

# Academic Advisement

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The College at  
**BROCKPORT**  
 STATE UNIVERSITY OF NEW YORK



## Abstract

Academic advising is an essential element of a college system that can help students solve their academic problems and succeed in their academic and professional careers. Higher education institutions have used students' assessments to evaluate the effectiveness of academic advisement. This study explored the academic satisfaction of students at SUNY Brockport in regard to race and ethnicity. The goal of this study is to seek students' input about academic advisement and the interaction with their advisor. The NSSE is used to compare and contrast students' perspectives on academic advising and to consider whether minority students' perceptions differ from Caucasian students. The 2017 NSSE was administered on-line to all the registered freshmen and seniors in Spring 2017. According to responses, minority students seen to be more satisfied with academic advising engagement than the white students.

## Research Question

The purpose of this research study is to explore ethnic minority students' level of satisfaction with academic advisement in comparison to non-minority students.  
 ❖ Do ethnic minority students have a lower level of satisfaction with their academic advisement than non-minority students?

## Relevant Background

Academic advisement is ongoing throughout a student's academic career. The goal is to help the student in achieving their chosen career goals in the most efficient manner possible at their institution. Academic advisers ensure that students are able to utilize any support that is available to them. Good rapport between students and their academic advisers is necessary to get students through the program. The ability to broker and access available programs and help will facilitate their success as a student and throughout their career.

Advisors play a crucial role in helping university students adjust to a new environment, clarifying expectations, and interpreting the higher education experience to their advisees. College student success improves when they are satisfied with the quality of educational programs, services, and environment. (Oregon Institute of Technology, 2018)

## Methodology

- ❖ Cross sectional Research Design
- ❖ Descriptive Research Design
- ❖ Secondary Data – 2017 NSSE
  - The Office of Institutional Research administered and collected the data on-line freshmen and seniors in Spring / 17
    - Freshmen and seniors were invited via email with a personal link
    - Four additional emails were sent to follow-up with non-respondents

## Limitations

- ❖ Low response rate
  - Did spring break interfere with response rate?
- ❖ Low numbers of minority students
  - Gain more insight from non-respondents
- ❖ Survey academic advisement only

## Procedure

Section considered for this research project:  
 Topical Module: Academic Advising  
 Each item was measured on 4-point Likert type scale where 1 = Very Little, 2 = Some, 3 = Quite a bit, 4 = Very much

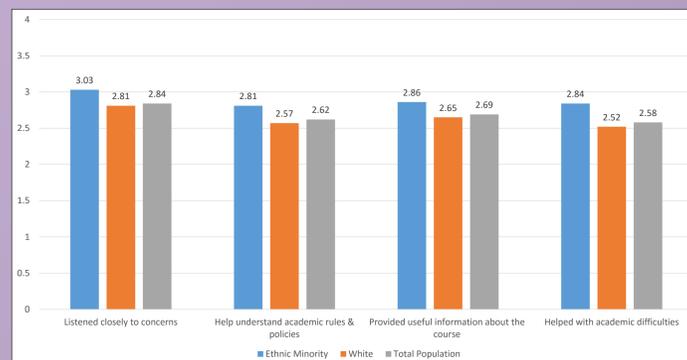
- a. Been available when needed
- b. Listened closely to your concerns and questions
- c. Informed you of important deadlines
- d. Helped you understand academic rules and policies
- e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)
- f. Provided useful information about courses
- g. Helped you when you had academic difficulties
- h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)
- i. Discussed your career interests and post-graduation plans

N = 946 (13% +/- response rate)

Ethnicity	Sample N = 946 (Spring / 17)	Population N = 7180 (Fall / 16)
	White	79% (n = 705)
Minority	21% (n = 189)	24% (n = 1738)

## Results

**Minority students reported a slightly higher level of satisfaction with academic advisement than non-minority students & total population.**



	Ethnic Minority	White	STD Minority	STD White
Been Available When Needed	2.95	2.77	1.007	.988
*Listened closely to your concerns and questions	3.03	2.81	.977	1.028
Informed you of important deadlines	2.88	2.67	1.027	1.057
*Helped you understand academic rules and policies	2.81	2.57	1.078	1.096
Inform you of academic support option (tutoring, study groups, help with writing, etc.)	2.71	2.51	1.103	1.089
*Provided useful information about course	2.86	2.65	1.029	1.058
*Helped you when you had academic difficulties	2.84	2.52	1.084	1.122
Helped you get information on special opportunities (study abroad, internships, etc.)	2.62	2.48	1.109	1.098
Discussed your career interests and post-graduation plans	2.61	2.48	1.141	1.125

\* t-test for independent sample, p = .05 or lower  
 The higher the mean score, the higher the level of satisfaction

## Conclusion

Contrary to expectations, minority students actually reported a slightly higher level of satisfaction with their academic advisement than white students. There was, however, dissatisfaction voiced among all the students.

- ❖ Perhaps one change that could be made would be more communication between all students and their academic advisors, possibly encouraging check-ins, as the semester progresses.
- ❖ Perhaps the slightly higher satisfaction rate among minority students is a result of more of an effort being made to reach out to them by special programs, EOP, CSTEP, McNair, etc.
- ❖ A goal in the future could be to reach out to all students more, possibly utilizing Eagle Success.

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## Further Information

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