
Academic Advising for University Students: A Suitable Intervention Strategy for Promoting Students' Academic Success and Development

Emmanuel Zhanda^[1], Jane Iloanya^[2]^[1]Faculty of Business, Botho University, Maseru, Lesotho^[2]Faculty of Health Education, Botho University, Gaborone, Botswana

Abstract. The study sought to establish undergraduate students' perceptions on academic advising as an intervention strategy for promoting student academic performance while at the same time developing professionals' mentorship capacity at Botho University. Mixed methods research adopting both qualitative and quantitative techniques was used to examine students' academic advising processes. Data gathering was triangulated employing questionnaires, focus group interviews and document analysis to ensure data validity and reliability. A simple random sample of 120 students was selected across campuses and programmes with the aid of a computer generating cohorts of the student database. Four focus groups from the university were purposefully employed comprising 8 students per group making a total of 32 students for the focus group interviews. Statistical analysis using SPSS and not satisfied with academic advising delivery and are comfortable with choosing academic advisors they prefer. Findings indicate that academic advising was not making a meaningful impact in student learning mainly because of its delivery shortcomings of being prescriptive and not one on one. The study recommended more use of developmental than prescriptive academic advising, further research is recommended in other tertiary institutions and also to get insights of perceptions of academic advisors and educational practitioners.

Keywords: Academic Mentoring, Academic Advising, Counselling, Career Guidance

Introduction

Mentoring and academic advising are students' service interventions used in Higher Educational Institutions (HEIs) to enhance the quality of students' academic life and the quality of learning outcomes (Mullen, 2005). Advising students for success in higher education has always been an important and challenging task. This becomes even more critical nowadays as most higher education institutions are trying to boost their enrollment and improve their retention so that they can be self-sufficient financially and sustainable economically (Zhang et al., 2017). Mentoring and academic advising are used interchangeably in Higher Education literature based on the notion that they have a strong overlap. Academic mentoring is a process that involves a relationship between a more experienced and knowledgeable advisor with a student who is less experienced (Zachary, 2003). Academic mentoring provides guiding, professional networking and modelling as a mutual developmental process (professional, personal and psychological) and as a reciprocal socialization relationship for both mentor and mentee (Ramaswami & Murrell, 2018). Academic advising complements the mentoring role by advising students on what programmes or classes are available, assisting with scheduling or registration issues, availing academic regulations and policy information as needed as well as clearing students for graduation. Academic advising is a process that connects students' academic and personal worlds through discussions between the student and a representative of the institution, also called the advisor (Davis, 2010).

Crockett and Levitz (2015) found out that, over three-fourths of all advising programs had no systematic plan for evaluation and one-half did not even evaluate the performance of individual advisors. This has been the case with Botswana institutions of higher learning. Students are the main customers or beneficiaries of academic advising, and as such they are the most relevant research subjects to contribute their perceptions and appraise on the

usefulness of academic advising for purposes of continuous improvement. According to Petress (2014), students interpret differently the way advisors interpret academic advising. Students look at the advisor competence, advisor's interest in the advising task and in individual students, adviser availability, advisor personality, as well as advisor's patience and preparation. On the other hand, advisors are more concerned with how they interpret their advising role, what recognition or rewards are available for competent or exemplary advising, what training and/or guidance is provided to advisors and what expectations administrators and colleagues have for advisors.

In Botswana, the pioneer university is the University of Botswana. Academic advising at the University of Botswana began during the University of Bechuanaland (Botswana), Basotoland (Lesotho), and Swaziland (UBBS) era. At inception, academic advisers were referred to as faculty tutors/advisers. Their functions included registering students, processing examination results, making recommendations for academic standing, and sitting on the Admissions Committee. The job proved to be too heavy for faculty tutors (academic advisers), and the university then introduced faculty administrators and deputy deans (Motshegwa, 2010). Unfortunately, academics chosen to perform these multitasks of academic advising at the University had to rely on their experiences without any documented guiding rules and regulations. The advisers are expected to figure out how best to carry out their duties without any form of training or mentorship from the university. The resultant effect is that these advisers are compelled by circumstances to do all sorts of jobs including checking transcripts which ideally should have been function of the Records and Examinations Department. Motsegwa (2010) concludes by commending the university for their role in setting up structures such as the Counseling center and the Disability center. The same recognition should be accorded to academic advisers' role for their impact to be felt on the students they advise.

