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**EFFECTIVE ADVISING PRACTICES: UNDERGRADUATE STUDENTS'  
PERSPECTIVE ON THE IMPACT OF ACADEMIC ADVISING AT ROWAN  
UNIVERSITY IN THE HEALTH AND EXERCISE SCIENCE DEPARTMENT**

by

Meghan McGahey

A Thesis

Submitted to the  
Department of Educational Services & Leadership  
College of Education  
In partial fulfillment of the requirement  
For the degree of  
Master of Arts in Higher Education  
at  
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## Abstract

Meghan McGahey

EFFECTIVE ADVISING PRACTICES: UNDERGRADUATE STUDENTS'  
PERSPECTIVE ON THE IMPACT OF ACADEMIC ADVISING AT ROWAN  
UNIVERSITY IN THE HEALTH AND EXERCISE SCIENCE DEPARTMENT  
2020-2021

Drew Tinnin, Ed.D.

Master of Arts in Higher Education

The goal of this study was to analyze current undergraduate students' perceptions of academic advising practices within the Health and Exercise Science Department (HES) at Rowan University. The department provides a rigorous and enlightening intellectual environment for the professional development, achievement and distinction of leaders in Education, Athletic Training, Public Health and Health Promotion and Fitness Management. Although there has been much research on student perceptions of academic advising, there has not been any done specific to Health and Exercise Science majors at Rowan University. Rowan University is currently undergoing massive changes during the COVID-19 crisis. With the transition to remote learning, there is an opportunity to make changes, modifications, and improvements to the current department-wide policies and procedures, including those related to academic advising practices. The results of this study will be shared with Rowan University's Department of Health and Exercise Science to provide insight into the undergraduate students' perceptions regarding academic advising.

## Table of Contents

Abstract .....	iv
List of Tables .....	vii
Chapter 1: Introduction .....	1
Problem Statement .....	3
Purpose of the Study .....	5
Significance of the Study .....	6
Assumptions and Limitations .....	6
Operational Definitions .....	6
Research Questions .....	7
Overview of the Report .....	8
Chapter 2: Review of the Literature .....	9
Importance of Academic Advising .....	9
Theoretical Framework .....	11
Perry's Theory of College Student Intellectual Development .....	12
Chickering's Seven Vectors of Student Development .....	13
Different Academic Advising Styles .....	16
Prescriptive Advising Style .....	16
Developmental Advising Style .....	17
Advising as Coaching Style .....	17
Characteristics of an Effective Academic Advisor .....	17
Overview of Rowan University's Academic Advising Structure .....	19
Conclusion of Review .....	20

## Table of Contents (Continued)

Chapter 3: Methodology .....	21
Context of Study .....	21
Population and Sampling .....	22
Data Instrumentation and Collection Procedures .....	23
Data Analysis and Interpretation .....	24
Chapter 4: Findings.....	26
Context of Study .....	26
Presentation of Data.....	28
Chapter 5: Summary, Discussion, Conclusion and Recommendations .....	48
Summary of the Study .....	48
Discussion of Findings.....	48
Research Question 1 .....	49
Research Question 2 .....	50
Research Question 3 .....	52
Conclusions.....	53
Recommendations.....	54
References.....	56
Appendix A: Recruitment Email .....	59
Appendix B: Effective Advising Practices Consent and Instrument .....	60

## List of Tables

Table	Page
Table 1. Where Do You Get Your PRIMARY SOURCE of Academic Advising?.....	28
Table 2. How Often Do You Get Advice From Your PRIMARY SOURCE of Advising?.....	29
Table 3. How Do You Access Your PRIMARY SOURCE of Advising?.....	30
Table 4. Describe Where You Get Most of Your Information about Classes .....	31
Table 5. College Experiences .....	33
Table 6. Advising That Helps Students Connect Their Academic, Career, and Life Goals.....	34
Table 7. Advising That Helps Students Choose Among Courses in Their Major That Connect Their Academic, Career, and Life Goals .....	35
Table 8. Advising That Assists Students with Choosing Among Various General Education Options That Connect Academic, Career, and Life Goals .....	36
Table 9. Advising That Assists Students with Deciding Degree to Pursue .....	37
Table 10. Advising That Assists Students with Choosing Out-of-Class Activities That Connect Their Academic, Career, and Life Goals .....	37
Table 11. When Students Need It, Referral to Campus Resources That Address Academic Problems .....	38
Table 12. When Students Need It, Referral to Campus Resources That Address Non-Academic Problems.....	39
Table 13. Assisting Students with Understanding How Things Work At Rowan University .....	40
Table 14. Ability to Give Students Accurate Information about Degree Requirements .	41
Table 15. Taking into Account Students' Skills, Abilities, and Interests in Helping Them Choose Courses .....	42
Table 16. Knowing the Student as an Individual.....	43
Table 17. Encourage Students to Assume Responsibility for Their Education by Helping Them Develop Planning, Problem-Solving, and Decision-Making Skills .....	44



## List of Tables (Continued)

Table	Page
Table 18. University Procedures.....	46
Table 19. Overall Advising Satisfaction Report.....	47

## Chapter 1

### Introduction

The path to college graduation is more uncertain than ever. Ma and Cragg (2013) found that nearly one-third of undergraduates leave after their first year, and many require six years to complete their studies. Every year across the United States, a significant number of students fail to complete their college degrees. Providing all students more purposeful pathways from school to and through college, no matter the student's chosen program or major, no matter the degree, should be an essential goal to help students succeed.

An academic advisor is a type of counselor who works with students usually at the college level, whether it be a 2-year university, a 4-year college, or a research institution. They are the individuals responsible for helping students choose a major and/or a minor and ensuring that they meet all the requirements to graduate with a major in that field in a timely manner. Academic advising should appeal to anyone with a passion for helping people get the most out of their education. These individuals often are a main point of contact for students for a range of important subjects.

Academic advising encompasses an increasing level of presence and involvement in the development of college students and the educational paths they choose. Although academic advising has been a defined functional area within higher education only a few short decades it has been a prevalent concern since the birth of the college institutions of America (Council for the Advancement of Standards in Higher Education, 2019). A basic

knowledge of the history and evolution of academic advising is imperative to providing the best practices possible.

The complete history of academic advising in American higher education has never been adequately recorded. Some research suggests that the first thought of advising started in Johns Hopkins University in 1887 when a system of faculty advisors were established to assist students with academic and personal concerns (Demetriou & Schmitz-Sciborski, 2011). Referred to as the collegiate way, instructors had great effect over the strict guidance and control of the students. American faculty began to become less involved with student discipline due to the growing needs of the school as a whole. The paternalism that had once been the norm in classes and dormitories was disappearing. Collegiate faculty began treating students as free-thinking individuals who were responsible for their own developmental choices.

Gordan (1992) mentions that the proliferation of colleges throughout the nineteenth century provided a time for academic guidance to secure its place in education and advising groups began to emerge. Academic advising began to take on its own role in a university setting. Counseling and advising interests were inadvertently strengthened as a result of World War I when industrial psychology practices placed recruits into specific occupations in the U.S. Army based on their skills and intelligence suggests Gallagher & Demos (1983). Seeing the benefits of the methods used by the army during this time, universities adopted the study of psychometrics in individuals' placements and established vocational guidance centers that utilized occupational aptitude assessments as a tool for advising students in their academic pursuits.

Zunker (2002) says throughout and after World War II a similar growth of interest was seen in the use of measurement to classify one's interests and aptitudes. The influx of college students on college campuses in the 1960s and 1970s brought an increased demand for student advising and counseling. Student developmental issues exploded onto the academic forefront suggests Gordon (1992). While the issues of social justice, access, usefulness, and accountability became the focal point of a variety of student services, it was especially true of academic advising says Komives, Woodard Jr., and Associates (1996).

An appreciation of the past is an important key to moving academic advising through the next millennium. The movement of advising throughout history has offered practitioners valuable insight to theories and issues that continue to be of relevant concern to the world of academics. Professionals must grasp this theoretical data in order to develop and continue the research necessary to generate new and more effective ways of understanding and assisting future generations of learners.

### **Problem Statement**

There is currently a vast amount of literature that supports how important academic advising is for students in higher education, and how a lack of academic advising for this population can lead to attrition. However, there is no available research from Rowan University that analyzes if the Health and Exercise Science students are satisfied with their academic advising experience, or if academic advising is important to them.

Academic advising has expanded and changed much over the years. With the expansion of higher education, advising has become one of the most crucial components of an effective educational experience. Academic advising jobs now frequently involve ensuring timely communications to students regarding, but not limited to, important dates and deadlines, registration, institutional policies and procedures, course changes, costs of tuition and instructional materials, facilities maintenance, school wide initiatives, transfer requirements, and even state and federal mandates. An academic advisor in a higher education setting, for the most part, must obtain a graduate degree of some sort. Most academic advising positions require a master's degree in higher education, college student personnel, and higher education administration within student affairs, counseling, or some type of human services.

Academic advising is an important part of the college experience for every student. Students should be provided with knowledge, resources, and critical thinking skills that are necessary for entering into the professional world. Many people on a college campus have a very large impact on a student's academic career while at school and throughout the rest of their adult life. One of the most influential people a student will come across is their academic advisor. Few experiences in a student's college career have as much potential for influencing their developments as does academic advising (Gordon, 2008).

