Empowerment and Accountability: The Dynamic Duo of Advising Success

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Abstract

Student academic success and retention are crucial to the success of programs and universities. Previous research shows that advising is a potential strategy for improving student experiences and helping students reach graduation. The current study examines specific aspects of advising (i.e., *advisor accountability* and *advisor empowerment*) to identify how these elements impact characteristics such as student self-efficacy, student responsibility, perceived support, and student study skills. The results indicate that positive experiences with advisors may contribute to higher levels of key characteristics, which in turn predict student academic success.

Keywords: advising, academic success, self-efficacy, study skills, perceived support, Tinto

Introduction

Improving student retention and success is a complex undertaking. Often, effective academic advising improves student retention (Braxton et al., 2014; Campbell & Nutt, 2010), with academic advisors mentoring students and helping them navigate the rocky shoals of academia. Just as high-quality advising can lead to better student retention (Afshar & Dhiman, 2008; Jamaludin et al., 2021), low-quality advising results in higher levels of student attrition (Metzner, 1989).

Drake (2013) emphasized that the interactions between advisors and students help students navigate within the institution and make connections between academic experiences and future goals. Advisors offer encouragement and can enhance student involvement with learning opportunities in and out of the classroom. Furthermore, quality academic advising promotes student engagement by serving as a point of contact between students and the university community (Kuh et al., 2013). For example, O'Keeffe (2013) showed that the development of positive relationships and interactions between students and faculty benefited students socially and led to feelings of connection with the university community. Similarly, An et al. (2016) identified student expectations and student-faculty contact as being two practices that help foster student success. According to Young-Jones et al (2013, p. 9)

In addition to engaging with students, advisors can also encourage student involvement with powerful learning opportunities both in and out of the classroom. The advising process can help students to identify personal strengths and interests related to their educational and career goals. This knowledge may inform students' selection and pursuit of co-curricular activities that enhance their college experience.

The Need to Better Understand the Advising Process

Academic advising services have both direct and indirect effects on students. Research shows that interactions between students and academic advisors are a crucial element of academic success, retention, and progression for students (Braxton et al., 2014; Campbell & Nutt, 2010; Young-Jones et al., 2013). These findings imply that the improvement of advising services and higher quality advising may increase student retention and success. However, few studies investigated specific factors associated with academic advising that influence student learning outcomes (Erlich & Russ-Eft, 2013; Smith & Allen, 2014; Young-Jones et al., 2013).

Advising is critical for fostering student success. Studies show a positive relationship between retention and students' indication of the frequency or quality of their advising (McCain et al., 2018; Tippets et al.,2022; Young -Jones et al., 2013). Conversely, student dissatisfaction with advising can taint academic progress (Astin et al., 1987; Boyer, 1987; Smith & Allen, 2008). Therefore, developing an advising accountability program should be

a major goal for universities. Such a program must include action steps for best practice in college advising (Burge-Hall et al., 2019). Academic advisors should be trained in best practices regarding advising, advising responsibilities need to be clearly defined (Lowe & Toney, 2001). Accountability, evaluations, and rewards should be implemented consistently across the university. Additionally, such programs benefit from having a sound theory of academic retention.

Tinto's Approach to Advising

According to Tinto (2017) student persistence is a sign of student motivation, and that motivation waxes and wanes based on experiences in and with the university. Tinto identified student self-efficacy, sense of belonging, and student perceptions of the curriculum as being central to positive student motivation. These are also areas where academic advising can play a role in helping students succeed.

The most obvious place where advisors influence student motivation is through helping students understand and navigate their program curriculum. In addition to helping students identify a major and schedule classes, advisors help students understand the whys and wherefores of what they are studying (Tinto, 2017; Tinto, 1994). Effective advising also helps students make meaning of their studies and find ways to apply that information to world-based problems (Johannes & van Barneveld, 2009).

Advisors also influence students' sense of self-efficacy. Self-efficacy involves the way students see themselves, including their confidence that they can achieve their goals. High self-efficacy leads to students being more willing to engage in tasks and to persevere when faced with challenges (Cherners et al., 2001; Tinto, 2017). In contrast, poor self-efficacy can undermine achievement (Bong, 2001; Tracz, 2010). Therefore, universities need to address student self-efficacy, and one place to do that is through effective advising. Faculty, and especially advisors, can convey positive or negative messages to students that, in turn, can lead to a self-fulfilling prophecy (Tinto, 2017: Trolian et al., 2016).

Tinto (2017) also considers the students' sense of belonging to the campus community as being important to retention and success. One means to this end is by helping students feel supported by their faculty, administration, and by other students. Advisors often facilitate the student relationship with the university, establish trust, and empower

students with a sense that the college community sees, hears, and values them (Higgins, 2017). Similarly, Strayhorn (2019) showed that a sense of belonging relates to the students' perceived social support on campus based on experiences and interactions with other students, faculty, and administrators. Given that a sense of belonging impacts both their social perception and their perception of academic commitment, finding ways of enhancing this sense is an important goal for advisors.

Tinto (2017) and Tippets et al. (2022) see academic advising as a means of empowering students by making decisions less complex and providing guidance that prioritizes students' interests and aspirations. Castleman (2015) argues that making decisions regarding academic life is challenging, causing students to resort to simplified strategies to make decisions, which can lead to students taking courses that did not align with their interests and goals. Students may come from varied backgrounds, have varied goals, and have varied reasons for consulting an advisor. Nonetheless, that contact benefits students and increases the likelihood of success (Tippett et al., 2022: Young-Jones et al., 2013)

Factors that Influence Advising Success

Young-Jones et al. (2013) found that *advisor accountability* (AA), which involves the level of availability and professionalism shown by the adviser, and *advisor empowerment* (AE)(i.e. the level to which advisers help students understand academic requirements and provide feedback that helps them plan for their future) enhanced students' sense of responsibility and their self-efficacy. In addition, students who had good experiences with their advisors reported better study skills and higher levels of perceived support. Furthermore, *study skills*, which include competencies that contribute to academic success (e.g., time and grade management, preparation for exams, ability to concentrate, level of motivation, and self-care practices) are important contributors to student success (Fazal et al., 2012; Hassanbeigi et al., 2011; Hawthorne et al., 2021; Young-Jones et al., 2013).