Student academic advising at Botho University has been in operation from 2014. The University regards academic advising as the lynch-pin for students' success in the university and integral to fulfilling the teaching and learning mission of higher education. The students hold the ultimate responsibility for taking decisions about their academic choices within the framework of the University's regulations; the academic advisor's role is to advise and guide the student on issues concerning their academic well being and performance at the university. The question remains if this process is properly utilized to achieve the intended mission of helping students work on and improve their academic performance? Again, do the academic advisers perform their duties with the dedication and seriousness that the intended motives could be realised? Do the students recognise and appreciate the role played by the academic advisers at Botho University?

Overall, the study sought to establish undergraduate students' perceptions on academic advising as an intervention strategy for promoting student academic performance while at the same time developing professionals' mentorship capacity at Botho University, Botswana. The study has been motivated by current academic advising practices at Botho University that might have some shortcomings in enabling students to have a supporter, who provides them with the right academic advising needed to encourage students' positive academic performance. Some Botho University academic advisors are faculty members who are not trained on academic advising. The same issue stated by Motshegwa (2010) with regards to the academic advising functions at the university of Botswana. This often leads to poor academic advising service, with students being dissatisfied and demotivated to carry out their daily academic work thus making it difficult to retain them. Academic advising must be geared towards achieving its main aims and objectives for the students, academic advisors and the institution at large.

Literature Review

Academic advising can be tracked back to the 1800s the time when there was formation of American colonial colleges (Cohen & Kisker, 2010). The concept of advising students has been present in some shape or form since the inception of higher education in America. In the late eighteenth century, America gave birth to its first colleges: Harvard, William and Mary, Yale, New Jersey, Philadelphia, Rhode Island Queen's and Dartmouth (Rudolph, 1990). These institutions were created from the English template of Cambridge and Oxford and aimed to educate students into responsible graduates and life-long learners. During this time American colleges and universities teaching staff acted in loco parentis, or on behalf of parents (Cook, 2001).

In the 1870s two historical institutions in the USA, Havard and John Hopkins Universities introduced advising systems (Frost, 2000). The role of academic advisors at this point was to foster personal assistance to students and create cordial relationships while at the same time inculcate and inspire confidence in the students (Hawkins, 1960). As students enrolled at universities, increased and became more diversified, it became a necessity for the expansion of academic advising systems (Cohen & Kisker, 2010). The influx of students in tertiary institutions after World War II resulted in further evolution of academic advising. It called for the hiring of full-time academic advisors to replace professors who were reluctant or not capable to take time for academic advising due to increased teaching load (Lucas, 2006). It subsequently weakened formal faculty advising systems as students advising duties were redeployed to become a function of the student services administrators in most of the campuses. That is, academic advising began to be offered by staff who did not directly teach the students and hence it was placed second to teaching.

Academic advising got increased attention in the 1970s and 1980s due to subsiding students' enrollment and alarming drop-outs (Biggs, Brodie & Barnhart, 1975; Crockett, 1978). The proliferation of universities and colleges after the Second World War provided a time for academic guidance to secure its place in education and advising groups began to emerge (Gordon, 1992). More-so in the late 1970s to late 1990s tertiary institutions focused on redressing the diversity and imbalances that were evident in the educational arena for groups based on their gender, race, age, disability, economic status race and ethnicity (Cohen & Kisker, 2010). Hence, campuses were grappling with pragmatic strategies for retaining students and improved cumulative grade point average (CGPA). Wilder (1981), points out that, a student retention study carried out by The American College Testing (ACT) Program in 1979 established that, academic advising was a vital intervention for student retention and progression. This led to the establishment of the National Academic Advising Association (NACADA) in 1979. NACADA is an association of professional administrators, faculties, advisors and students mandated to promote quality student academic advising on university and college campuses. (NACADA, 1996). Today many scholars (e.g., Allen & Smith, 2008; Chiteng, 2014; Campbell & Nutt, 2008; Roberts & Styron, 2010; Dillon & Fisher, 2000;) associate student retention, success, persistence and graduation rates to the mentorship by expert academic advisors.