Health and Exercise Science (HES) is a program of study that consists of human movement and development, and is focused on using scientific principles to understand how best to optimize human health and performance. Many students with undergraduate degrees in HES are qualified to excel in many clinical and allied health professions such

as physical therapists and health promotion specialists to surgeons, or pursue graduate degrees in exercise physiology and health promotion.

With the outbreak of Coronavirus (COVID-19), many higher education facilities have had to transition to remote learning, meaning the student and the educator are not physically present in a traditional classroom environment. Information is relayed to the students through technology, such as discussion boards, video conferencing, and online assessments. COVID-19 is an illness caused by a virus that can spread from person to person. The virus that causes COVID-19 is a new coronavirus that has spread throughout the world and has inhibited in-person learning on college campuses around the world.

While the literature emphasizes the importance of academic advising on educational outcomes, there is a need to hear directly from students about their perceptions of their own advising experiences. This study prioritizes the student's satisfaction with their advising experiences, and is the first step in determining the need for change or improvement in the Health and Exercise Program at Rowan University.

### **Purpose of the Study**

The purpose of this quantitative study is to describe current undergraduate students' perceptions of academic advising practices within the Health and Exercise Science Department (HES) at Rowan University using a descriptive-correlational research design. Rowan University is currently undergoing massive changes during the COVID-19 crisis. With the transition to remote learning, there is an opportunity to make changes, modifications, and improvements to the current department-wide policies and procedures, including those related to academic advising practices.

## **Significance of the Study**

The literature presented in this study explains that academic advising is important to student success. This thesis is intended to give undergraduate students the opportunity to describe their perceptions on their current academic advising experiences at Rowan University. With the information gathered, recommendations will be made in an effort to better serve the student population in the Health and Exercise Department.

## **Assumptions and Limitations**

This study assumes that all students completing the survey will answer honestly and give appropriate answers that express their true beliefs. Throughout this survey, anonymity and confidentiality will be preserved and the participants will be volunteers who may withdraw from the study at any time and with no ramifications. Another limitation of this survey may be the number of responses obtained from the students to get a good understanding of the overall perceptions of the advising program.

A limitation to this study is time. In order to get a better understanding of student perceptions, this study would be better conducted over several semesters to get more responses. Due to the context and constraints of time for this study, information will only be obtained from one semester of students.

## **Operational Definitions**

1. Academic Advising: O'Banion (1972) defines advising as a process in which advisor and advisee enter a dynamic relationship respectful of the student's

concerns. Ideally, the advisor serves as teacher and guide in an interactive partnership aimed at enhancing the student's self-awareness and fulfillment.

2. Advising Style: For the purposes of this study, advising styles is defined as the way you advise when you work with someone. It is how you conduct yourself, over time, when you are trying to influence the performance of others
3. Undergraduate Students: An undergraduate student is a student who is working towards a bachelor's degree, sometimes known as an undergraduate degree. They are different from postgraduate students who are studying their subject at a higher level than the undergraduate level, having (usually) already been awarded a bachelor's degree in a relevant subject.

### **Research Questions**

The research questions guiding this study are:

1. What are HES undergraduate students' perceptions of departmental academic advising?
  - a. academic advising relationships with faculty members?
  - b. institutional support through academic advising?
2. What are HES undergraduate students' intentions to complete enriching educational experiences through academic advising?
3. What are HES undergraduate students' intentions to complete enriching educational experiences with faculty members in general?



## **Overview of the Report**

Chapter two is a review of the literature related to academic advising and the importance of why it is significant to student success. This chapter will consist of the theoretical framework of this study, which includes the different advising styles advisors can encompass. This chapter will also include an overview of Rowan University's advising structure.

Chapter three goes into detail about the methodologies used in this study. This chapter includes the context of the study, data and sampling methods, data collection procedures and analysis and interpretations of the data retrieved.

Chapter four will comprise the overall findings of the student perception surveys, along with tables to explain.

Chapter five will summarize the results and will detail recommendations for the Health and Exercise Department advising team.

## Chapter 2

### Review of Literature

Being an effective advisor is one of the most important accomplishments one can make when working with college students. The skills needed to work with undergraduate college students on a daily basis as an academic advisor should not be taken lightly. Having concern for students, providing truth, and having knowledge are all essential qualities of an effective advisor for college students. Although being an effective advisor is not limited to these three qualities, they are essential for advising students in a post-secondary setting.

Much research has been conducted over the years about the importance of academic advising on an undergraduate student's college experience. A review of the literature will provide a deep understanding of the impact that advising has on education and the various theories that frame student success at the collegiate level.

### Importance of Academic Advising

Montag, Campo, Weissman, Walmsley, and Snell (2012) explained that choosing a college major not only provides individuals with the opportunity to become knowledgeable about a specific field of study, but it may also inform and direct one's career path after graduation. Many students ultimately change their major, not just once, but several times throughout their higher education and academic career. Montag et al. (2012) examined how academic advising provides an avenue by which colleges and universities may improve student satisfaction and retention as well as assist students in selecting and committing to a major. Montag et al. (2012) says that students seem to

prefer an advisor who is willing to include more guidance regarding courses and career opportunities. By conducting eight focus groups to examine the university's role in the process of major selection, Montag et al. (2012) found that the majority of all the participants expressed a need to have a personal relationship with an advisor/mentor: “According to the focus groups responses, Millennial students who prefer constant feedback and an individualized relationship with their advisors may feel that advisors do not care about them, especially if advisors do not seem to understand their need for individualized attention” (p.26). Current Millennial students may need advisors to adapt their practices slightly to accommodate their advisees’ needs.

Walker, Zelin, Behrman, and Strnad (2017) explained the best advising practices for students in regard to first-year retention rates. Examining student perception on academic advising allowed administrators to hear from students firsthand about the impact of advising. Walker et al. (2017) found that freshman had difficulty making the distinction between counselors from high school and advisors in college, advisor communication, student desire for an advisee-advisor relationship, and advisor accessibility. Walker et al, (2017) found that students felt good communication was facilitated by advisors who take time to help them plan for graduation, despite their status as freshman, rather than simply focusing on planning for the next semester. Walker et al. (2017) reported that a major source of dissatisfaction stemmed from the belief that advisors did not know their advisee's name. Having a personal relationship with an advisor shows the students they want them to succeed. Another major finding Walker et al. (2017) reported was that students experienced difficulties scheduling meetings with their advisors or did not receive return phone calls or emails. This study affirmed that students

do desire individual attention and personal experiences with their advisor. A more effective advising system may contribute to a better college experience and higher retention rates in a higher education institution.

Broadbridge (1996) examined two different approaches to academic advising schemes in the UK. Final-year undergraduate students were able to assess the role academic advisors played in their undergraduate academic career and which method of advising they preferred. Although much research has not been done in the UK on academic advising, it has been done in the USA. Broadbridge (1996) aimed to discover if the USA was doing something that the UK should adapt too. Broadbridge (1996) stated that it is important for UK institutions to recognize the benefits of academic advising schemes and regard them as an integral rather than a peripheral part of the educational development process. In Broadbridge's (1996) study, "students believed that academic advising should involve them in learning and exploring life career goals via academic planning," (p. 99).

### **Theoretical Framework**

Knowledge of theories in academic advising can enrich practices and provide advisors with a better understanding of student's different views of similar situations (Williams, 2007). For this study, focusing on Perry's Theory of College Student Intellectual Development and Chickering's Seven Vectors of Student Development will give a broad overview of the developmental status students experience throughout their post-secondary educational experience and serve as a foundation of knowledge.

### ***Perry's Theory of College Student Intellectual Development***

The value of higher education does not lie only in acquired knowledge, but rather in developing thinking abilities (King, 1978). William Perry's theory is based on his studies of the cognitive and ethical development in undergraduate students. This theory explains that college students go through four stages of mental and moral development while in school. These four states can be described as (1) dualism, (2) multiplicity, (3) relativism, and (4) commitment, says Magolda (2006).

In stage one, dualism, students believe that all questions have correct answers and that their superiors should be able to answer these questions, i.e. academic advisors. Stonewater (1981) summarizes that listening carefully to authority for received information constitutes education. Most incoming freshmen can be found at this stage in development. They tend to see things in black or white, good or bad, or day or night. Authority is always right and always has the answers. When things are unknown, their superiors are who they turn to.

Stage two, multiplicity, is described by Kloss (1994) as the brain recognizing the fallibility of authority. Students at this stage start to withdraw from their superiors and turn to their peers for answers. They begin to question their surroundings and believe that authority may not always have the answers. During this stage, becoming educated is equated with school, and not much more thought is put into future endeavors. While some incoming freshman may be at this stage, the majority of college students in this stage are second year students. They begin to realize that there may be two sides to every story.

Kloss goes on to explain how students experiencing relativism, or stage three, begin to recognize that important challenges have more or less defensible solutions rather than a simple yes or no answer. Although they are questioning answers at this stage of development, they have yet to acquire the skills to resolve which arguments are most reasonable. These students may be able to recognize the need for evaluation of solutions but have no practice in exploring. As a result, many students feel a sense of insecurity, self-doubt, or even anger. These students are at a stage where they desire to understand but have not yet gained the skills to do so.

The final stage, commitment, encompasses students who appreciate ambiguity as a quality and not a distraction says Stonewall (1981). They enjoy discovering new answers to questions. Using evidence-based practices intrigues these students. They realize that reasonable answers often depend upon the context of the situation or the question being asked. Overall, education is perceived as an opportunity to better their future, and they seem to be in it for the long haul. These students are focused and determined. Many students never achieve this stage of development until graduate studies ensue.