Other factors identified by Young-Jones et al. (2013) include *student responsibility* (student preparation and contributions to the advising process, (e.g., goal setting, communicating with advisors, following up on referrals), *student self-efficacy* (student beliefs regarding their capability to succeed in college, for example, dealing with stress, preparing for college-level work, and understanding course content), and *perceived support*

(interpersonal and intrapersonal adjustment as a college student in terms of relationships and dealing with stress) were positive predictors of students' grade point averages (GPA). In a follow-up study Hawthorne et al. (2021) found *perceived support* and *study skills* to be important contributors to students' GPAs. The current study builds on Young-Jones et al. (2013) in examining how AA and AE contribute to student retention and success.

Method

Participants

Undergraduate students at a mid-sized university in the southern United States participated in the study, providing a sample size of 668 participants. (See Table 1 for demographics).

Table 1

Participant demographics

Variable	N
Sex	
Male	255
Female	461
Race/Ethnicity	
White	619
African American	29
Latinx	23
Multi-racial	21
Other	13
Status	
First-year student	372
Sophomore	152
Junior	91
Senior	84

Generation	
First-generation	242
Second-generation	426

Materials

The materials consisted of two surveys used to assess students' advising experience plus a demographic form (Hawthorne et al., 2021; McCain et al., 2018; Young-Jones et al., 2013). The surveys explored student self-assessment regarding their roles in the advising process and what the students expected from their advisors.

Student Self-Assessment

This instrument asked students to evaluate their behaviors and attitudes related to responsibility, future planning, decision-making, and habits potentially affecting their studies. (Young-Jones et al., 2013). The survey consists of 44 questions. Students were asked to rate from 1-10 how strongly they agreed with each statement (with 1 being *Strongly Disagree* and 10 being *Strongly Agree*). Sample questions include "I meet regularly with my assigned advisor (i.e., at least once per semester"; " I understand college registration procedures"; and "I know why I am in school". *Cronbach's α* = .813. (See Appendix A)

Student Expectations of Advising Assessment

This survey gave students the opportunity to clarify what they expect from themselves, their advisors, and the general advising process (Young-Jones et al., 2013). The survey consists of 30 questions. Students were asked to rate from 1-10 how strongly they agreed with each statement (with 1 being *Strongly Disagree* and 10 being *Strongly Agree*). The goal of the questions is to explore specific, concrete expectations regarding adviser duties. Examples of questions include "I expect my advisor to clearly communicate degree requirements", "I expect my advisor to be well-prepared for my advising sessions", and "I expect my advisor to listen carefully when I express confusion or concern. *Cronbach's α* = .908 (See Appendix B).

Student Demographic Information

This form was used to collect objective and descriptive information about students who participate in the advising process (e.g., frequency of meetings with advisors, classification, gender, and grade point average).

Procedure

After receiving IRB approval, the surveys were made available to students taking undergraduate psychology courses. The surveys were self-paced and took approximately 30 minutes to complete.

Results

Regression analysis

The survey responses were divided into six factors (Young-Jones, et al., 2013): *advisor empowerment, student expectations, student responsibility, student self-efficacy, study skills, and perceived support*. Because the goal of the study is examining the relationship of advising experience on factors previously identified as impacting student achievement (Young-Jones et al., 2013; Hawthorne et al., 2021), a series of regression analyses was conducted using the Enter method and a Bonferroni correction (p = .0125). The first regression used *student self-efficacy* as the criterion variable and *advisor empowerment* and *advisor accountability* as predictor variables. The model was significant, $F(2, 665) = 30.36$, $p < .001$, and accounted for 48% of the variance in *student self-efficacy* ($R^2 = .480$, $R^2adj = .478$). Of the two variables, *advisor accountability* was significant, $\beta = .677$, $t = 13.02$, $p < .001$.

The next regression analysis used *student responsibility* as the criterion variable and *advisor empowerment* and *advisor accountability* as predictor variables. The model was significant, $F_{(2, 665)} = 39.57$, $p < .001$, and accounted for 54% of the variance *in student responsibility* ($R^2 = .541$, $R^2adj = .540$). Of the two variables, *advisor accountability* was significant, $\beta = .727$, $t = 14.91$, $p < .001$.

For the third analysis, *perceived support* was the criterion variable with *advisor empowerment* and *advisor accountability* being predictor variables. The model was significant, $F_{(2, 665)} = 31.42$, $p < .001$, and accounted for 28.8% of the variance in *perceived*

support (R^2 = .288, R^2adj = .286). Of the two variables, *advisor accountability* was significant, β = .545, t = 8.91, p < .001.

The final analysis used *study skills* as the criterion variable and *advisor empowerment* and *advisor accountability* were predictor variables. The model was significant, $F_{(2, 665)}$ = 15.08, p < .001, and accounted for 31.4% of the variance in *student responsibility* (R^2 = .314, R^2adj = .312). Both *advisor accountability* and *advisor empowerment* were significant, β = .413, t = 6.88, p < .001 and β = .167, t = 2.79, p < .006, respectively.

Analysis of variance

Having determined that *advisor empowerment* and *advisor accountability* are predictive of pro-achievement skills and attitudes, the authors further explored the impact of these variables by using a median split to divide the data, resulting in two groups: students whose answers indicated high levels of the variable (High) and ones whose responses indicated low levels of the variable (for median values and adjusted sample sizes see Table 2).