Institutions of higher learning in Africa are lethargically adopting student academic advising. In most institutions the service is so rudimental that it is offered by student services department without proper policies and systems in place (UNESCO, 1998). In some cases, it is assigned to lecturers who in most cases lack the requisite skills and more-so lack the time to provide the service given the heavy teaching loads they have. In South Africa statistics allude that Higher education participation rates remain low in comparison to other countries, 30% who enter South Africa higher education system annually drop out during their first year, less than 50% of students who enroll for diplomas or degrees ever graduate, only one in three students of the intake into third year degrees graduate in record time or within four years and

fewer than 50% receive a higher education qualification after five years (Scott et al., 2014). These statistics of poor student retention and persistence in South Africa denotes that student academic advising is an appropriate intervention to mitigate the students' poor performance.

Academic advisors provide student connection to the institution which is of primary importance in student retention and persistence (Nutt, 2000). Student satisfaction, academic and career planning, as well as goal-setting in general, are expected outcomes of good quality advising. These activities also impact on student's likelihood of staying in college. 75% of students who join university have indecision about choices on majors and careers (Cuseo, 2000). Most students are making these decisions while they are in college, and this exploration can and should be part of the academic advising experience. Since prolonged indecision about a major is associated with a higher rate of student attrition (Astin, 1977), it stands to reason that advising which includes effective academic and career planning can have a positive impact on student retention.

Academic advising assists students to realize the maximum educational benefits available to them. They understand themselves better and learn to use the institutional resources to meet their special educational needs. Advising helps students to integrate to the academic environment which is required for the successful completion of their studies. If students feel academically and socially integrated, they become more committed, yet those who have poor interactions with college are less likely to persist (Ritter, n.d.).

Research confirms that academic advising, and student services that promote connection between the student and the institution, as well as faculty-student contact can likely have a significant effect on student motivation, involvement, and retention (Tinto, 1993; Glennen, 1995; as cited in Tuttle, 2000). Metzner, (1989) posits that high-quality and effective academic advising tends to have a significant but direct effect on student retention and persistence through increased student higher grades, satisfaction, and a decreased intent to leave the institution (Hale, Graham & Johnson, 2009). If students are kept satisfied with their advisors it enhances the chance they will also be satisfied with the college life because they realize that they are taken care of and not lost. Based on the premise that student academic advising plays a key role in student retention it is also prudent to evaluate student satisfaction, perceptions and desires (Hale et al., 2009). The feedback from students on academic advising will provide the institution with basis for informed continuous improvement so as to increase student retention rates and graduation rate.

Conceptual Framework

The study was guided by Astin's (1991) Inputs-Environment-Outcomes (I-E-O) conceptual framework in the analysis of the impact of academic advising on students' learning and development. According to I-E-O framework, student outcomes are a product of student inputs (pre-college characteristics and experiences), the college environment, and the interactions between student inputs and the college environment. Advising is an environment in the I-E-O framework as it is a service provided by institutions. Astin (1991) distinguished between-and within-institution characteristics. Between-institution characteristics depict the institution as a whole. Within-institutional environmental characteristics identify sub-environments that only influence some students. He further defined two types of between-institutional environment measures. One type includes structural characteristics like institutional size, control, and selectivity. In the I-E-O model, a student's input measures, such as gender, racial/ethnic identity, social-economic status, personality, academic preparation, determine the students' attitudes towards advising and the types of services sought from advisors. Additionally, advising services mediate or moderate the relationship between students' inputs and learning outcomes, as advising influences participation in educationally beneficial activities and helps students connect their classroom learning to the real world.

Methodology

Mixed research adopting both qualitative and quantitative techniques was used to evaluate students' academic advising. Data gathering was triangulated employing questionnaires, focus group interviews and document analysis.

The population of the study was 6 750 Botho University students. A combination of simple random and purposive sampling was adopted for this study. The questionnaires were administered to 130 students across programmes and 120 were properly filled in and collected constituting a response rate of 92%. The response rate was high as the researcher got assistance from Heads of Departments (HOD's) to distribute the questionnaires.