### ***Chickering's Seven Vectors of Student Development***

According to Wise (2017) this theory focuses on the overall identity development of college students. Arthur Chickering's Seven Vectors conceive the tasks that students must go through while developing their identity. It consists of seven different tasks. These four tasks consist of achieving competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships,

establishment of identity, developing purpose, and developing integrity. Chickering tries to bring knowledge and practice together in this sense.

Task one of this model is identified as achieving competence. According to Chickering, the college years lead to increased proficiency in intellectual areas, interpersonal relationships, and physical and manual skills. At this stage, students learn the ability to understand, analyze, and synthesize, to physically accomplish tasks, and learn to work well with others. "Increased intellectual competence enables development along other vectors since as it entails the symbolic expressions of the events and objects of our experience" (Chickering & Reisser, 1993, p. 62).

Task two is managing emotions. College students face a wide variety of emotions. Wise (2017) explains how development in this stage occurs when students learn to control impulses and to develop appropriate responses. Many aspects of college encourage intense emotions in students such as sadness, fear, happiness, and anger. Wise (2017) says that students need to recognize the balance between self-awareness and self-control of their emotions. Not all emotions are negative, however, and movement along this course includes increased ability to experience feelings such as optimism, relief, wonder, and sympathy.

Task three, moving through autonomy toward interdependence, is an important stage for finding emotional and instrumental independence. Blahusiak (2012) describes how students must learn to operate on their own and take responsibility for themselves. Through this vector, students can manage the tensions between the need for independence and the need for acceptance, along with respecting the uniqueness and

independence of others. Balance emerges between the need to be independent and the need to belong.

Developing mature interpersonal relationships, task four, describes how students' interactions with peers provide powerful learning experiences and help shape the emerging sense of self. Wise (2017) says this requires the ability to be intimate and the ability to accept and celebrate unique differences. College students have the opportunity to meet a wide variety of people, with a variety of different beliefs, values, and backgrounds.

Task five, the establishment of identity, establishes how an individual is perceived by others. This vector provides a developing sense of self in a context shaped by historical events and social and cultural conditions and by issues coming from family and ethnic heritage. Chickering and Reisser (1993) state “a solid sense of self emerges, and it becomes more apparent that there is an I who coordinates the facets of personality, who 'owns' the house of self and is comfortable in all of its rooms," (p. 49).

As described by Reis (n.d.) task six, developing purpose, allows students to answer the questions “Who am I?”. Growth in this vector requires increasing intentionality-developing plans that integrate priorities in future goals and aspirations, interpersonal interests, and family. Reis (n.d.) summarizes that the emerging identity and values help guide decision making. College students begin to identify why they are earning their degree and are finding out where they belong in the world and what their meaning of life may be. Through experiences in college, students discover what gives them energy, and what they find to be most fulfilling according to Wise (2017).



The final task, development of integrity, is very closely related to the previous, as it gives students the ability to personalize values, and then apply them to their behaviors. As Reis (n.d.) mentions, any values that students bring with them to college are challenged in this environment. It involves clarification and rebalancing of personal values and beliefs. The establishment of integrity is the ability for students to assemble and practice the values that are consistent with their own beliefs (Chickering, 1969).

### **Different Academic Advising Styles**

#### ***Prescriptive Advising Style***

Fielstein (1994) mentions this model of advising states that the academic advisor tells the student what to do, and the student does it. The majority of responsibility falls on the advisor and not the advisee. Prescriptive advising is based on an advisor as the authority figure whose primary responsibility is to dispense information about classes and schedules and prescribe solutions for problems the student encounters (Winston & Sandor, 1984). This model is primarily used by advisors with little to no training but is found to be the easiest way to approach advising. This approach often fits how academic advising is viewed on campuses. While prescriptive advising provides a method of providing timely, accurate information about course scheduling, this model does not allow students to develop the exploration and critical thinking skills they need to be successful in college as does the developmental advising model (Habley, 2006). Through prescriptive advising, students receive information necessary for progression in baccalaureate degree programs, but the approach does not typically promote an advising relationship (Barbuto, Story, Fritz & Schinstock, 2011).

### ***Developmental Advising Style***

According to Fielstein (1994), the developmental advising model holds that the academic advisor and the advisee are partners in educational discovery in which responsibility is shared between the participants. Advisors who use developmental advising are concerned not only with helping students make personal and vocational decisions, but with facilitating students' rational processes, interpersonal interactions, behavioral awareness and problem solving, decision making, and evaluation skills (Crookston, 1972). In this model, advisors rarely make decisions for the students. Instead, they encourage students to ask questions, point them in the direction of campus resources to find the answers for themselves, and help them plan a course of study that would be most beneficial to them. It allows students to develop as a whole person, not just in an academic context.

### ***Advising as Coaching Style***

This style is a one-on-one process that focuses on the student as a whole. Very similar to the developmental advising style, the end goal is often the alteration of behavior to improve performance says Kimball & Campbell (2013). Whereas developmental model is more focused on the partnership with the advisor and advisee, the advising as a coaching model emphasizes self-authorship of the student. This model allows for the student to make a developmental program for themselves with the assistance of the advisor.

### **Characteristics of an Effective Academic Advisor**

Filson (2012) states, "Academic advising will not cease in importance as higher education becomes more accessible and available for students; it will only continue to

become more significant and vital for the success of students and institutions in the competitive world of higher education,” (p.45). Decreased student attrition is the most important outcome of adequate academic advising for students (Walker, Zelin & Strnad, 2017).

Having true concern for students is one of the most essential qualities for an academic advisor to have. When students, or people in general, know that they are cared for, they tend to respond in a more positive manner. Effective advisors should welcome students into their office without any type of hesitation or any type of contempt. Even if a student enters an advisor's office during non-office hours, a truly effective advisor will attend to the student issue at hand right away. Bloom (2002) made reference that for advisors, one of the challenges faced is to treat the last appointment of the day with the same enthusiasm generated for the first person through the door.

Another characteristic of effective advisors is to provide the truth to students, even when they do not want to hear it. Students expect to hear the truth and are entitled to it. As an advisor they must remain neutral in all situations and provide the facts. The excellent advisor helps students understand and create logic in order to make their own decisions (Lowenstein, 2005). Although students are ultimately the ones responsible for decision making, having true facts and guidance through the decision process is an effective tool that advisors should administer. Students should be able to be active and engaged with the advisor. An effective advisor will provide accurate information needed and the freedom for students to make the best decisions (O'Banion, 1972).

The third characteristic of effective advising is knowledge of the institution and programs in which they work for and provide to the students (Filson, 2012). In order to

perform these tasks successfully, effective advisors must first have their own working knowledge of the topics before they can assist students through the process (Filson, 2012). With specialized training and preparation on the advisors' part, they should be able to readily provide this knowledge to their students.

### **Overview of Rowan University's Academic Advising Structure**

At Rowan University, the academic advising team is part of the Student Success team. The student success team's goal is committed to helping students reach their highest potential in and out of the classroom. Rowan's UAS (University Advising Services) mission states the following: "UAS is committed to creating a collaborative, learning-centered environment to engage students in the development and implementation of meaningful educational goals, academic planning, and access to University resources and services while providing support to achieve lifelong educational, personal and career goals," (Rowan University. (2020). Vision, mission, and goals. In 2020 Rowan University pamphlet.)

Organizational structure is the framework for delivering advising services to students. Rowan University does a job well done in regard to its academic success center and the advising team. The advising team at Rowan works very closely with the faculty and staff of the program in which they are advising, creating a positive and collaborative atmosphere for the students they are representing. Student success is a campus-wide initiative involving both academic affairs and student affairs personnel, all of whom are responsible for creating a campus climate conducive to student success.

The Health and Exercise Science Department at Rowan University houses three academic advisors. These advisors are assigned to different majors in the department and

work one on one with students in their designated major area. While these advisors are still a part of the academic advising team, they are housed in the department where they are able to work closely with faculty and staff of the major in which they are advising.

### **Conclusion of Review**

Research indicates that higher education students desire a continuous and cumulative relationship with their academic advisor which can be built upon as they mature and settle into university life. While Broadbridge (1996) focused on the importance of academic advising in general, Montag et al. (2012) and Walker et al. (2017) focused more on the need for change of academic advising for Millennial students. Broadbridge (1996) reinforces the importance that both advisor and student must understand the purpose of advising, believe in its importance and be willing to participate in it fully for a satisfactory exchange process to take place. Effective academic advising has been shown to increase retention rates and positive students' outcomes. It is evident that there is high importance and an effective impact of advisor relationship building on a student's well-being, academic progress, and university connectedness in higher education. Decreased student attrition is the most important outcome of adequate academic advising for students. This review of literature is the groundwork needed to conduct further research on students' perceptions of their advising experiences in higher education.

## Chapter 3

### Methodology

#### Context of the Study

This study will be a descriptive-correlational census of undergraduate students enrolled in the Department of Health and Exercise Science at Rowan University during the spring 2021 academic semester. An electronic questionnaire will be used via Qualtrics. Kenton (2020) says that descriptive statistics are used in a study to describe the “coefficients that summarize a given data set, which can be either a representation of the entire or a sample of a population”. Correlational research is described as “a type of non-experimental research method in which a researcher measures two variables, understands and assesses the statistical relationship between them with no influence from any extraneous variable” (“What Is A Correlational Study”, 2020).