Table 2

Median values and adjusted sample sizes

	Median values	Adjusted N
Advisor empowerment	5.46	645
Advisor accountability	6.56	635

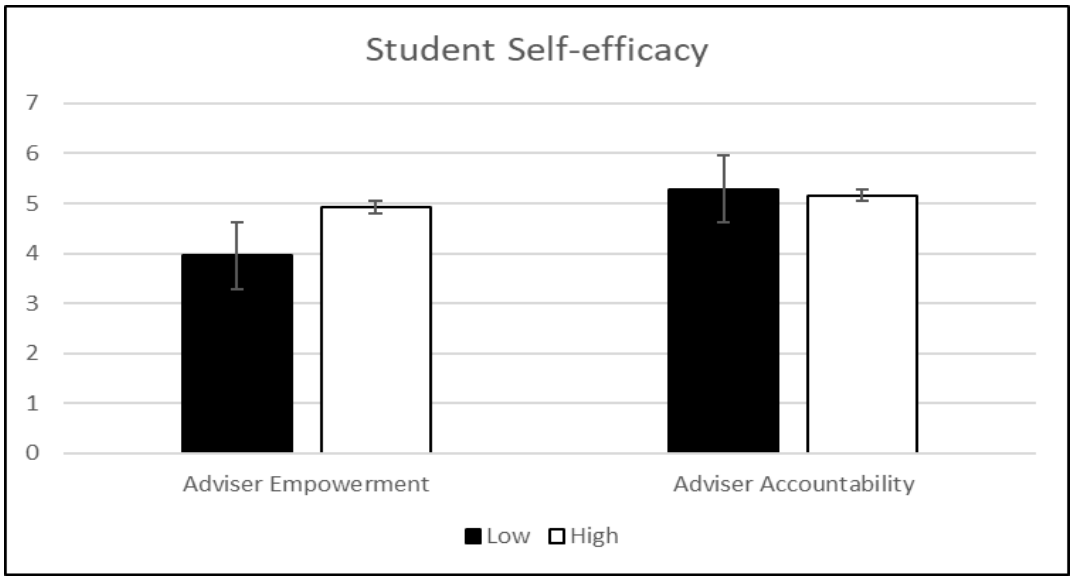
Self-efficacy results

A series of two-way ANOVAs were used to explore differences in the two groups, with a Bonferroni correction used to reduce the chances of Type 1 error (p = .0125). For student *self-efficacy*, the results showed a main effect of *advisor empowerment*, $F(1, 659) = 16.67$, p < .001, $\acute{\eta}$ = .025; a main effect of *advisor accountability*, $F(1, 659) = 58.26$, p < .001, $\acute{\eta}$ = .081; and an interaction of the two variables, $F(1, 659) = 28.32$, p < .001, $\acute{\eta}$ = .041.

Post-hoc analysis showed that students who reported higher levels of *advisor empowerment* had higher levels of Self-efficacy (*M* = 5.11, *SD* = .96) than students who reported lower levels of the variable (*M* = 4.35, *SD* =1.42). students who reported high levels of *advisor accountability* had higher levels of *self-efficacy* (*M* = 5.21, *SD* = .98) than students with lower levels of *advisor accountability* (M = 4.21, SD = 1.36; see Figure 1).

Figure 1

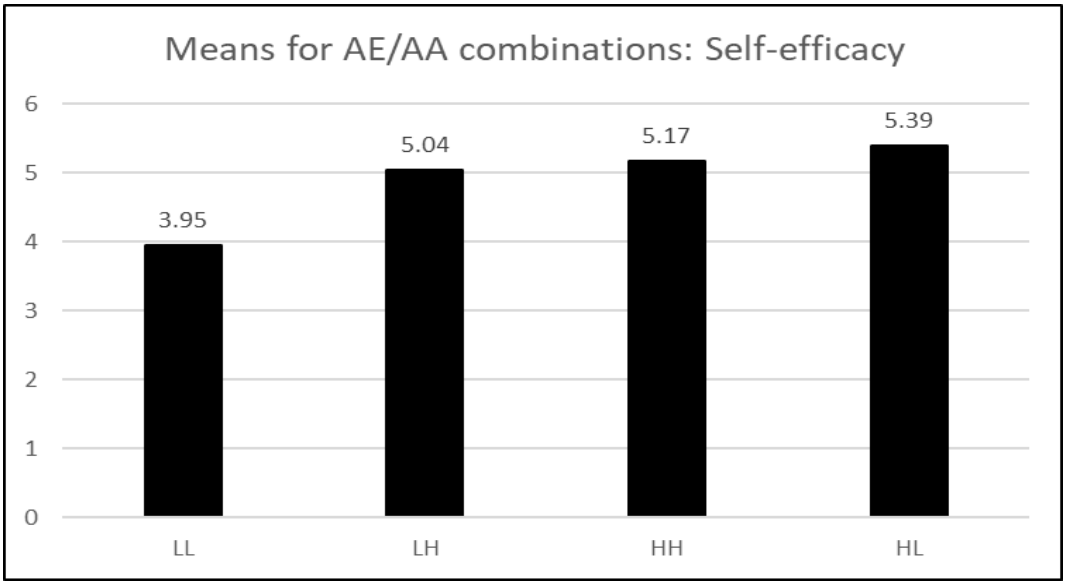
Student self-efficacy based on advisor empowerment and advisor accountability



To further explore the interaction effect, we divided the variables into combinations of high and low for *advisor empowerment (AE)* and for *advisor accountability (AA),* resulting in four variables: *Low AE/Low AA (LL); Low AE/ High* AA *(LH); High AE/Low AA (HL);* and *High AE/High AA (HH).* A one-way ANOVA showed significant results, F (3,659) = 56.27, p < .001, $\acute{\eta}$ = .204. Tukey's post hoc analysis revealed a significant difference between *LL* and *LH*, p < .001; between *LL* and *HL*, t < .001,and between *LL* and *HH*, p < .001. Overall, the results indicate that higher levels of both *advisor empowerment* and *advisor accountability* are important for students to have confidence in their academic abilities (see Figure 2).

