ONLINE ACADEMIC ADVISING: STUDENT NEEDS AND THEIR SATISFACTION

by

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Thesis submitted to the faculty of the

Virginia Polytechnic Institute and State University

in partial fulfillment of the requirement for the degree of

MASTER OF ARTS IN EDUCATION

in

EDUCATIONAL LEADERSHIP & POLICY STUDIES

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April 19, 2006
Blacksburg, Virginia

Keywords: Developmental Advising, Prescriptive Advising, Academic Advising, Technology, Satisfaction

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ABSTRACT

The purpose of this study was to examine the type of advising conducted (prescriptive v. developmental), the type of information sought, and the level of participant satisfaction gained through online academic advising. For purposes of this study, online academic advice was defined as advice or information provided by an academic department obtained via the Internet to improve the student's academic experience. The three types of online academic advice considered for this study included (a) email correspondence with an academic advisor, (b) instant messaging or chat based conversation between a participant and an academic advisor, (c) and obtaining academic information from a department supported web page.

To obtain a sample for this study, academic deans were contacted by email and asked to distribute a link for an online survey to their respective undergraduate student populations. Data was collected by administering a version of Winston and Sandor's (1984) Academic Advising Inventory (AAI) modified specifically for this study. Participants were asked to complete the multiple-choice instrument online.

The researcher conducted t-tests, ANOVAs, and Tukey post-hoc tests on the data in an effort to examine the mean scores between four groups: (a) gender, (b) type of residency, (c) race, and (d) academic college. The data revealed significant results pertaining to several key differences between groups including gender, race, and academic college. The findings shed light on needs

and satisfaction of students who receive academic advice online. The results suggest ways to provide consistency among the online academic advising methods of different academic colleges and ways to better meet the needs of students in an effort to increase retention.

ACKNOWLEDGEMENTS

This project would not have been possible without the support and guidance of several key people. First, I would like to express my gratitude to my committee chair, Steve Janosik, without whom this project would not have been possible. Thank you for providing your wisdom, editing, insight, and occasional sarcasm to keep me motivated and on task.

I would also like to express my appreciation to my committee members, Diana and Michael. Thank you for offering your guidance, expertise, time, and support to this project. Each of your contributions played a significant role in the completion of the study.

I must also thank those members of the Virginia Tech Residence Life staff who made sure I was finding success at all times. You have all been understanding and patient with me through this entire project. A special thanks to Jonathan Wylie, Chris MacDonald, and Alison Malloy for their constant support and reminders that with hard work and patience great things do happen.

I would like to thank my parents for all of their love and support. You have both continuously encouraged me to work hard, do my best, and enjoy what I do each and every day. I cannot thank you enough for all of the sacrifices that you made to help me make it to this point. I love you both.

I owe a great deal of thanks to Jen MacDonald and Erik Kneubuehl for introducing me to the world of student affairs. Without your humor, support, and mentoring I would have never realized my potential and abilities to become the student affairs professional that I have grown to be. I have taken many of our experiences and lessons with me on a daily basis. I hope to have the same influence and impact on students that you were able to have on me

Finally, I have to thank the most wonderful person in the world, Mary Kate. Your love, support, presence, and motivation have been like no other over the past two years. I never thought I would find someone so caring, perceptive, and entertaining all at the same time. And Don Creamer said there's no room for love in student affairs? Let this be the beginning of a great future. I love you!

TABLE OF CONTENTS

Abstract……...ii

Acknowledgements……...…....iv

Table of Contents……vi

List of Tables……...…...…....ix

List of Appendices……...…....….x

Chapter One: Introduction……...……1

Purpose of the Study……....8

Research Questions…….…...10

Significance of the Study……...11

Delimitations of the Study……...……...…13

Organization of the Study……..……14

Chapter Two: Review of the Literature…….15

Research on Academic Advising……...16

Styles of Academic Advising……...……..16

Differences in Academic Advising by Gender……..……17

Differences in Academic Advising by Type of Residence..…..……18

Differences in Academic Advising by Race……..……22

Academic Advising for Undecided Students……..……...……23

Research on Student Internet Use in Higher Education…….24

Differences in Student Internet Use by Gender…….27

Differences in Student Internet Use by Type of Residence……...29

Differences in Student Internet Use by Race…….29

Conclusion……..……...30

Chapter Three: Methods……32

Sample Selection……33

Instrumentation……..35

Reliability and Validity……..40

Data Collection Procedures……43

Data Analysis Procedures……..45

Chapter 4: Results……..……51

Description of the Respondents…….52

Type of Advising……...……54

Differences by Gender…….…….56

Differences by Type of Residency..……..56

Differences by Race……...58

Differences by Academic College…….58

Type of Information……...……71

Differences by Gender……...……71

Differences by Type of Residency……...……..71

Differences by Race……...74

Differences by Academic College……74

Overall Satisfaction……...…….90

Differences by Gender……...……90

Differences by Type of Residency……...……..94

Differences by Race……...93

Differences by Academic College……96

Chapter 5: Discussion……..…..109

Type of Advising……..…109

Type of Information……114

Overall Satisfaction……..117

Relationship to Prior Research……120

Limitations……... ……..…..123

Implications……..125

Conclusion……...128

References……..…..132

Appendices……...139

LIST OF TABLES

Table 1 Demographic Characteristics of the Sample……..53

Table 2 Type of Advising Received during Online Academic Advising……..……55

Table 3 Results of T-tests on Differences in Type of Advising by Gender……57

Table 4 Results of T-tests on Differences in Type of Advising by Residency……...59

Table 5 Results of T-tests on Differences in Type of Advising by Race……60

Table 6 Results of ANOVA on Differences in Type of Advising by Academic College..62

Table 7 Results of Tukey HSD on Differences in Type of Advising by Academic College……...63

Table 8 Type of Information Received during Online Academic Advising……..72

Table 9 Results of T-tests on Differences in Type of Information by Gender……..73

Table 10 Results of T-tests on Differences in Type of Information by Residency…….75

Table 11 Results of T-tests on Differences in Type of Information by Race……..76

Table 12 Results of ANOVA on Differences in Type of Information by Academic College……...77

Table 13 Results of Tukey HSD on Differences in Type of Information by Academic College……...…80

Table 14 Overall Satisfaction with Online Academic Advising……...91

Table 15 Results of T-tests on Differences in Satisfaction by Gender…….92

Table 16 Results of T-tests on Differences in Satisfaction by Residence Type……..94

Table 17 Results of T-tests on Differences in Satisfaction by Race…….95

Table 18 Results of ANOVA on Differences in Satisfaction by Academic College……97

Table 19 Results of Tukey HSD on Differences in Satisfaction by Academic College…...99

LIST OF APPENDICES

Appendix A Email to Academic Departments Asking for Participation……..139

Appendix B Email Reminder to Academic Departments Asking for Participation……142

Appendix C Winston & Sandor's Academic Advising Inventory (1984)……145

Appendix D Email to Students Asking for Participation……151