Quantitative research and data emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Babbie, 2010). The purpose of this quantitative study is to describe current undergraduate students’ perceptions of academic advising practices within the Health and Exercise Science Department (HES) at Rowan University using a descriptive-correlational research design. Rowan University is currently undergoing massive changes during the COVID-19 crisis. With the transition to remote learning, there is an opportunity to make

changes, modifications, and improvements to the current department-wide policies and procedures, including those related to academic advising practices.

The research questions for this study are:

1. What are HES undergraduate students' perceptions of departmental academic advising?
  - a. academic advising relationships with faculty members?
  - b. institutional support through academic advising?
2. What are HES undergraduate students' intentions to complete enriching educational experiences through academic advising?
3. What are HES undergraduate students' intentions to complete enriching educational experiences with faculty members in general?

### **Population and Sampling**

The mission statement of The Department of Health and Exercise Science at Rowan University provides a rigorous and enlightening intellectual environment for the professional development, achievement and distinction of leaders in Education, Athletic Training, Public Health and Health Promotion and Fitness Management. In the spring 2021 semester, there are 814 undergraduate students enrolled in the Department of Health and Exercise Science at Rowan University. The department offers six academic majors and four minors/CUGS (Certificates of Undergraduate Study). The majors and minors/CUGS consist of the following:

1. Bachelor of Science - Nutrition with 2 specializations
  - o Dietetics – 10 students

- Exercise Science – 143 students
- 2. Bachelor of Science - Exercise Science – 318 students
- 3. Bachelor of Science - Health Promotion and Wellness Management – 45 students
- 4. Bachelor of Science – Public Health and Wellness – 61 students
- 5. Bachelor of Science - Athletic Training – 123 students
- 6. Minor - Psychology of Sport and Exercise – 40 students
- 7. CUGS - Adventure Education Leadership – 2 students
- 8. CUGS - Sport Management – 24 students
- 9. CUGS - Psychology of Sport/Exercise – 48 students

There are three embedded academic advisors in the department assigned to all students based on the major/minor they are enrolled in.

### **Data Instrumentation and Collection Procedures**

The study will be conducted as a census of the undergraduate students enrolled in the Department of Health and Exercise Science (HES) at Rowan University. Potential subjects will include a list provided by the three academic advisors of the department, including names and email addresses. This list will be generated and obtained after the late add/drop period of the spring 2021 semester minimizing the potential student withdrawals during the research study, making the frame as accurate as possible.

In the beginning of the Spring 2021 semester, all undergraduate HES students at Rowan University will be sent an email from their academic advisor at the institution inviting them to participate in the web-based survey via Qualtrics, that could be accessed through an embedded link in the email message (see Appendix A for this recruitment material). The initial email will contain the purpose of the survey and describe to the



students how to complete it. It will advise that their responses would be kept confidential, their participation was voluntary, and that participation in the survey would not impact their relationship with the university in any way. After approximately two weeks, a follow up email will be sent to all students who have not yet participated in the survey. Two weeks after that, a final email will be sent out to indicate that the survey is closing and for any who wish to participate in the survey to do so before the closing date.

Students taking the survey will be able to agree to a consent statement outlining data transfer practices, privacy practices, how cookies are used, or other policies (see informed consent question in Appendix B, Question 1). The students who do not acknowledge the consent statement can be removed from the study.

The research questions for the survey that will be used in this study originate from a survey instrument developed by Smith and Allen (2006), the *Inventory of Academic Advising Functions-Student Version*. The survey asks students about the importance of and their satisfaction with current academic advising functions, where and how often they get academic advising, and their advising learning. The survey will be designed to be anonymous and will take approximately fifteen minutes to complete. The questionnaire will ask students how often they received academic advising and to rate their satisfaction with different advising functions using a six-point Likert-type scale, where scale point 1 = “not satisfied” and scale point 6 = “very satisfied.”

### **Data Analysis and Interpretation**

Once the survey is closed, all data will be transferred to the Statistical Package for Social Sciences (SPSS). SPSS data will be including descriptive statistics such as frequencies, percentages, means, and standard deviations. The survey data will be

organized in an Excel spreadsheet. This approach will be beneficial for the department in determining the satisfaction of undergraduate student advising and will also provide meaningful data in determining the qualities that are most impactful for academic success of undergraduate students at Rowan University in the Health and Exercise Science Department.

## Chapter 4

### Findings

#### Context of Study

This study was conducted at Rowan University between the dates of February 3rd and February 22nd, 2021. Seven-hundred and eighty-three students who were enrolled in a degree program in the Department of Health and Exercise Science at Rowan during the Spring 2021 semester were invited to complete a 49 question Likert scale survey (Appendix B). This survey asked students to rate their own perceptions of their academic advising experiences. Students were invited via email, which included a link to the Qualtrics survey. All recruitment emails were approved by Rowan University's IRB committee prior to being sent out to the population of the study. The following research questions were intended to be answered by this study:

1. What are HES undergraduate students' perceptions of departmental academic advising?
  - a. academic advising relationships with faculty members?
  - b. institutional support through academic advising?
2. What are HES undergraduate students' intentions to complete enriching educational experiences through academic advising?
3. What are HES undergraduate students' intentions to complete enriching educational experiences with faculty members in general?

As previously mentioned above, this survey (Appendix B) contained one question asking for consent of each participant to partake in this research study, and 48 additional

Likert scale questions. Half of the remaining questions had six choices: (1) Strongly Disagree to (6) Strongly Agree while the other half had five choices: (1) Extremely Important to (5) Not Important At All. The first four questions in the survey (Appendix B) were intended to focus on how the student received their academic advising experience while enrolled in the Health and Exercise Science Department. The questions asked of the participants were:

1. Which of the following best described where at Rowan University you get your PRIMARY academic advising:
2. On average, how often do you get advice from your primary source of advising:
3. How do you access your primary source of advising:
4. Please select the circle that best describes where you get most of your information about classes to take to meet requirements:

The following questions in the survey were intended to ask students how important academic advising was to them compared to how satisfied they were with it in relation to their experience at Rowan University.

As explained by Montag et al. (2012) academic advising provides an avenue by which colleges and universities may improve student satisfaction and retention. This survey was designed to gain a better understanding of how students feel about their academic advising experiences in the Health and Exercise Science Department at Rowan University.

After the first email of the survey was sent out to all participants, only thirteen responses were obtained for review. Following the initial outreach to all eligible students on February 3rd, 2021, two reminder emails were sent out with the intent of increasing

student participation in the survey, but only ten more responses were received, with a total count of twenty-three responses. While the results of this paper may be usable by Rowan University's Health and Exercise Science Department, it should be noted that the extremely small sample size for this paper may impact the accuracy of the data that follows.

### **Presentation of Data**

Tables 1 through 4 are a general representation of the results of the four questions asked of participants about how they obtain their academic advising experiences in the Health and Exercise Science Department at Rowan. It is important to analyze this data prior to looking at the data about their satisfaction with the experiences.

**Table 1**

*Where Do You Get Your PRIMARY SOURCE of Academic Advising? (N = 23)*

Variable	<i>f</i>	%
I did not receive academic advising from anyone at rowan	0	0
An advisor in my major department	23	100
A faculty member	0	0
Other	0	0

Table 1 provides the student responses to the first question of the survey, which is where they get their primary source of academic advising. The number of responses received from this question was 23. Of all the responses, 100% of participants stated that they receive their primary source of academic advising from an advisor in their major department. This was an expected response rate from this question. This is a strong result that all students are receiving advising from the same location on campus.

**Table 2**

*How Often Do You Get Advice From Your PRIMARY SOURCE of Advising? (N = 23)*

Variable	<i>f</i>	%
I'm not currently getting academic advice from faculty or staff at Rowan University	0	0
At least once per semester	19	82.61
At least twice per year	4	17.39
At least once per year	0	0

Table 2 provides the student responses to the second of the first four questions of the survey, which is how often they get advice from their advisor. Of all the responses, 82.61% of students stated that they get advice from their advisor at least once per semester, while the other 17.39% stated that get advice from their advisor at least twice

per year. This data shows that all participants obtain advice from their advisor two time throughout the year, while some may have seen their advisor once or twice during each semester. This data shows that all participants are utilizing their academic advisor.

**Table 3**

*How Do You Access Your PRIMARY SOURCE of Advising?*

Variable	<i>f</i>	%
Phone Call	2	5.26
Email	15	39.47
In Person	4	10.53
Webex/Zoom	17	44.74

Table 3 provides the students response to the third of the first four questions of the survey, which asks them how they access contact with their advisor. This question allowed for participants to have multiple answers, as they may access their advisor in more than one way. The goal of this question was to see the most utilized form of contact with their advisor. This table shows that the highest form of communication with an advisor is via WebEx/Zoom showing at 44.74% of responses. The next highest response is documented at 39.47% with student communication with their advisor via email. Due to the nature of our current climate with the COVID-19 pandemic, these results are not surprising, as all student and advisor meetings are being held virtually for the time being.

**Table 4***Describe Where You Get Most of Your Information about Classes (N = 23)*

Variable	<i>f</i>	%
Advisor/Professor in my major department	18	78.26
Academic Advising Center	2	8.70
University Catalog	0	0
Undergraduate Advising Website	0	0
Departmental Website	2	8.70
Friends/Other Students	1	4.35
Family Member	0	0

Table 4 provides the students response to the last of the first four questions of the survey, which asks them to describe where they get most of the information that need about classes to meet requirements for the program they are in. While the major of students stated that they receive this information from either their academic advisor or a faculty member at 78.26%, some students indicated that they obtain this information from either the academic advising center or the departmental website, both have received 8.7% of responses from students.