Figure 2

Means for AE/AA Combinations: Self-efficacy

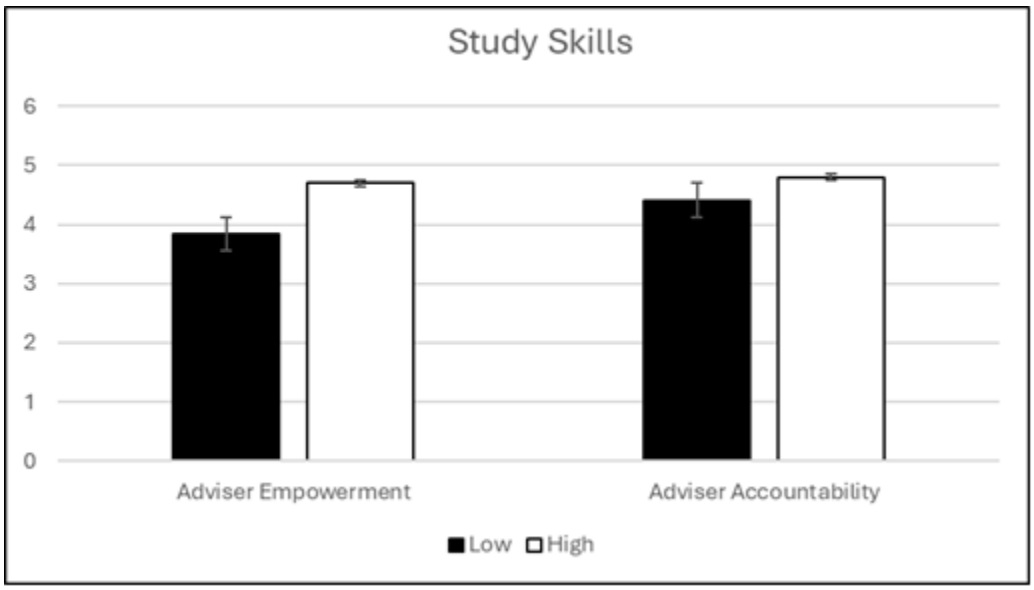


Study skills results

Next, we examined the effects of *advisor empowerment* and *advisor accountability* on students' study skills. There were significant main effects for *advisor empowerment*, F (1,653) = 13.34, p < ,001, $\acute{\eta}$ = .02, and *advisor accountability*, F (1,653) = 46.69, p < ,001, $\acute{\eta}$ = .067. In addition, there was an interaction between the two independent variables, F (1,653) = 6.88, p = ,009, $\acute{\eta}$ = .010. Post-hoc analysis showed that students who reported higher levels of *advisor empowerment* had better *study skills* (M = 4.70, SD =.97) than students who reported lower levels of the variable (M = 3.84, SD = 1.16) . Similarly, students who reported high levels of *advisor accountability* had better *study skills* (M = 4.80, SD = .91) than students with lower levels of AA (M = 4.41, SD = .99; see Figure 3).

Figure 3

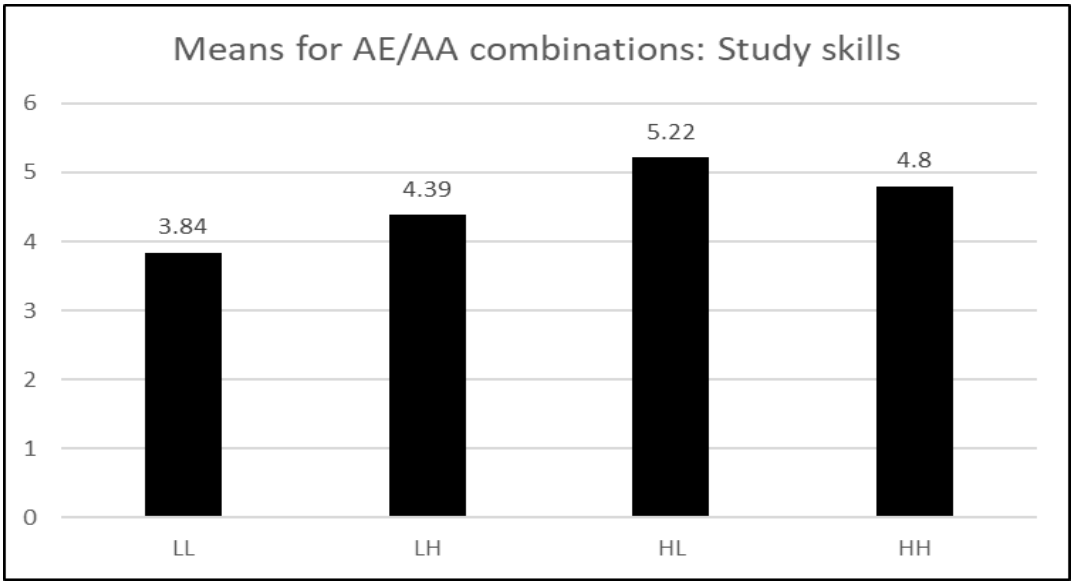
Student Study Skills based on advisor empowerment and advisor accountability



To further explore the interaction effect, we used a one-way ANOVA, finding significant results, $F(3,652) = 47.36$, $p < ,001$, $\acute{\eta} = .179$. Tukey's post hoc analysis revealed a significant difference between *LL* and *LH*, $p < .001$; between *LL* and *HL*, $p < .001$,and between *LL* and *HH*, $p < .001$. There were also significant differences between *LH* and *HL*, $p < .001$ and between *LH* and *HH*, $p < .001$ (see Figure 4).