The research participants filled in consent forms to ensure adherence to research ethics and that they are not coerced to contribute in the study. Both the questionnaire and the interview guide were briefly discussed with the participants before they responded to them. The researcher audio record the focus group interviews and made notes during and after each interview with the permission of the participants

Four focus groups of 8 participants took part in the study. The size of the group was consistent with what is recommended in the existing literature of 7-12 participants (Nagle & Williams, 2012). The number was regarded optimal to promote focused discussion and enable the moderator to keep the participants on task.

Results and Discussion

The data obtained through questionnaires was analyzed using Statistical Package for the Social Sciences (SPSS) 2017 version. Focus group interviews were subjected to content thematic analysis whereby the data was coded first by assigning labels to words, paragraphs or phrases so as to enable the researcher to combine and differentiate interview data into concepts, ideas and themes.

Proxies on Importance of Academic Advising

Various proxies were measured to determine whether student academic advising is useful to the students. The students responded their opinions on the importance of academic advising on a Likert scale ranging from strongly agree, agree, disagree and strongly disagree. The data was presented using descriptive statistics as illustrated below.

Table 1. Summary on importance and role of academic advising
Descriptive Statistics

Proxy	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Improved Interests	115	2.46	.930	.865	.349	.226	-.778	.447
Improved abilities	114	2.42	.930	.865	.402	.226	-.716	.449
Life goals	113	2.35	.933	.871	.395	.227	-.662	.451
Career goals	112	2.48	.939	.883	.218	.228	-.846	.453
Policies	112	2.46	.869	.755	.391	.228	-.562	.453
Know Courses	113	2.47	.856	.733	.402	.227	-.542	.451
College Support	112	2.52	.827	.684	.428	.228	-.545	.453
Degree	112	2.44	.888	.789	.428	.228	-.590	.453
Requirements								
Degree Majors	112	2.57	.846	.716	.226	.228	-.663	.453
consistent majors	113	2.50	.917	.841	.093	.227	-.795	.451

available paths	109	2.39	.872	.760	.416	.231	-.479	.459
extra curricula	110	2.50	.946	.894	.166	.230	-.881	.457
Online services	111	2.54	.892	.796	.110	.229	-.740	.455
Confidence	110	2.47	.864	.747	.303	.230	-.586	.457
Independent	111	2.38	.944	.892	.227	.229	-.812	.455
Improves	112	2.38	.932	.869	.312	.228	-.730	.453
performance								
Improves retention	112	2.43	.877	.770	.344	.228	-.568	.453
Improves	111	2.33	.888	.788	.480	.229	-.430	.455
persistence								
fulfilled needs	112	2.61	.933	.871	-.081	.228	-.848	.453
Valid N (list-wise)	102							

Of the 19 proxies on how academic advising has helped the respondents the mean statistic range from a minimum 2.33 to a maximum 2.57 which is a range between agree and disagree. The statistics points to the conclusion that academic advising at Botho University has to a lesser extent helped students in the respective proxies. The standard deviation for all the proxies is ranging between 0.684 and 0.894 and the interpretation is that data sets are not far away from the statistic mean. The skewness for all other proxies are positive meaning a positive skewness to the right, however fulfilled needs has a skewness of -0.081. The item on whether academic advising fulfilled participants' needs is much closer to disagree as depicted from the statistic mean, than other proxies on the importance of academic advising to students at Botho University. The skewness is closer to zero meaning the data distribution is relatively asymmetric and closer to the normal distribution.

The kurtosis is all negative for all the proxies on the importance and role of academic advising to the respondents. The interpretation is that data sets that have low kurtosis have light tails, or do not have outliers. Kurtosis that is negative denotes a distribution that is "light tailed" relative to the normal distribution.

Proxies on Importance of Academic Advising

Various proxies were measured to determine the effectiveness of academic advisor in student mentorship. The students responded on a Likert scale ranging from strongly agree, agree, disagree and strongly disagree. The data was presented using descriptive statistics as illustrated below.

