

A review of the influence of academic advising on student retention and graduation probabilities

Table of Contents

Abstract.....	2
Introduction.....	3
Overview of Students Retention and Persistence.....	5
Overview of Advising Programs and Approaches.....	7
Administrative structures of Advising Programs	9
Advising Approaches	11
Academic Advising and Students Retention.....	13
Advising Programs and Students Success	18
Conclusion	22
References	24

Abstract

Academic advising is critical to the success and persistence of post-secondary students. Graduation rates remain at low levels along with low retention rates and diminishing rates of students feeling connected to their school, which continue to be a major challenge for universities across the nation. Students' graduation rates have been historically low, and this study looked at how advising can improve those rates and what other factors can help students stay in school. It also looked at strategies to make students feel more connected to the college of business. Another consideration was whether or not the "do-it-yourself" advice procedure may help reduce the tendency toward problematic self-advice. By employing technology to enrich and document "history" of advising relationship, this issue was addressed successfully. As a result of this study, advisers will be able to better understand how to improve each student's advising session based on the three essential elements identified. The advisers will benefit from the capacity to reduce the impact of self-advisement and use technology to prevent students from getting into trouble or taking classes they don't need.

Keywords: advising program – student retention – student success – student persistence

Introduction

The ability to go to college is a significant goal for students, and it also has value for society in terms of finances and a variety of other factors (Gentry, 2014). Because of this historically low success rate, educational experts have taken a keen interest in it for some time (Hu, et al., 2012; Wang, 2009). This has led to higher education institutions relying heavily on student retention and graduation rates as well as student retention as essential metrics of performance (Titus, 2004).

Academic advising is defined by Ender, Winston, and Miller (1984) as a systematic procedure designed to help students achieve their educational, career, and personal goals by utilizing the entire range of institutional and community resources available. It encourages and aids students in their pursuit for a more fulfilling existence. Relationships between academic advisers and their students that are geared on helping them achieve their long-term goals, learn new skills, and foster their intellectual and personal development are referred to as "developmental academic advising." (p.19)

Many institutions aren't making a real attempt to improve their graduation rates, as evidenced by their inadequate advising programs. The advisor's position has not been examined in any insightful way as it relates to the stream of research in this field, despite many studies trying to uncover the elements determining student retention and graduation. An academic advisor's role in student retention has yet to be established, but a strong case can still be made for the positive association and mediation of variables that strongly correlate with students' persistence, including: (1) student satisfaction with the experience of college, (2) effective educational and career planning, (3) students' ability to stay in contact with their academic advisors outside the classroom, (4) utilization of support services in campus, and (5) the monitoring of student.

Several theories about how to provide advice have been tested by both academics and practitioners. Advisers as servant leaders (McClellan, 2007), the examination of a comprehensive assessment model (Smith, 2003), association as a factor in retention (Spady, 1971; Tinto, 1987; Pascarella and Terenzini, 1991; Astin, 1997), and the impact of college integration through faculty outreach and advising on student persistence are some of the theories examined (Crockett, 1978). Research suggests a link between faculty outreach and advising and student persistence and retention in the student-persistence model. Crookston (1972) described two types of academic advising to support models of student success: developmental and prescriptive, both of which he conceptualized as forms of teaching. Instead of just focusing on academic goals, developmental advising is built on a (personal) relationship between the student and the advisor and takes into account the student's academic, career, and personal goals (Jordan, 2000).

For many years, postsecondary student retention has been a hotly debated subject in educational circles. However, "despite our nation's achievement in extending access to college, we have not yet been effective in translating the opportunity access affords into college completion," as Tinto (2012) stated. It is difficult for students to decide whether or not to stay in college because of a wide range of circumstances that could influence their decisions. Today, college and university administrators use research on student retention to identify and address these variables through institutional programs geared toward student achievement.

Academic advising, according to Habley (2004), is one of the campus interventions that have the biggest impact on students' persistence in their studies. Advisors help students identify long-term academic and professional goals, connect students to campus resources, serve as curricular guides, provide educational guidance, assist students in identifying and achieving long-term academic and professional goals, and are uniquely situated to foster lasting relationships with students, often

leading to a sense of connection between students and the institution that can be positive (Frost, 1991; King, 1993).

Academic advising and student retention have been the focus of several other studies in higher education. Effective academic advising has been linked to higher retention rates in colleges and universities, according to a number of studies.

Wyckoff (1999) argues that university and college administrators must become aware of the educational benefits of advising as well as its function in student retention in order to generate a high degree of commitment to the academic advising process (p.3). Thus, this study focused on three factors: degree completion, student advising, and student retention. To better involve students in the advising process, this study evaluated previous studies on the topic. It is possible to develop a more fruitful relationship with students by engaging them more actively in the process of advising. This will put them in an even better position to succeed in their degree and career plans. Increasing student graduation rates and retention through more productive advisement programs were the primary goals of the study.

Overview of Students Retention and Persistence

Defining and evaluating student retention is one of the most difficult measurement concerns in higher education, according to Hagedorn (2006). As stated by Habley et al. (2012) "Defining retention, attrition, and persistence and the constructs connected to these concepts is loaded with difficulties and complexity" (p.3). In the authors' view, a persisted student is one who continues to enroll at the university after they have completed their studies. To be considered a persistent

student, Lenning (1978) specified a continual enroll. Astin (1975) included full-time status and the pursuit of a degree as qualifications in his definition of a student.