Figure 4

Means for AE/AA combinations: Study Skills

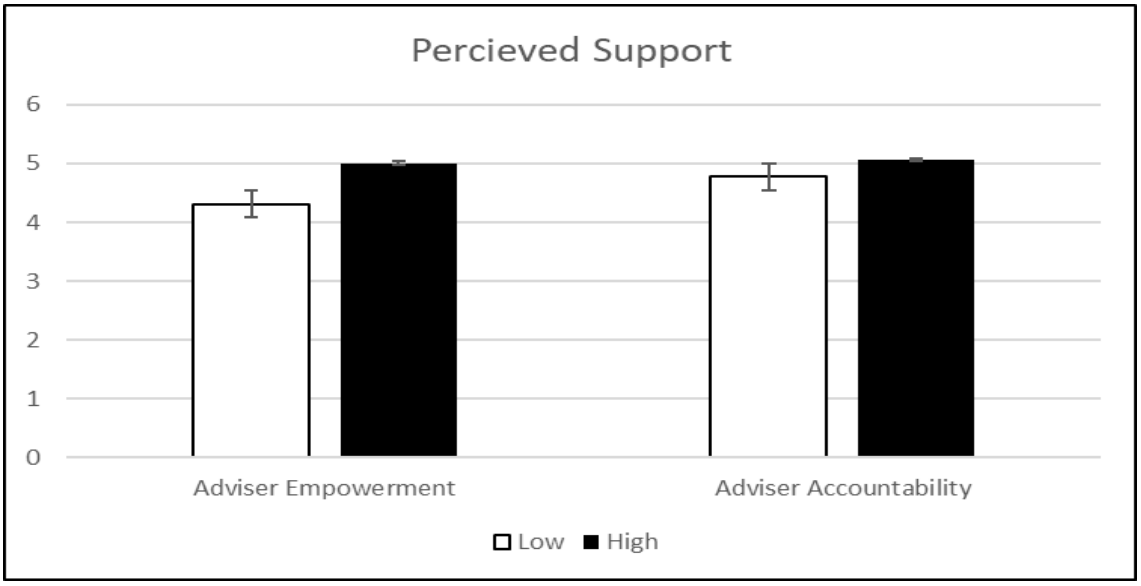


Perceived Support Results

Next, we examined the effects of *advisor empowerment* and *advisor accountability* on levels of *perceived support*. There were significant main effects for *advisor empowerment, F* (1,641) = 10.36, $p = .001$, $\acute{\eta} = .016$, and *advisor accountability*, *F* (1,641) = 36.95, $p < .001$, $\acute{\eta} = .055$. In addition, there was an interaction between the two independent variables, *F* (1,653) = 6.88, $p = .015$, $\acute{\eta} = .009$. Post-hoc analysis showed that students who reported higher levels of *advisor empowerment* had better *study skills* (*M* = 5.00, *SD* = .75) than students who reported lower levels of the variable (*M* = 4.31, *SD* =.96). Similarly, students who reported high levels of *advisor accountability* had better study skills (M = 5.06, SD = .87) than students with lower levels of the variable(*M* = 4.77, *SD* = .77; See Figure 5).

Figure 5

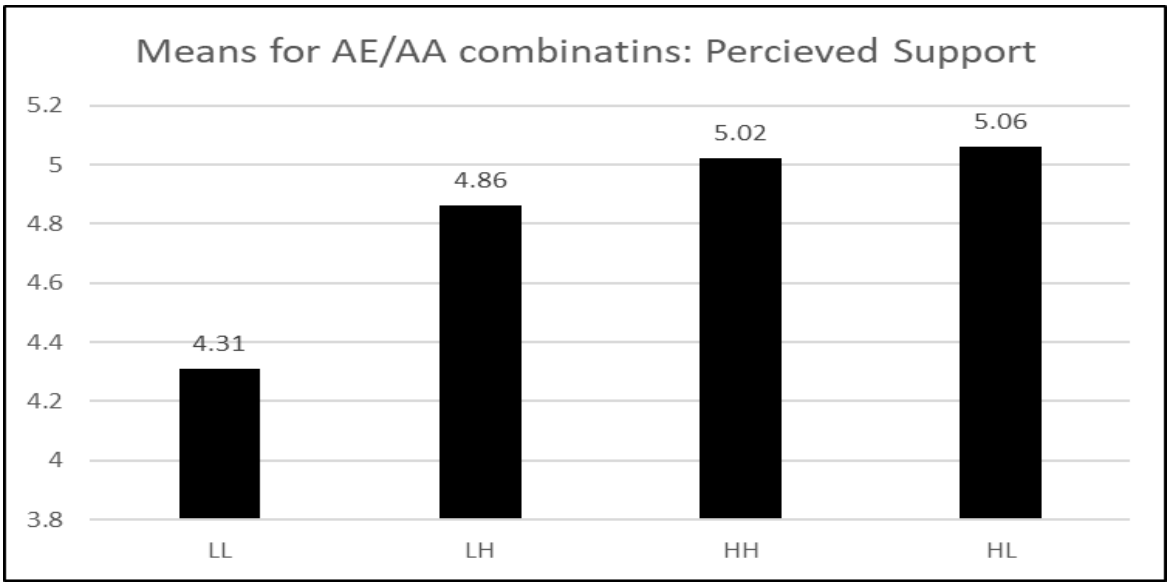
Student perceived support based on advisor empowerment and advisor accountability



To better understand the interaction, we used a one-way ANOVA, and found significant results, F (3,659) = 31.83, p < ,001, $\acute{\eta}$ = .130. Tukey's post hoc analysis revealed a significant difference between *LL* and *LH*, t < .001; between *LL* and *HL*, t < .001,and between *LL* and HH, t < .001. (See Figure 6).

