	○	○	○
Personal Goals (5)	○	○	○	○
Hobbies (6)	○	○	○	○
Campus Engagement (7)	○	○	○	○
Community Service/involvement (8)	○	○	○	○
Campus Resources (9)	○	○	○	○
Study skills and time management (10)	○	○	○	○
Student development as a student (11)	○	○	○	○
Student development towards a career (12)	○	○	○	○
Student social development (13)	○	○	○	○
Student cultural development (14)	○	○	○	○
Student overall development (15)	○	○	○	○

Q15 Academic advising is about

	Yes (1)	Maybe (2)	No (3)
Course Selection (1)	○	○	○
Graduation (2)	○	○	○
Career Development (3)	○	○	○
Personal Development (4)	○	○	○
Social Development (5)	○	○	○
Cultural Development (6)	○	○	○
Campus/community involvement (7)	○	○	○

Q16 Academic Advising should aid in student development

- ○ Yes (1)
- ○ Maybe (2)
- ○ No (3)

Q17 Please describe an ideal advising appointment.

_____

_____

Q18 How could advisors be leaders to support student development?

_____

_____