Table 2. Summary on effectiveness of the academic advisor
Descriptive Statistics

Advisor Evaluative index	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Good source	109	2.34	.884	.782	.338	.231	-.530	.459
Interested	108	2.38	.883	.780	.250	.233	-.596	.461
Courteous	109	2.39	.922	.850	.236	.231	-.735	.459
Responsibility	110	2.40	.869	.756	.229	.230	-.568	.457
Accurate	108	2.41	.854	.730	.294	.233	-.489	.461
Listened	110	2.43	.840	.706	.281	.230	-.464	.457
Career plans	110	2.44	.883	.780	-.007	.230	-.701	.457
Appointment	110	2.45	.819	.671	.127	.230	-.456	.457

Follow up	108	2.56	.835	.698	.115	.233	-.573	.461
Appropriate	110	2.57	.840	.706	.003	.230	-.566	.457
Valid N (list-wise)	103							

The study research question on “how effective are advisors in assisting students in academic advising?” is summarized in the table above. Of the 10 advisor evaluative indices on whether academic advisors are effective in their delivery of academic advising the respondents mean statistic range from a minimum 2.34 to a maximum 2.57 which is a range between agree and disagree. Majority students agreed on the advisor evaluative index that wanted them to give their overall perceptions on whether academic advisors were a good source for academic advice about student faculty and the university. Students gave very low scores on their advisors especially on the items on whether academic advisors were prepared for the advising appointment, whether advisors refer students to appropriate campus resources as needed and on whether advisors make a follow-up on unresolved issues. The three indices are very important in promoting a favourable atmosphere for academic advising between the advisor and the advisee. Academic advisors must have referral skills meaning the ability of the advisor to identify circumstances that are appropriate to escalate student assistance to another resource department or person. For instance, not all faculties are professional counsellors or are experts in all disciplinary areas. Students may have problems stalling their studies which are psychological or medical. In that case there is need for a collaborative process that calls for knowledge on the part of the advisor to recognize the services available on campus and the community.

The standard deviation for the evaluative indices on the effectiveness of the academic advisor range from 0.819 to 0.922 and the deviation is closer to the mean statistic which is consistent to the mean statistic that is between agree and disagree. The skewness for the data distribution is positive (skewed to the right) for all evaluative indices except on whether advisor is helpful in discussing career plans which is -0.007. This means that for career plans the data set is almost symmetrical meaning it is very closer to the normal distribution. The kurtosis for all evaluative indices are negative implying that there are no outliers in the data distribution and its light tailed.

Focus Groups Findings

The findings of the focus group interview were analyzed based on meaning and nature of academic advising, importance and contribution of academic advising, evaluative remarks on advisor effectiveness and recommendations on academic advising best practices themes. However sub-themes that emerged from these major themes were highlighted in this presentation of results.

Meaning and Nature of Academic Advising

The focus group interviews established that the students were aware that student academic advising is a platform where they were “assigned a lecturer to facilitate a student learning”. It came out in the focus group discussions that there was “need to change from academic advising to something”, mainly because the advisor is not advising on academic issues only. It was suggested that it must change to something like “student mentoring” so as to incorporate social issues over and above academic issues. The rationale for that was, quoting the words of one respondent, “social issues are not exclusive to academic issues”, as there are “two side of the same coin”.

Participants in the focus groups echoed the sentiment that there was a problem with assigning advisors, but however there is need for students to choose advisors they prefer. The

participants said the choice could be done the same way on the Student Portal like they do when they register for modules they also have the chance to choose the lecturer to teach them on a “first come first serve” basis.

The students also said that they were not even comfortable with Student Affairs Counsellors available by the University because anyone would confide with someone, be he or she a professional counsellor of one’s choice. Participants said there was no trust in someone you have been assigned.

Importance and Contribution of Academic Advising

The overall sentiments raised by students were that academic advising was not making a meaningful impact in their learning mainly because of its delivery shortcomings. In some cases, it is a “meet and greet in the corridors”, with the advisors and in that case, it was not helpful. More-so, posted invitations by advisor on Campus-View, student portal or emails are not seen by the students.

Furthermore, the academic advising meetings conducted were purely prescriptive as students met as a group and there was no room for student case by case advising. There was no room for students to share with the advisor their personal issues negatively impacting on their academic performance.

Participants in the focus group discussion also raised that academic advising need not to be just academic but could be a get-way to the future, as it is also good for even high performers. In the words of one respondent, “academic advising can be a good forum for information on scholarship opportunities, job opportunities, out of school competitions, LINKZ, research conferences, university cultural exchanges amongst others”.