Table 5 will provide the data for the next set of question ask student about their perceptions on the importance of different college experiences about their educational pathways during their time at Rowan University in the Health and Exercise Science



Department. This data will give a better understanding of how important their time at college is and if they are satisfied with these decisions.

Table 5 provides interesting data in terms of how student perceive their college experiences differently and how satisfied they are with the outcomes. When students were asked if they agreed or disagreed if they were satisfied with their overall advising experience at Rowan in the Health and Exercise Science Department, 47.83% of the participants stated that they strongly agreed, while 26% stated that they agreed and 17.39% stated that they disagreed with this statement. When asked to agree or disagree with the statement asking if it was important for the student to graduate college, almost all the participant's stated that they strongly agreed, totaling 95.65% of the responses. When asked to agree or disagree with the statement "I am confident I made the right decision in choosing a Rowan HES major", responses ranged from disagreeing to strongly agreeing. The participants responded that 8.70% disagreed, 13.04% agreed, 26.09% somewhat agreed, and 52.17% strongly agreed that they are confident with their decision. When participants were asked if they agreed or disagreed about having at least one relationship with a faculty or staff member in the Health and Exercise Department that had significant influence on them, 13.04% responded that they somewhat disagreed, 13.04% stated that they somewhat agreed, while the highest response was that they strongly agreed at 60.87%.

**Table 5***College Experiences*

Variable	Strongly Disagree (1)		Somewhat Disagree (2)		Disagree (3)		Agree (4)		Somewhat Agree (5)		Strongly Agree (6)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I am satisfied with the advising I receive at Rowan in HES.	0	0	0	0	4	17.39	6	26.09	2	8.70	11	47.83
It is important for me to graduate college.	0	0	0	0	0	0	0	0	1	4.35	22	95.65
I am confident I made the right decision in choosing a Rowan HES major.	0	0	0	0	2	8.70	3	13.04	6	26.09	12	52.17
I have a plant to achieve my educational goals.	0	0	0	0	1	4.35	3	13.04	4	17.39	15	65.22
I have at least one relationship with a faculty or staff member in Rowan's HES Dept. that has had a significant influence on me.	0	0	3	13.04	1	4.35	2	8.70	3	13.04	14	60.87
I plan to graduate from Rowan's HES Dept.	0	0	0	0	1	4.35	1	4.35	2	8.70	19	82.61
Overall, I am satisfied with my education experience in Rowan's HES Dept.	0	0	0	0	1	4.35	6	26.09	7	30.43	9	39.13

The next set of 12 tables (Tables 6-17) compares how important an advising experience is to the participants in relation to how satisfied they are with that variable in regards to their academic experiences. Each of these tables gives a strong understanding of the students' perceptions of their academic advising experience while at Rowan University while enrolled in the Health and Exercise Science Department.

**Table 6**

*Advising That Helps Students Connect Their Academic, Career, and Life Goals (N = 23)*

Variable	Extremely (1)		Very (2)		Moderately (3)		Slightly (4)		Not At All (5)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Important	11	47.83	10	43.48	1	4.35	1	4.35	0	0
Satisfied	8	34.78	6	26.09	6	26.09	2	8.70	1	4.35

Table 6 explains how participants perceive their experience with advising that helps the student connect their academic, career, and life goals. As shown above, while 47.83% of students felt this attribute to be extremely important to them, only 38.78% were extremely satisfied with this. Both 26.09% of student felt they were very satisfied and moderately satisfied, while 8.70% were slightly satisfied and 4.35% were not satisfied at all.

**Table 7**

*Advising That Helps Students Choose Among Courses in Their Major That Connect Their Academic, Career, and Life Goals (N = 23)*

Variable	Extremely (1)		Very (2)		Moderately (3)		Slightly (4)		Not At All (5)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Important	11	47.83	6	26.09	4	17.39	2	8.70	0	0
Satisfied	7	30.43	10	43.48	6	26.09	0	0	0	0

Table 7 explains how participants perceive their experience with advising that helps students choose among courses in their major that connect their academic, career, and life goals. In this comparison, 47.83% of students stated that they thought this attribute was extremely important while only 30.43% were extremely satisfied with their experience, though 43.48% of students stated they were very satisfied.

**Table 8**

*Advising That Assists Students with Choosing Among Various General Education Options That Connect Academic, Career, and Life Goals (N = 23)*

Variable	Extremely (1)		Very (2)		Moderately (3)		Slightly (4)		Not At All (5)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Important	7	30.43	10	43.48	6	26.09	0	0	0	0
Satisfied	5	23.81	9	42.86	7	33.33	0	0	0	0

Table 8 shows how participants perceive their experience with advising that assists students with choosing among various general education options that connect academic, career, and life goals. This finding was very consistent with how students ranked its importance with how satisfied they were with it. 30.43% ranked this attribute as extremely important, 43.48% as very important, and 26.09% as moderately important. Comparing this attribute to how satisfied the students were, 23.81% were extremely satisfied, 42.86% were very satisfied, and 33.33% were moderately satisfied.

**Table 9***Advising That Assists Students with Deciding What Kind of Degree to Pursue (N = 22)*

Variable	Extremely (1)		Very (2)		Moderately (3)		Slightly (4)		Not At All (5)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Important	9	40.91	12	54.55	0	0	1	4.55	0	0
Satisfied	7	31.82	10	45.45	4	18.18	1	4.55	0	0

Table 9 explains how participants perceive their experience with advising that assists students in deciding what kind of degree to pursue. 40.91% of students stated this as an extremely important attribute, while 31.82% stated that they were extremely satisfied with it.

**Table 10***Advising That Assists Students with Choosing Out-of-Class Activities That Connect Their Academic, Career, and Life Goals (N = 22)*

Variable	Extremely (1)		Very (2)		Moderately (3)		Slightly (4)		Not At All (5)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Important	10	45.45	6	27.27	4	18.18	2	9.09	0	0
Satisfied	5	22.73	5	22.73	4	18.18	5	22.73	3	13.64

Table 10 explains how participants perceive their experience with advising that assists students with choosing out-of-class activities (e.g., part-time or summer employment, internships or practicum, participation in clubs or organizations) that connect their academic, career, and life goals. While 45.45% of students stated that this was extremely important to them, only 22.73% of students were extremely satisfied with their experience.

**Table 11**

*When Students Need It, Referral to Campus Resources That Address Academic Problems (N = 22)*

Variable	Extremely (1)		Very (2)		Moderately (3)		Slightly (4)		Not At All (5)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Important	9	40.91	10	45.45	3	13.64	0	0	0	0
Satisfied	7	31.82	7	31.82	5	22.73	2	9.09	1	4.55

Table 11 explains how participants perceive their experience with advising with referrals to campus resources that address academic problems (e.g., tutoring, writing help, disability accommodations, test anxiety) when students may need them. 40.91% of students stated that this was an extremely important attribute for them, and 45.45% stated it was very important, 31.82% of participants stated they were both extremely satisfied

and very satisfied with their experience. It is important to note that 9.09% stated they were only slightly satisfied with this experience, while 4.55% stated they were not satisfied at all.

**Table 12**

*When Students Need It, Referral to Campus Resources That Address Non-Academic Problems (N = 22)*

Variable	Extremely (1)		Very (2)		Moderately (3)		Slightly (4)		Not At All (5)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Important	8	36.36	6	27.27	6	27.27	2	9.09	0	0
Satisfied	5	22.73	5	22.73	9	40.91	2	9.09	1	4.55

Table 12 explains how participants perceive their experience with advising with referrals to campus resources that address non-academic problems (e.g., child-care, financial, physical and mental health) when students may need them. While 36.36% of students stated they felt this was an extremely important attribute, and 27.27% felt it was very important, only 22.73% felt both extremely and very satisfied with their experience. 40.91% were moderately satisfied, 9.09% were slightly satisfied, and 4.55% were not satisfied at all.



**Table 13***Assisting Students with Understanding How Things Work At Rowan University (N = 22)*

Variable	Extremely (1)		Very (2)		Moderately (3)		Slightly (4)		Not At All (5)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Important	13	59.09	5	22.73	4	18.18	0	0	0	0
Satisfied	6	27.27	4	18.18	9	40.91	2	9.09	1	4.55

Table 13 shows how participants perceive their experience with advising that assists students with understanding how things work at Rowan University (understanding timelines, policies, and procedures with regards to registration, financial aid, grading, graduation, petitions and appeals, etc.). While 59.09% stated this as an extremely important attribute, only 27.27% stated they were extremely satisfied with their experience and 40.91% responded that they were only moderately satisfied.

**Table 14***Ability to Give Students Accurate Information about Degree Requirements (N = 22)*

Variable	Extremely (1)		Very (2)		Moderately (3)		Slightly (4)		Not At All (5)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Important	16	72.73	6	27.27	0	0	0	0	0	0
Satisfied	11	50.00	4	18.18	7	31.82	0	0	0	0

Table 14 portrays how participants perceive their experience with advising with the ability to give students accurate information about degree requirements. While 72.73% stated they felt it was extremely important, the remaining 27.27% said it was very important. 50% of students stated that they were extremely satisfied with this experience, while 18.18% said they were very satisfied, while 31.82% were only moderately satisfied.