Figure 6

Means for AE/AA combinations: Perceived support

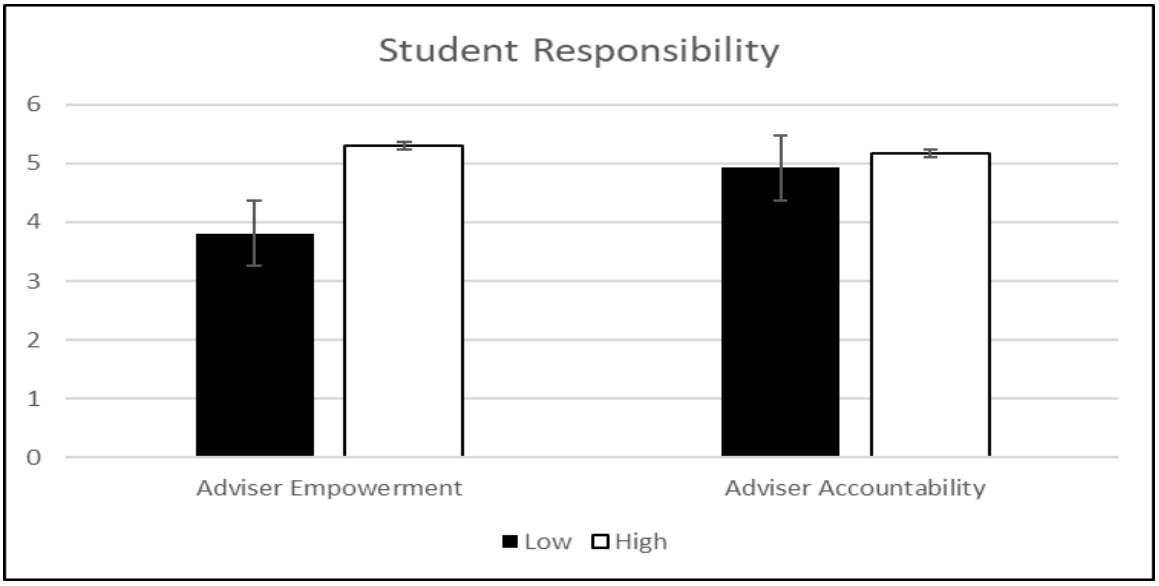


Student responsibility Results

Finally**,** we examined the effects of *advisor empowerment* and *advisor accountability* on levels of *Student responsibility*. There were significant main effects for *advisor empowerment*, F (1,659) = 20.46, p = .001, $\acute{\eta}$ = .030, and *advisor accountability*, F (1,659) = 62.26, p < .001, $\acute{\eta}$ = .086. In addition, there was an interaction between the two independent variables, F (1,659) = 32.47, p = .047, $\acute{\eta}$ = .009. Post-hoc analysis showed that students who reported higher levels of *advisor empowerment* had better *study skills* (M = 5.00, SD =.96) than students who reported lower levels of the variable(M = 4.31, SD = .75) . Similarly, students who reported high levels of *advisor accountability* had better *study skills* (M = 5.06, SD = .87) than students with lower levels of the variable (M = 4.77, SD = .77; see Figure 7).

Figure 7

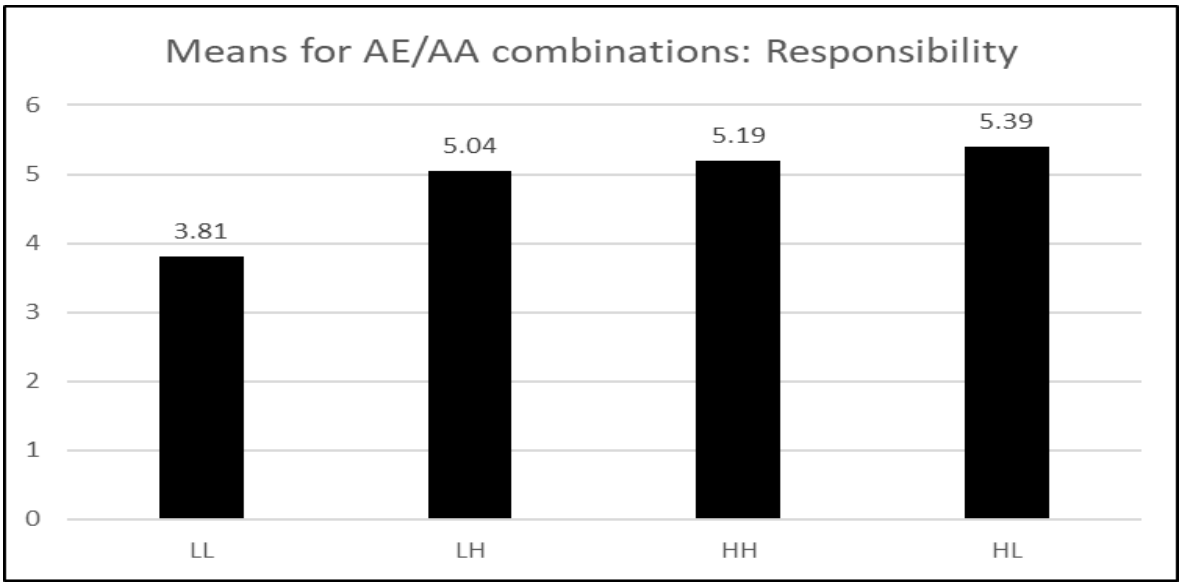
Student responsibility based on advisor empowerment and advisor accountability



To explore the interaction, we used a one-way ANOVA, and found significant results, $F(1,659) = 63.16$, $p < .001$, $\acute{\eta} = .223$. Tukey's post hoc analysis revealed a significant difference between *LL* and *LH*, $t < .001$; between *LL* and *HL*, $p < .001$,and between *LL* and *HH*, $p < .001$. (See Figure 8).

Figure 8

Means for AE/AA combinations: Responsibility



In summary, students who reported higher levels of *AA* and *AE* also reported higher levels of *study skills*, *perceived support, self-efficacy,* and *responsibility.* These results are consistent with prior research.

Effects on GPA

Next, we conducted a median split, based on *GPA*, on each of the variables of interest (See Table 3).

Table 3

Median values and adjusted sample size

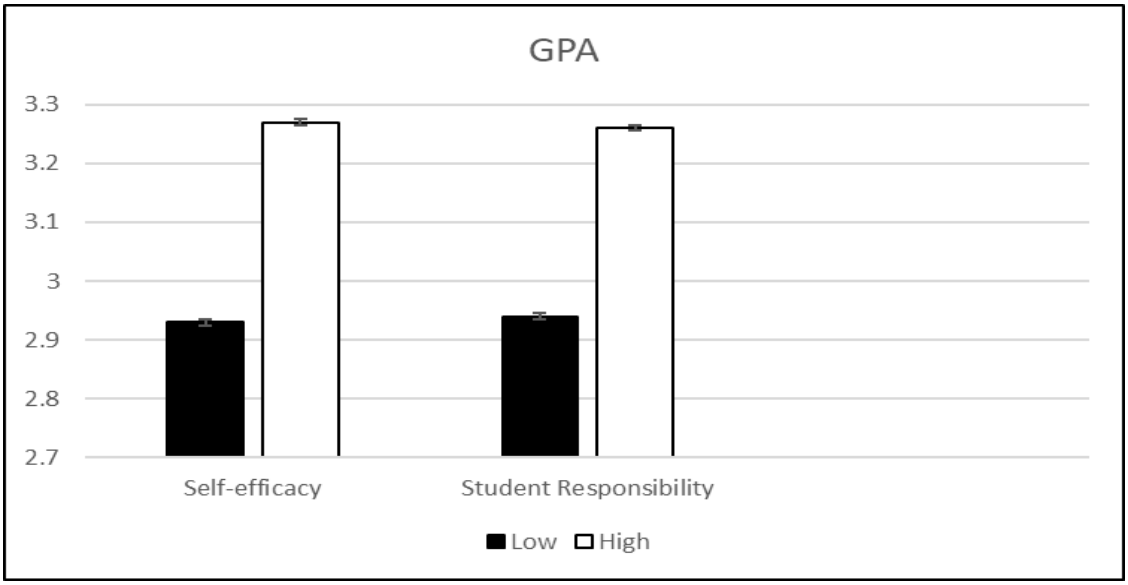
	Median Values	Adjusted N
Self-Efficacy	4.83	659
Student responsibility	4.83	659
Perceived Support	4.80	687