Generally, there was consensus that academic advising did not impact positively on student college life because some of the students do not even know their advisors. Those who happened to know them attended one or two brief academic sessions and this validates findings from the questionnaire survey. Participants said for academic advising to be helpful, there is need to review processes, policies and procedures.

Participants’ Recommendations on Academic Advising

Participants pointed out that most students do not know the role of academic advising hence there was need for a deliberate intervention to sensitize them on the benefits of it. Lack of information results in some of the students thinking that it is a, “waste of time” and that negative perception results in non-participation.

Discussants were consistent with the survey question on whether academic advising must be scheduled on the timetable just like modules. Scheduling advising meetings would reduce chances of students not seeing the invitations for academic advising. They also said prescriptive advising because it has predetermined objectives and outcomes need to be scheduled so that there is no clash with normal classes. However, for developmental advising students can approach their advisors at any time.

The majority of discussants had no problem with rewarding dedicated advisors. Some had reservations on the criteria for determining advisors who excel and deserve a reward. Other participants said, “advisee feedbacks could come in handy”, to inform on advisors who are top performers. Some participants said feedbacks breeds animosity and conflict between parties because, “a lecturer with a negative feedback may paint everyone in the group black”.

It came out from the focus group interviews that students needed advisors from same discipline with them. Students suggested that academic advising must be made compulsory to all students and it would be up to the students to attend or not but an attendance register must be taken.

Conclusion

Student academic advising has a positive impact on student success and satisfaction in higher education. The findings from this study and past research validate the contribution of academic advising as an extension of teaching. It can also be concluded that there is need to continuously improve the processes and procedures of delivering academic advising. There is also need for getting feedback from students and advisors as they are key stakeholders in the conduct of academic advising. The study found out that developmental advising as a more one on one interaction enables the student and advisor to collaborate in exploring possible and available career options as well as different courses the advisee can enroll. The collaboration does not only promote a favourable relationship between the student and the advisor, but empower the students to confidently make rational choices in the pursuit of their education. The student will take the advisor as a mentor and be satisfied by the information given, be able to make appointment with advisor, be overallly satisfied with the university experience and will ultimately perform well in studies.

Recommendations

The researchers recommend that educationists to use more of developmental than prescriptive academic advising and this is supported by the notion that students want to choose advisors they prefer so as to confide with advisors they trust. It is recommended that there is need to continuously improve the processes and procedures of delivering academic advising through monitoring and evaluation. The researchers recommend that academic advisors must discuss possible career options with the students during academic advising for students to appreciate the purpose of learning as well as excelling in their studies. The researchers recommend further research in other tertiary institutions and also to get insights of perceptions of academic advisors and educational practitioners.

References

- Allen, C. L., & Smith, J. M. (2008). Importance of, responsibility for, and satisfaction with academic advising: A faculty perspective. *Journal of College Student Development*, 49(5), 397-411.
- Astin, A.W. (1977). *Four Critical Years*. San Francisco, Jossey-Bass Publishers.
- Biggs, D. A., Brodie, J. S., & Branhart, W. J. (1975). The dynamics of undergraduate academic advising. *Research in Higher Education*, 3(1), 345-357.
- Campbell, S. M., & Nutt, C. (2008). Academic advising in the new global century: Supporting student engagement and learning outcomes achievement. *Peer Review*, 10(1), 3-6.
- Chiteng, K, F. (2014). The impact of centralized advising on first-year academic performance and second-year enrollment behavior. *Research in Higher Education*, 55(6), 527-563.
- Cohen, A. M., & Kisker, C. B. (2010). *The shaping of American higher education: Emergence and growth of the contemporary system* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Cook, S. (2001). A chronology of academic advising in America. *The Mentor*, 3(4), 2-8.
- Crockett, D. S. (2015). Academic advising. In L. Noel, R. Levitz, & D. Saluri (Eds.), *Increasing student retention: Effective programs and practices for reducing the dropout rate*. San Francisco: Jossey-Bass.
- Crockett, D. S. (1978). Academic advising: Cornerstone of student retention. In L. Noel (Ed.), *Reducing the dropout rate* (pp. 29-36). New Directions for Student Services, no. 3. San Francisco: Jossey-Bass.
- Cuseo, J. (2000). *Academic Advisement and Student Retention: Empirical Connections and Systematic Interventions*. NACADA Clearinghouse of Academic Advising