**Table 15**

*Taking into Account Students' Skills, Abilities, and Interests in Helping Them Choose Courses (N = 22)*

Variable	Extremely (1)		Very (2)		Moderately (3)		Slightly (4)		Not At All (5)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Important	11	50.00	9	40.91	2	9.09	0	0	0	0
Satisfied	8	36.36	5	22.73	8	36.36	0	0	1	4.55

Table 15 shows how students perceive their experience with advising that takes into account the students' skills, abilities, and interests in helping them choose courses. 50% of students stated they felt this to be an extremely important attribute, and 40.91% said it was very important. 36.36% of respondents stated they were extremely satisfied with their experience, 22.73% were very satisfied and 36.36% were moderately satisfied, while 4.55% stated they were not satisfied at all.

**Table 16***Knowing the Student as an Individual (N = 22)*

Variable	Extremely (1)		Very (2)		Moderately (3)		Slightly (4)		Not At All (5)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Important	14	63.64	4	18.18	3	13.64	1	4.55	0	0
Satisfied	6	27.27	7	31.82	4	18.18	4	18.18	1	4.55

Table 16 explains how students perceive their experience with advising and knowing the student as an individual. While 63.64% of students stated that they felt this to be an extremely important attribute, only 27.27% of respondents reported being extremely satisfied. It is important to note that 4.55% of students reported not being satisfied at all.

**Table 17**

*Encourage Students to Assume Responsibility for Their Education by Helping Them Develop Planning, Problem-Solving, and Decision-Making Skills (N = 22)*

Variable	Extremely (1)		Very (2)		Moderately (3)		Slightly (4)		Not At All (5)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Important	10	45.45	8	36.36	2	9.09	2	9.09	0	0
Satisfied	4	18.18	8	36.36	7	31.82	2	9.09	1	4.55

Table 17 reports how students perceive their experience with advising that encourages the students to assume responsibility for their education by helping them develop planning, problem-solving, and decision-making skills. 45.45% of students stated they felt this attribute to be extremely important, 36.36% said it was very important to them. Only 18.18% of students stated that they were extremely satisfied with this experience, 36.36% were very satisfied, 31.82% were moderately satisfied, 9.09% were slightly satisfied and 4.55% were not satisfied at all.

Table 18 shows student responses to questions about university policies. 68.18% of students responded that they strongly agreed with the statement “It is important to develop an advisor/advisee relationship with someone on campus”. When asked if academic advising should be mandatory for all students, 54.55% stated they strongly agreed and 48.18% said they somewhat agreed. All participants responded that they

either agree, somewhat agree, or strongly agree with that statement “I know what requirements I must fulfill in order to earn my degree”. When asked to agree with they understand how things work at Rowan University, 36.36% strongly agreed, but 27.27% stated that they do not agree. When asked if the students understood how their academic choices at Rowan University connect to their career and life goals, 63.64% strongly agreed, while 13.64% disagreed. When the students were asked if they agreed or disagreed with the statement “When I have a problem, I know where at Rowan University I can get help”, 36.36% of students strongly agreed, while 27.73% disagreed and 9.09% somewhat disagreed.

**Table 18***University Procedures (N = 22)*

Variable	Strongly Disagree (1)		Somewhat Disagree (2)		Disagree (3)		Agree (4)		Somewhat Agree (5)		Strongly Agree (6)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
It is important to develop an advisor/advisee relationship with someone on campus.	0	0	0	0	0	0	1	4.55	6	28.27	15	68.18
There should be mandatory academic advising for students.	0	0	1	4.55	2	9.09	3	13.64	4	48.18	12	54.55
I know what requirements I must fulfill in order to earn my degree.	0	0	0	0	0	0	5	22.73	7	31.82	10	45.45
I understand how things work at Rowan University.	0	0	0	0	6	27.27	3	13.64	5	22.73	8	36.36
I understand how my academic choices at Rowan University connect my career and life goals.	0	0	0	0	3	13.64	5	22.73	0	0	14	63.64

Variable	Strongly Disagree (1)		Somewhat Disagree (2)		Disagree (3)		Agree (4)		Somewhat Agree (5)		Strongly Agree (6)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
When I have a problem, I know where at Rowan University I can get help.	0	0	2	9.09	6	27.73	5	22.73	1	4.55	8	36.36

**Table 19**

*Overall Advising Satisfaction Report (N = 22)*

Variable	Yes (1)		No (2)	
	<i>f</i>	%	<i>f</i>	%
I believe I have been accurately advised by faculty or staff at Rowan University's Health and Exercise Science Department.	19	86.36	3	13.64

Table 19 shows the overall satisfaction student reported of their academic advising experience at Rowan University in the Health and Exercise Science Department. 86.36% of students reported being accurately advised while 13.64% of students did not.



## Chapter 5

### Summary, Discussion, Conclusion and Recommendations

#### Summary of the Study

This study was conducted at Rowan University through an electronic survey in Glassboro, New Jersey between the dates of February 3rd and February 22nd, 2021, during the spring academic semester. The purpose of this quantitative study was to analyze current undergraduate students' perceptions of academic advising practices within the Health and Exercise Science Department (HES) at Rowan University. The participants of this study were all undergraduate level students enrolled in the Health and Exercise Department.

The research questions for the survey that were be used in this study originate from a survey instrument developed by Smith and Allen (2006), the *Inventory of Academic Advising Functions-Student Version*. The survey asked students about the importance of and their satisfaction with current academic advising functions, where and how often they get academic advising, and their advising learning. The survey was designed to be anonymous and took approximately fifteen minutes to complete. The questionnaire asked students how often they received academic advising and to rate their satisfaction with different advising functions.

#### Discussion of Findings

This section of the paper will provide meaning to the data presented in Chapter IV and will discuss how the data answers the research questions presents by this study.

### ***Research Question 1***

*What are HES undergraduate students' perceptions of departmental academic advising?*

To answer this question, we must look at Tables 6 through 17, as they give direct comparisons as to how important an experience is to the participants in relation to how satisfied they are with that variable in regards to their academic experiences.

Table 6 explained how participants perceived their experience with advising that helps the student connect their academic, career, and life goals. While 47.83% of students felt this attribute to be extremely important to them, only 38.78% were extremely satisfied with this. Both 26.09% of student felt they were very satisfied and moderately satisfied, while 8.70% were slightly satisfied and 4.35% were not satisfied at all. Table 7 showed how participants perceived their experience with advising that helps students choose among courses in their major that connect their academic, career, and life goals. In this comparison, 47.83% of students stated that they thought this attribute was extremely important while only 30.43% were extremely satisfied with their experience, though 43.48% of students stated they were very satisfied. Table 8 portrayed how participants perceived their experience with advising that assists students with choosing among various general education options that connect academic, career, and life goals. This finding was very consistent with how students ranked its importance with how satisfied they were with it. 30.43% ranked this attribute as extremely important, 43.48% as very important, and 26.09% as moderately important. Comparing this attribute to how satisfied the students were, 23.81% were extremely satisfied, 42.86% were very satisfied, and 33.33% were moderately satisfied. Table 10 explained how participants perceived

their experience with advising that assists students with choosing out-of-class activities (e.g., part-time or summer employment, internships or practicum, participation in clubs or organizations) that connect their academic, career, and life goals. While 45.45% of students stated that this was extremely important to them, only 22.73% of students were extremely satisfied with their experience. Table 15 showed how students perceived their experience with advising that takes into account the students' skills, abilities, and interests in helping them choose courses. 50% of students stated they felt this to be an extremely important attribute, and 40.91% said it was very important. 36.36% of respondents stated they were extremely satisfied with their experience, 22.73% were very satisfied and 36.36% were moderately satisfied, while 4.55% stated they were not satisfied at all.

As the research shows, Montag et al. (2012) says that students seem to prefer an advisor who is willing to include more guidance regarding courses and career opportunities. With helping students to make advising connections to academic, career, and life goals, students will be able to properly navigate their way through their entire college experience. In Broadbridge's (1996) study, "students believed that academic advising should involve them in learning and exploring life career goals via academic planning," (p. 99).

### ***Research Question 2***

*What are HES undergraduate students' intentions to complete enriching educational experiences through academic advising?*

The research conducted shows that the majority of students in this study have strong intentions of having enriching experience with their academic advisor. Table 16

explained how students perceived their experience with advising and knowing the student as an individual. While 63.64% of students stated that they felt this to be an extremely important attribute, only 27.27% of respondents reported being extremely satisfied. It is important to note that 4.55% of students reported not being satisfied at all.

Having true concern for students is one of the most essential qualities for an academic advisor to have. When students, or people in general, know that they are cared for, they tend to respond in a more positive manner. Walker et al. (2017) reported that a major source of dissatisfaction stemmed from the belief that advisors did not know their advisee's name. Having a personal relationship with an advisor shows the students they want them to succeed.

Table 17 reported how students perceived their experience with advising that encourages the students to assume responsibility for their education by helping them develop planning, problem-solving, and decision-making skills. 45.45% of students stated they felt this attribute to be extremely important, 36.36% said it was very important to them. Only 18.18% of students stated that they were extremely satisfied with this experience, 36.36% were very satisfied, 31.82% were moderately satisfied, 9.09% were slightly satisfied and 4.55% were not satisfied at all.

Broadbridge (1996) reinforces the importance that both advisor and student must understand the purpose of advising, believe in its importance and be willing to participate in it fully for a satisfactory exchange process to take place. The value of higher education does not lie only in acquired knowledge, but rather in developing thinking abilities (King, 1978). By helping students take responsibility for their own education, they can develop lifelong skills of planning, problem-solving and decision making. Blahusiak (2012)

describes how students must learn to operate on their own and take responsibility for themselves.

