

ABSTRACT

Student Perceptions of the Value of Academic Advising at a Hispanic Serving Institution
of Higher Education in South Texas

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The purpose of this study was to determine the perception of the value of academic advising to second-year students at a Hispanic Serving Institution in south Texas. This study surveyed second-year students during the 2016-2017 year to examine whether academic advising enhanced the retention. The theoretical foundation of this study relied on the Tinto's model of institutional departure to explain the role of academic advisors as the advising pattern was designed within this specific model which is widely accepted by the postsecondary academic community. The survey results indicated that students appreciate the dissemination of knowledge from the advisor the most. The survey results indicated that the focus on the student as an individual was the least needed. No significant relationship was found among advisor availability, advisor time with student, advisor focus on student as an individual, advisor dissemination of knowledge, and advisor assistance of educational planning and the criterion variable of perceived value of the advisor among students. No significant difference was found between males and female students and prior college hours on the perceived value of the advisor. However, after a multilinear regression correlation coefficient was analyzed, advisor

dissemination of knowledge was significant to the student perception of the advisor. This suggested more frequent advisor-student interactions influenced student success. It was recommended that the HSI provide ongoing professional development and training for academic advisors to build a stronger relationship between advisors and students.