- Resources. Retrieved April 23, 2019, from <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Retention.htm>
- Daller, M. L. (1997). *The Use of Developmental Advising Models by Professional Academic Advisors*.
- Davis, J. (2010). *The first-generation student experience: Implications for campus practice and strategies for improving persistence and success*. Sterling, VA: Stylus Publishing, LLC.
- Dillon, R. K., & Fisher, B. J. (2000). Faculty as part of the advising equation: An inquiry into faculty viewpoints on advising. *NACADA Journal*, 20(1), 16-23.
- Glennen, R. E. (1995). Obtaining presidential support for advising. In R. E. Glennen and F. N. Vowell (eds.), *Academic Advising as a Comprehensive Process*. NACADA Monograph Series no. 2. Manhattan, KS: National Academic Advising Association.
- Gordon, V. N. (1992). *Handbook of Academic Advising*. Westport, CT : Greenwood Press.
- Hale, M. D., Graham, D. L., Johnson, D. M. (2009). Are students more satisfied with academic advising when there is congruence between current and preferred advising styles?, *College Student Journal*, 43(2), 22-38.
- Hawkins, H. (1960). *Pioneer: A history of the Johns Hopkins University, 187 4-1889*. New York: Cornell University Press.
- Metzner, B. S. (1989). Perceived quality of academic advising: The effect on freshman attrition. *American Educational Research Journal*, 26(3), 422-442.
- Lucas, C. (2006). *American higher education: A history* (2nd ed.). New York: Palgrave MacMillan.
- Motshegwa, B. (2010). *University of Botswana Academic Advisers as Jacks-of-All-Trades, The Mentor*. Penn State's Division of Undergraduate Studies. Available online at www.psu.edu/dus/mentor/
- Mullen, C. A. (Ed.). (2009). *The handbook of leadership and professional learning communities*. New York: Palgrave Macmillan.
- Mullen, C. A. (2005). *Mentorship Primer*. New York: Peter Lang.
- NACADA. (2005). NACADA statement of core values of academic advising. Retrieved September 12, 2017, from the NACADA Clearinghouse of Academic Advising Resources <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Core-value-of-academic-advising.aspx>.
- Nagle, B., & Williams, N. (2012). *Methodology Brief: Introduction to focus groups*. Center for Assessment, Planning and Accountability. Florida, Longman.
- Nutt, C. L. (2000). One-to-one advising. In V. N. Gordon & W. R. Habley (Eds.), *Academic advising: A comprehensive handbook*. San Francisco: Jossey-Bass.
- Petress, K. C. (2014). The multiple roles of an undergraduate academic advisor. *Journal on Education*, 117(1), 91-92.
- Ramaswami, A. & Murrell, A.J. (2018). *The new faces of Mentoring: Two views of non-traditional mentoring*. New York, AACSB International.
- Roberts, J., & Styron, R. (2010). Student satisfaction and persistence: Factors vital to student retention. *Research in Higher Education Journal*, 6(3), 1-18.
- Rudolph, F. (1990). *The American College and University: A History Athens*. Athens: University of Georgia Press.
- Scott, I., Yeld, N. & Hendry, J. (2014). *A case for improving teaching and learning in South African higher education*. Higher Education Monitor No. 6. Pretoria: Council on Higher Education.
- Tinto, V. (1993). *Leaving College: Rethinking the Causes and Cures of Student Attrition* (2nd ed.). Chicago: University of Chicago Press.
- Tuttle, K. N. (2000). Academic advising. *New Directions for Higher Education*, 11(1), 15-24.
- Zachary, L.J., (2003). *The Role of Teacher as Mentor*. Arizona, EBSCO Publishing.

Zhang, X., Gossett, C., Simpson, J., & Davis, R. (2017). Advising Students for Success in Higher Education: An All-Out Effort. *Journal of College Student Retention: Research, Theory and Practice*, 16(1), 4-26.