### ***Research Question 3***

*What are HES undergraduate students' intentions to complete enriching educational experiences with faculty members in general?*

The majority of students find it important to have a meaningful relationship with a faculty member during their higher education careers. Table 5 provided interesting data in terms of how students perceived their college experiences differently and how satisfied they are with the outcomes. When students were asked if they agreed or disagreed if they were satisfied with their overall experience at Rowan in the Health and Exercise Science Department, 47.83% of the participants stated that they strongly agreed, while 26% stated that they agreed and 17.39% stated that they disagreed with this statement. When asked to agree or disagree with the statement asking if it was important for the student to graduate college, almost all the participant's stated that they strongly agreed, totaling 95.65% of the responses. When asked to agree or disagree with the statement "I am confident I made the right decision in choosing a Rowan HES major", responses ranged from disagreeing to strongly agreeing. The participants responded that 8.70% disagreed, 13.04% agreed, 26.09% somewhat agreed, and 52.17% strongly agreed that they are confident with their decision. When participants were asked if they agreed or disagreed about having at least one relationship with a faculty or staff member in the Health and Exercise Department that had significant influence on them, 13.04% responded that they somewhat disagreed, 13.04% stated that they somewhat agreed, while the highest response was that they strongly agreed at 60.87%.

Montag et al. (2012) found that the majority of all students express a need to have a personal relationship with a mentor: “According to the focus groups responses, Millennial students who prefer constant feedback and an individualized relationship with their advisors may feel that advisors do not care about them, especially if advisors do not seem to understand their need for individualized attention” (p.26). Current Millennial students may need mentors to adapt their practices slightly to accommodate their students’ needs.

### **Conclusions**

Although only 2% of the population responded to the survey, of those students, 86.36% state they were satisfied overall with their academic advising experience in the Health and Exercise Science Department. The results of this study were interesting. While many students did seem satisfied with their overall academic advising experience, there were some areas that stood out that students were not exceptionally satisfied with.

Tables 6 through 8 explained how participants perceive advising with connections to their academic, career, and life goals. While a vast majority of the responded stated they thought this to be significantly important, a lower percentage of the students were satisfied with this. Prior research emphasized educational and career goals for students, and it appears that the advisors in the Health and Exercise Science Department can make a few adaptations to better serve the student population. As Broadbridge’s (1996) study explains, “students believed that academic advising should involve them in learning and exploring life career goals via academic planning,” (p. 99)

Another area that stood out could be found in Table 10. This table explains how participants perceive their experience with advising that assists students with

choosing out-of-class activities (e.g., part-time or summer employment, internships or practicum, participation in clubs or organizations) that connect their academic, career, and life goals. While 45.45% of students stated that this was extremely important to them, only 22.73% of students were extremely satisfied with their experience and 36.37% of students were either slightly satisfied or not satisfied at all. With helping students to make advising connections to out-of-classroom activities, students will be able to properly navigate their way through their entire college experience.

Further research is necessary to gain a better understanding of the overall perception of Health and Exercise Students perceptions of their academic advising experience. This study has the potential to provide insight for the academic advisors in the Health and Exercise Science Department for future changes regarding undergraduate students advising experiences.

### **Recommendations**

The results of this thesis conclude the need for further research on the topic, and suggestions for future practice. Suggestions for future research are:

1. A qualitative study on the changes of what academic advising was compared to what it is now in regards to the COVID-19 pandemic. This will provide a better understanding of students' perceptions on what they constitute academic advising to be now, compared to what it may have looked like in previous years.
2. Conduct a study to determine how academic advising is related to undergraduate student attrition in the Health and Exercise Science Department at Rowan University. This will give the department a better understanding of how many of

their students stay in the program compared to leaving and what the causes are behind it.

Suggestions for future practice include:

1. More professional development on theoretical theory for undergraduate level Academic Advisors at Rowan University. The basics of advising seem to be met, but a better understanding of theory could be beneficial. Knowledge of theories in academic advising can enrich practices and provide advisors with a better understanding of student's different views of similar situations (Williams, 2007).
2. More professional development and training on presentation of campus resources, both academic and non-academic. As stated in the research, effective advisors should be knowledgeable of the institution and programs in which they work for and provide to the students (Filson, 2012). In order to perform these tasks successfully, effective advisors must first have their own working knowledge of the topics before they can assist students through the process (Filson, 2012). With specialized training and preparation on the advisors' part, they should be able to readily provide this knowledge to their students.



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## Appendix A

### Recruitment Email

Subject: Academic Advising in HES – We Need Your Input

Dear HES Students:

Are you interested in completing a survey for a research study about your experience with your academic advisor?

Academic advising is important to students, and because you are a student in Rowan University's Health and Exercise Department, I want to hear about your experience with advising. I am inviting you to complete a survey that will tell us what you think about academic advising in the HES department. Your answers to these questions are crucial to our continued efforts to improve student experiences in Rowan's HES Department, and I hope you will participate in this research by taking the 15 minutes required to complete the survey. You can take the survey now through this link:

[https://rowan.co1.qualtrics.com/jfe/form/SV\\_8bNV59fEtYsZzbD](https://rowan.co1.qualtrics.com/jfe/form/SV_8bNV59fEtYsZzbD)

Please be assured that the answers you provide will be kept confidential to the extent permitted by law. The answers you provide will be summarized along with the responses of other students so that your individual responses will never be identified in any report. There are no foreseeable risks to you as a participant in this project; nor are there any direct benefits. However, your participation is extremely valued.

Thank you for telling us what we are doing well with academic advising and where we need to improve. I appreciate you taking the time to read this email, and I hope you have the opportunity to participate in this study!

Thank you,

Meghan McGahey  
Graduate Candidate for M.A. in Higher Education  
Study Co-Investigator

Drew Tinnin, Ed.D.  
Instructor, Ed. Services & Research Leadership,  
Research Study Principal Investigator

This study has been approved by Rowan University's IRB (Study # PRO-2020-220).

## Appendix B

### Effective Advising Practices Consent and Instrument

#### Q1 Consent to participate in research

You are invited to participate in this online research survey entitled Effective Advising Practices. You are included in this survey because you are currently registered in one of Rowan University's Health and Exercise Science Programs. The number of subjects to be enrolled in the study will be three hundred. The survey may take approximately twenty minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this online survey. Completing this survey indicates that you are voluntarily giving consent to participate in the survey.

The purpose of this research study quantitative study is to describe current undergraduate students' perceptions of academic advising practices within the Health and Exercise Science Department (HES) at Rowan University using a descriptive-correlational research design.

There are no risks or discomforts associated with this survey. There may be no direct benefit to you, however, by participating in this study, you may help us to make changes, modifications, and improvements to the current department-wide policies and procedures, including those related to academic advising practices.

Your response will be kept confidential. We will store the data in a secure computer file and the file will be destroyed once the data has been published. Any part of the research that is published as part of this study will not include your individual information. If you

have any questions about the survey, you can contact Meghan McGahey at the address provided below, but you do not have to give your personal identification.

[mogahey@rowan.edu](mailto:mogahey@rowan.edu)

If you have any questions about your rights as a research subject, please contact the Office of Research Compliance at (856) 256-4078– Glassboro/CMSRU.

This study has been approved by the Rowan IRB (study #PRO-2020-220). Please complete the question below.

- To participate in this survey, you must be 18 years or older. Place a check box here. (1)
- Completing this survey indicates that you are voluntarily giving consent to participate in the survey. Place a check mark here. (2)
- 

Q2 Which of the following best described where at Rowan University you get your PRIMARY academic advising, i.e., the advising you consider most central to your academic progress?

- I have not received academic advising from anyone at Rowan University (1)
- An advisor in my major department (2)
- A faculty member (3)
- Other (4)
-

Q3 On average, how often do you get advice from your primary source of advising, i.e., the advising you consider most central to your academic progress?

- I'm not currently getting academic advice from faculty or staff at Rowan University (1)
  - At least once per semester (2)
  - At least twice per year (3)
  - At least once per year (4)
- 

Q4 How do you access your primary source of advising, i.e., the advising you consider most central to your academic progress?

- Phone Call (1)
  - Email (2)
  - In Person (3)
  - Webex/Zoom (4)
-

Q5 Please select the circle that best describes where you get most of your information about classes to take to meet requirements.

- Advisor/Professor in my major department (1)
  - Academic Advising Center (2)
  - University Catalog (3)
  - Undergraduate Advising Website (4)
  - Departmental Website (5)
  - Friends/Other Students (6)
  - Family Members (7)
- 

Q6 Overall, I am satisfied with the academic advising I receive at Rowan University's Health and Exercise Science Department.

- 1 Strongly Disagree (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 Strongly Agree (6)



---

Q8 It is important for me to graduate from college.

- 1 Strongly Disagree (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 Strongly Agree (6)
- 

Q9 I am confident that I made the right decision in choosing to attend Rowan University's Health and Exercise Science Program.

- 1 Strongly Disagree (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 Strongly Agree (6)

---

Q10 I have a plan to achieve my educational goals.

- 1 Strongly Disagree (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 Strongly Agree (6)
- 

Q11 I have had at least one relationship with a faculty or staff member at Rowan University in the Health and Exercise Science Department that has had a significant and positive influence on me.