Study Skills	4.56	703

Using a series of t-tests with a Bonferroni correction *(p* = .0125), we examined how higher levels of the variables impacted *grade point average* (*GPA*). Students with higher levels of student *self-efficacy (SE)* reported higher *GPA*s, *t*(659) = 6.61, *p* < .001, *Cohen's d* = .621, Similarly, students reporting higher levels of *student responsibility* (SR) tended to have higher GPAs, *t*(659) = 6.06, *p* < .001, *Cohen's d* = .614 (see Figure 9).

Figure 9

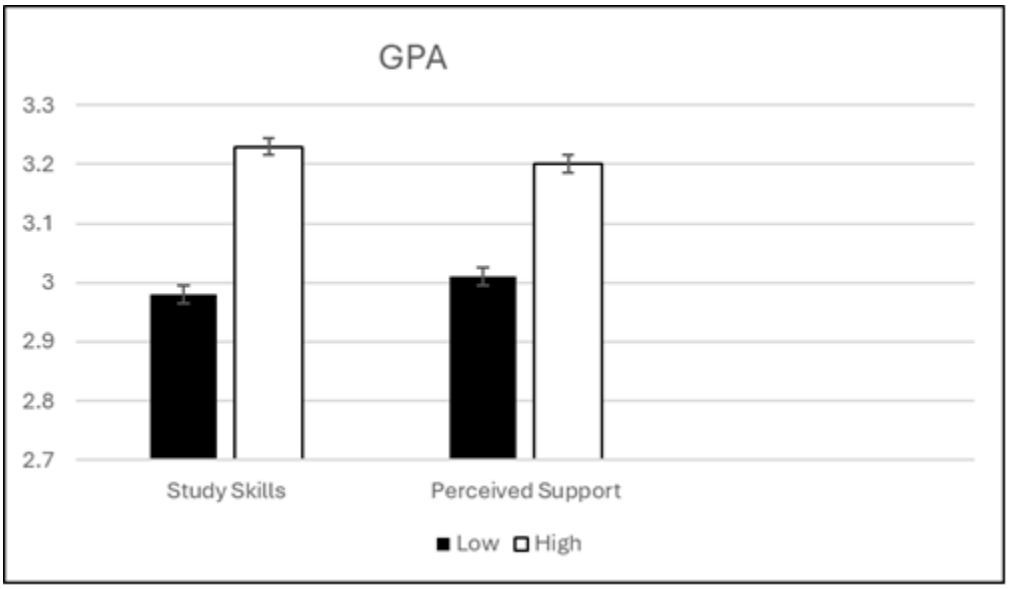
GPA based on levels of self-efficacy and student responsibility



In addition, increased levels of *perceived support, t*(685) = 3.91, *p* < .001, *Cohen's d* = .632 and *study skills , t*(701) = 5.28, *p* < .001, *Cohen's d* =625, are associated with better *GPA*s (See Figure 10).

Figure 10

GPA based on levels of Study Skills and Perceived Support



General Discussion

Competent student advising is an important part of the student retention puzzle (Tinto, 2017; Young-Jones et al., 2013), but the mere existence of an advising program is not enough to improve student achievement. By looking at what advisors bring to advising meetings, we can start to identify what is and what is not effective advising. The current study found that both *advisor accountability* and *advisor empowerment* enhance students' sense of responsibility and their study skills. *AA* and *AE* also increase students' levels of perceived support and self-efficacy, making it more likely that students will persevere to graduation.

The primary job of academic advisors is making sure students succeed and graduate in a timely manner (Loucif et al., 2020). In addition to helping students select courses, good advisors also help students develop a sense of self-efficacy and personal responsibility for their own studies. Advisors can help students identify useful study skills and strategies and provide a level of academic and personal support. In this way, advisors provide both a path forward and means of surviving the journey.

The current study demonstrates that advisor characteristics play a part in student success. By being well-prepared for advising meetings, clearly communicating degree requirements, and being respectful of student concerns advisors establish their accountability to the student and to the institution. Likewise, encouraging students to take personal responsibility, helping students develop realistic educational and career goals, and helping students interpret and understand the purpose of university policies and procedures, advisors can empower students. Consequently, *advisor accountability* and *advisor empowerment* play key roles in academic achievement.

The results also lend support to Tinto's (2017) theory that advising can help bolster students' self-efficacy as well as inspiring a greater sense of belonging. The kind of advising students receive can also help them feel empowered rather than lost and powerless. The process of getting a higher education can be confusing and isolating for students. Advisors can make that process less daunting and lonely, and they can provide a needed touchpoint for struggling students. Even students who are familiar and comfortable with their academic careers benefit from having someone they can go to for validation and guidance. Advisors provide starting points for establishing a feeling of connection between students and the university. They provide organization and structure to what may seem like a chaotic process. They inspire students to stick it out when things get tough, and they celebrate their students' success.

In addition, the results demonstrate that advisors must do more than merely provide schedules, semester by semester. Students have expectations regarding what they need and want from advisors (e.g., listening carefully, respecting students' goals and interests, and encouraging students to take responsibility for their education). When advisors meet those expectations, students develop a sense of responsibility and improve study skills. Similarly, when advisors work to empower students (e.g. helping students develop realistic educational and career plans, monitoring student progress) students have better academic outcomes.

