

INTRODUCTION

The purpose of academic advising is to provide students with a guidance relationship with an institutional representative who will provide support both personally and academically. The role of an academic advisor is practiced by either an individual with a specialized certification or a faculty member of a specific major. As stated through several pieces of research, there is a connection between academic advising, graduation rates, students' academic performance and success, and retention.

RESEARCH QUESTIONS

In this study, several questions will be examined and answered. The first question is determining the types of advising experiences students have that delay their expected graduation date. The second question is defining how much influence academic advising has on retention. The final question that this study hopes to answer is if poor academic advising harms a student's scholastic performance and success.

LITERATURE REVIEW

This collaborative, intellectual relationship is a pivotal resource to students' academic performance and overall success at their institution. In consequence, "students can clarify the purposes of their college attendance, achieve vital personal connections with mentors, plan for the future, determine their role and responsibilities in a democratic society, and come to understand how they can achieve their potential" (Hunter & White, 2004, p. 21). Additionally, it is essential to realize that academic advisors heavily influence students' learning experiences than the literature suggests. According to Light (2001), "good advising may be the single most underestimated characteristic of a successful college experience" (p. 81).

The Importance of Academic Advising: The Good, The Bad, & The Influence

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PURPOSE

The purpose of this study is to examine the relationship between inadequate academic advising and its effects on graduation rates, retention, and students' academic performance. Knowing this will be helpful because there is little qualitative evidence of a student's journey with their academic advisor, especially the adverse outcomes. Findings from this study can begin creating an index of quality experiences to further understand and improve student advising.

HYPOTHESES & NEXT STEPS

1. Majority of participants (60%+) will stated that "Academic advising has positively impacted both academically and personally".
2. Poor academic advising had negatively effected student's graduation dates by delaying students 1+ semester.
3. Retention rates are connected to the level of successful academic advising relationships with students.

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The research is currently in progress. Surveys were distributed via email to graduate students. Participants are currently completing the survey and interviews are beginning Monday, April 4th

METHOD & MATERIALS

Mixed technology will be used to conduct a thorough investigation. For the qualitative aspect of this study, I will interview graduate students from a Student Affairs department at an east south-central 4-year institution about their undergraduate experience with their academic advisor. The quantitative aspect will consist of an online survey created through Google Forms.

Example Questions:

1. Have you had an encounter with an academic advisor that had a positive/ negative impact on you? If so, please share.
2. Do you believe that your academic advisor had any influence on your undergraduate college academic performance or success?
3. In your opinion, do you believe you were advised incorrectly or inadequately at any point? If so, please share that experience.

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