- 1 Strongly Disagree (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 Strongly Agree (6)

---

Q12 I plan to graduate from Rowan University's Health and Exercise Science Department.

- 1 Strongly Disagree (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 Strongly Agree (6)
- 

Q13 Overall, I am satisfied with my educational experience at Rowan University's Health and Exercise Science Department.

- 1 Strongly Disagree (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 Strongly Agree (6)

---

Q17 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how important is the following advising function to you?

\*Advising that helps students connect their academic, career, and life goals.

- Extremely important (1)
  - Very important (2)
  - Moderately important (3)
  - Slightly important (4)
  - Not at all important (5)
- 

Q18 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how satisfied are you with the following advising function to you?

\*Advising that helps students connect their academic, career, and life goals.

- Extremely satisfied (1)
  - Very satisfied (2)
  - Moderately satisfied (3)
  - Slightly satisfied (4)
  - Not at all satisfied (5)
- 

Q19 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how important is the following advising function to you?

\*Advising that helps students choose among courses in their major that connect their academic, career, and life goals.

- Extremely important (1)
  - Very important (2)
  - Moderately important (3)
  - Slightly important (4)
  - Not at all important (5)
-

Q20 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how satisfied are you with the following advising function to you?

\*Advising that helps students choose among courses in their major that connect their academic, career, and life goals.

- Extremely satisfied (1)
  - Very satisfied (2)
  - Moderately satisfied (3)
  - Slightly satisfied (4)
  - Not at all satisfied (5)
- 

Q21 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how important is the following advising function to you?

\*Advising that assists students with choosing among various General Education options that connect academic, career, and life goals.

- Extremely important (1)
  - Very important (2)
  - Moderately important (3)
  - Slightly important (4)
  - Not at all important (5)
- 

Q22 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how satisfied are you with the following advising function to you?

\*Advising that assists students with choosing among various General Education options that connect academic, career, and life goals.

- Extremely satisfied (1)
  - Very satisfied (2)
  - Moderately satisfied (3)
  - Slightly satisfied (4)
  - Not at all satisfied (5)
-

Q23 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how important is the following advising function to you?

\*Advising that assists students with deciding what kind of degree to pursue.

- Extremely important (1)
  - Very important (2)
  - Moderately important (3)
  - Slightly important (4)
  - Not at all important (5)
- 

Q24 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how satisfied are you with the following advising function to you?



\*Advising that assists students with deciding what kind of degree to pursue.

- Extremely satisfied (1)
  - Very satisfied (2)
  - Moderately satisfied (3)
  - Slightly satisfied (4)
  - Not at all satisfied (5)
- 

Q25 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how important is the following advising function to you?

\*Advising that assists students with choosing out-of-class activities (e.g., part-time or summer employment, internships or practicum, participation in clubs or organizations) that connect their academic, career, and life goals.

- Extremely important (1)
- Very important (2)
- Moderately important (3)
- Slightly important (4)
- Not at all important (5)

---

Q26 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how satisfied are you with the following advising function to you?

\*Advising that assists students with choosing out-of-class activities (e.g., part-time or summer employment, internships or practicum, participation in clubs or organizations) that connect their academic, career, and life goals.

- Extremely satisfied (1)
  - Very satisfied (2)
  - Moderately satisfied (3)
  - Slightly satisfied (4)
  - Not at all satisfied (5)
- 

Q27 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how important is the following advising function to you?

\*When students need it, referral to campus resources that address academic problems (e.g., tutoring, writing help, disability accommodations, test anxiety).

- Extremely important (1)
  - Very important (2)
  - Moderately important (3)
  - Slightly important (4)
  - Not at all important (5)
- 

Q28 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how satisfied are you with the following advising function to you?

\*When students need it, referral to campus resources that address academic problems (e.g., tutoring, writing help, disability accommodations, test anxiety).

- Extremely satisfied (1)
  - Very satisfied (2)
  - Moderately satisfied (3)
  - Slightly satisfied (4)
  - Not at all satisfied (5)
-

Q29 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how important is the following advising function to you?

\*When students need it, referral to campus resources that address non-academic problems (e.g., child-care, financial, physical and mental health).

- Extremely important (1)
  - Very important (2)
  - Moderately important (3)
  - Slightly important (4)
  - Not at all important (5)
- 

Q30 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how satisfied are you with the following advising function to you?

\*When students need it, referral to campus resources that address non-academic problems (e.g., child-care, financial, physical and mental health).

- Extremely satisfied (1)
  - Very satisfied (2)
  - Moderately satisfied (3)
  - Slightly satisfied (4)
  - Not at all satisfied (5)
- 

Q31 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how important is the following advising function to you?

\*Assisting students with understanding hoe things work at Rowan University (understanding timelines, policies, and procedures with regards to registration, financial aid, grading, graduation, petitions and appeals, etc.)

- Extremely important (1)
- Very important (2)
- Moderately important (3)
- Slightly important (4)
- Not at all important (5)

---

Q32 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how satisfied are you with the following advising function to you?

\*Assisting students with understanding hoe things work at Rowan University (understanding timelines, policies, and procedures with regards to registration, financial aid, grading, graduation, petitions and appeals, etc.)

- Extremely satisfied (1)
  - Very satisfied (2)
  - Moderately satisfied (3)
  - Slightly satisfied (4)
  - Not at all satisfied (5)
- 

Q33 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how important is the following advising function to you?

\*Ability to give students accurate information about degree requirements.

- Extremely important (1)
  - Very important (2)
  - Moderately important (3)
  - Slightly important (4)
  - Not at all important (5)
- 

Q34 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how satisfied are you with the following advising function to you?

\*Ability to give students accurate information about degree requirements.

- Extremely satisfied (1)
  - Very satisfied (2)
  - Moderately satisfied (3)
  - Slightly satisfied (4)
  - Not at all satisfied (5)
-

Q35 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how important is the following advising function to you?

\*Taking into account students' skills, abilities, and interests in helping them choose courses.

- Extremely important (1)
  - Very important (2)
  - Moderately important (3)
  - Slightly important (4)
  - Not at all important (5)
- 

Q36 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how satisfied are you with the following advising function to you?



\*Taking into account students' skills, abilities, and interests in helping them choose courses.

- Extremely satisfied (1)
  - Very satisfied (2)
  - Moderately satisfied (3)
  - Slightly satisfied (4)
  - Not at all satisfied (5)
- 

Q37 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how important is the following advising function to you?

\*Knowing the student as an individual.

- Extremely important (1)
  - Very important (2)
  - Moderately important (3)
  - Slightly important (4)
  - Not at all important (5)
-

Q38 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how satisfied are you with the following advising function to you?

\*Knowing the student as an individual.

- Extremely satisfied (1)
- Very satisfied (2)
- Moderately satisfied (3)
- Slightly satisfied (4)
- Not at all satisfied (5)
- 

Q39 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how important is the following advising function to you?

\*Encouraging students to assume responsibility for their education by helping them develop planning, problem-solving, and decision-making skills.

- Extremely important (1)
  - Very important (2)
  - Moderately important (3)
  - Slightly important (4)
  - Not at all important (5)
- 

Q40 Given your experience with your PRIMARY source of academic advising at Rowan University in the Health and Exercise Science Department, i.e., the advising you consider most central to your academic progress, make how satisfied are you with the following advising function to you?

\*Encouraging students to assume responsibility for their education by helping them develop planning, problem-solving, and decision-making skills.

- Extremely satisfied (1)
  - Very satisfied (2)
  - Moderately satisfied (3)
  - Slightly satisfied (4)
  - Not at all satisfied (5)
-

Q41 Indicate your level of agreement.

\*It is important to develop an advisor/advisee relationship with someone on campus.

1 Strongly Disagree (1)

2 (2)

3 (3)

4 (4)

5 (5)

6 Strongly Agree (6)

---

Q42 Indicate your level of agreement.

\*There should be mandatory academic advising for students.

1 Strongly Disagree (1)

2 (2)

3 (3)

4 (4)

5 (5)

6 Strongly Agree (6)

---

Q43 Indicate your level of agreement.

\*I know what requirements (e.g., major, general education, other university requirements) I must fulfill in order to earn my degree.

1 Strongly Disagree (1)

2 (2)

3 (3)

4 (4)

5 (5)

6 Strongly Agree (6)

---

Q44 Indicate your level of agreement.

\*I understand how things work at Rowan University (timelines, policies, and procedures with regards to registration, financial aid, grading, graduation, petition and appeals, etc.)

1 Strongly Disagree (1)

2 (2)

3 (3)

4 (4)

5 (5)

6 Strongly Agree (6)

---

Q45 Indicate your level of agreement.

\*I understand how my academic choices at Rowan University connect my career and life goals.

- 1 Strongly Disagree (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 Strongly Agree (6)
- 

Q46 Indicate your level of agreement.

\*When I have a problem, I know where at Rowan University I can get help.

- 1 Strongly Disagree (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 Strongly Agree (6)



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Q47 I believe I have been accurately advised by faculty or staff at Rowan University's Health and Exercise Science Department.

Yes (1)

No (2)

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Q48 If no to previous question, what consequences resulted from advising inaccuracy? (check all that apply)

I have had to delay my graduation in order to take one or more additional classes. (1)

I have petitioned for an exception to an academic requirement. (2)

I have had to take one or more classes that I later discovered I didn't need to graduate. (3)

I was placed in a course in which I was unprepared. (4)

Other (5)

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Q49 If you selected other in previous question, please specify here. If not, please put n/a.

End of Block: Default Question Block