Limitations and Future Research

The current study provides a snapshot of the interaction between advising and student success; however, the focus is primarily on student grade point average. Although it

provides a link between advising and the popular measure of academic success, it does not show a direct connection to student retention. While one can argue that successful students are more likely to remain at their universities, the current study did not measure students' intentions to persist in their academic journeys. Further research is needed to demonstrate that variables such as *advisor accountability* and *advisor empowerment* impact students' intentions regarding their education.

The advisors' level of training is also a limiting factor. Some universities have professional advising centers for students, whereas others rely on faculty to do the advising. In the latter case, there is little, or no, training provided, and that is the circumstance under which this study occurred. The advisors' knowledge and experience could affect the students' experiences, with more knowledgeable advisors providing better outcomes. Thus, the impact of advisor training needs further investigation.

Conclusion

The most important takeaway from the current study is the idea that advising needs to go beyond course schedules and tracking students' progress. Whether advising is done by faculty or through an established advising center, advisors are well-placed to facilitate positive experiences and mitigate negative ones. To take full advantage of this retention opportunity, universities need to provide training and support to all academic advisors.

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Appendix A

Student Self-Assessment

1. I meet regularly with my assigned advisor (i.e., at least once per semester).
2. I treat my advisor courteously (i.e., cancel appointments in advance).
3. I keep advising appointments and show up on time.
4. I prepare questions and/or topics to discuss when I meet with my advisor.
5. I research appropriate policies, procedures, and opportunities related to academic programs of interest.
6. I accept responsibility for my own academic choices and decisions.
7. I follow up on advisor referrals (i.e., Career Center, Learning Diagnostic Clinic, tutoring, etc.).
8. I read the Undergraduate Catalog to familiarize myself with all the University offers and expects of me.
9. I contact my advisor for help at the first sign of academic problems.
10. Each semester, I outline goals and the steps required to achieve them.
11. I plan for future semesters (i.e., interesting courses, study away, practicum, research experiences, and the hours I'll take each term).
12. I hold myself responsible for what I do (and fail to do) to influence my progress toward education/career goals.
13. I check the accuracy of advice offered by friends, classmates, and family.
14. I consistently keep up with my grades in all classes.
15. I discuss my interests and abilities with my advisor accurately and honestly.
16. I attend class regularly.
17. I believe my study skills are effective.
18. I feel prepared for exams.
19. I have trouble taking exams.

20. I have excellent note-taking skills.
21. I understand what I read.
22. I feel prepared for college level work (i.e., courses are not too difficult).
23. I am able to understand course content.
24. I am able to understand my professors.
25. My time management skills are appropriate.
26. What worked in high school is working just fine in college.
27. I am able to concentrate.
28. I have a comfortable course load.
29. I feel motivated.
30. I know why I am in school.
31. I understand college registration procedures.
32. I do not study enough because of the time I spend socializing.
33. I work too many hours each week to focus on my studies like I should.
34. I have plenty of friends here at (University name).
35. I am sure about the goals I have set for my education and/or career.
36. (University name) is the place for me.
37. My financial obligations are being handled adequately.
38. I may (or I do) have a learning disability.
39. I am dealing with personal, family, or relationship issues.
40. I sleep well (and enough) at night.
41. I experience stress due to academic demands.
42. I engage in stress-relieving activities.
43. I am having trouble adjusting to college.
44. I should have met with my advisor earlier or more often at (University name).

Appendix B

Student Expectations of Advisor Assessment Items

1. I expect my advisor to be well-prepared for my advising sessions.

2. I expect my advisor to provide me with accurate information about University resources and programs.
3. I expect my advisor to clearly communicate degree requirements.
4. I expect my advisor to be respectful when I share my thoughts, goals, and interests.
5. I expect my advisor to listen carefully when I express confusion or concern.
6. I expect my advisor to keep my information confidential (i.e., not share my records without my written permission).
7. I expect my advisor to assist me as I make course and academic program decisions.
8. I expect my advisor to be available through scheduled appointments.
9. I expect my advisor to respond to e-mail and phone messages within a reasonable period of time (i.e. usually 24 hours Monday-Friday).
10. I expect my advisor to help me work with and develop relationships with other faculty members.
11. My advisor should encourage me to take responsibility for my own educational plans and decisions.
12. I expect my advisor to help me define and develop realistic educational/career plans.
13. I expect my advisor to help me plan an academic program that matches my skills, interests, and abilities.
14. I expect my advisor to help monitor my progress toward educational goals.
15. I expect my advisor to provide me with tasks that will help me learn how to gather information, make decisions, and solve problems.
16. I expect my advisor to give me feedback (i.e., praise or suggestions for improvement) regarding what he/she expects me to learn.
17. Like an instructor helps me learn in class, I expect my advisor to be responsible to help me learn the overall college curriculum (i.e., general education and degree requirements to major/minor coursework).
18. I expect my advisor to interpret and help me understand the purpose of University policies, procedures, and requirements.
19. I expect my advisor to approve all of my course selections and alternatives.

20. I expect my advisor to maintain notes in the web-based advising file.
21. I expect my advisor to refer me to other professionals for required intervention (i.e., in cases of academic, attitudinal, attendance, or other personal problems).
22. I expect my advisor to reach an agreement with me about the nature of our advisor/advisee relationship.
23. I am an adult/nontraditional student. I expect my advisor to treat me as an adult consumer (i.e., acknowledge what I expect for the time and money I spend).
24. I am a student athlete. I expect my advisor to encourage academic commitment equal to athletics.
25. I am an international student. I expect my advisor to help me understand U.S. culture while helping me develop an academic plan relevant to my home country.
26. I am a pre-professional student (i.e., pre-med, pre-PT, pre-law). I expect my advisor to refer me to pre-professional advisors, groups, and clubs early and to suggest early contact with the school to which I am transferring.
27. I am a student with a disability. I expect my advisor to understand the abilities and barriers related to my integration into college.
28. I am a transfer student. I expect my advisor to actively help me integrate and connect with (University name) campus community.
29. I am a student who is undecided about what to do with my degree after graduation. I expect my advisor to encourage use of all available resources (i.e. Career Center, faculty, etc.)
30. I am a student with an academic warning or probationary status. I expect my advisor to recommend regular advising appointments (i.e., monthly, semi-monthly) because of my probation or academic warnings.