Perseverance, according to Guthrie (2003), also includes students' expectations of graduating in four years or less. According to the definition provided by Habley et al. (2012): "A persistent student is a student who enrolls full-time, consistently pursues a degree and expects to graduate in around four years" (p. 4).

The term "dropout" was coined by Astin (1975) to describe a student who is no longer in school, has not acquired a degree, or is otherwise no longer pursuing one (p. 9). Dropouts, according to Summerskill (1962), are "students who leave college before advancing their studies to the point of getting a degree" (p. 627).

According to Hagedorn (2005), "institutions retain students and students persist" are two distinct concepts (p. 92). "Retention" as a term for patterns of college student enrollment wasn't widely used until 1970, according to Habley et al. (2012), and early publications on student departure almost universally used terms like "dropouts," "stop-out," and other terms that described the individual behavior of students. The term "retention" first appeared in the literature on departure in 1980 as a way to describe institutional departure behavior. The percentage of students who return from one enrollment term to the next is sometimes referred to as the retention rate. (p.7)

As defined by Astin et al. (2012), persistence or retention in higher education is a student's intentional decision to maintain active student status. Transition ratios, retention rates, completion rates, cohort survival rates, or graduation rates" are some of the terms used to describe these "status-to-status" ratios (p. 35). Astin et al. (2012) points out that these data are collected and utilized to assess academic performance, but "The multiple ways students move through the

educational pipeline confound the measurement of student persistence in education. Persistence/retention measurement difficulties include student transferring across institutions, students progressing at various rates, and stop-outs" (pp. 35-36). Cohorts, denominators, and numerators, according to Astin et al. (2012), are three fundamental concepts for evaluating student persistence. Identifying cohorts of students with certain demographic and enrollment characteristics, as stated by Astin et al. (2012), is the first step in measuring the persistence of students in higher education programs (p. 37).

According to Braxton (2019), even though student retention and degree completion serve as metrics of student success, other forms of success remain elusive without student retention. Additionally, the authors noted that academic achievement through student learning, general education acquisition, academic competence development (such as clear writing and speaking), cognitive development and intellectual dispositions development, occupational achievement, adulthood and citizenship preparation, and personal accomplishments (such as completing a master's degree) are all important indicators of college student success. (pp. 1-2)

Overview of Advising Programs and Approaches

Due to its emphasis on maximizing the academic potential of pupils, academic advising promotes academic and intellectual growth in students (Braxton, 2019). Every student has a chance to contact with an institution representative with whom they can form relationships and develop an individual plan for academic and co-curricular engagement at the school, according to Habley et al. (2012).

Academic advising is critical to the success and persistence of post-secondary students, according to Klepfer and Hull (2012). According to Kuh (2001), "academic advisers can play a critical part of encouraging students to engage in the correct sorts of activities, both inside and outside of the classroom," (p. 69).

Low (2000) emphasized the importance of advisers because they are among the first individuals new students see and the persons with whom students frequently contact during the first year of schooling. Students have access to knowledgeable academic advisors who are attentive to their individual educational aspirations, professional aspirations, and the link between the two. In the end, advisors help students navigate the curriculum and culture of the school.

To be successful, students need a road-map that guides them through their post-secondary institution and their major field of study, the institutional resources available to them in pursuit of their degree, and the requirements that must be completed to earn a credential in their major field of study, according to Tinto (2012). In response to these demands, colleges have built a variety of advising programs, many of which target first-year students, according to Tinto (2012). As Tinto (2012) stated, "almost all colleges and universities, whether two-year or four-year, provide some type of advising for incoming students" (p. 17).

While there is a lot of information out there about how to advise college students, the majority of it focuses on "how-to" actions and basic advice about student advising. This is exacerbated by the fact that many colleges and universities do not have a formal advising program or one that can be used to gauge their success. However, most colleges and universities have yet to develop any kind of goal, vision or values statement to support the program's promotion in the realm of academic counseling (Lassibille & Gomez, 2008).

There was only a policy statement on advising at 60 percent of post-secondary schools in 1992 that included well-defined program goals, objectives and evaluation methodologies (Habley, 1993). In more recent studies, the percentage has been shown to be rather stable. This may indicate a lack of clarity regarding the aim and goals of the school's advising program, or it may indicate that advising is not recognized a legitimate educational program (Stuart Hunter and White, 2004).

The advisors and the program as a whole need to be evaluated in terms of graduation rates and retention rates, and this can only be done through a comprehensive evaluation of the complete advising program. The college's mission statement should be referenced in any statement of program purpose, highlighting the importance of the college's advisement program and its involvement in achieving larger institutional goals (Cashin, 1996).

A strong and explicit message is sent to all members of the college that advising is an important professional obligation; conversely, failure to do so tacitly conveys the idea that this student service is not highly regarded by the institution (Cuseo, 2003).

Administrative structures of Advising Programs

As noted by Habley (2004), contemporary advising programs have the following administrative structures:

- In the faculty-only model, each student is paired with an academic advisor. An advising office does not exist.

- Supplementary model is one in which each student is paired with an academic advisor. A student's faculty adviser must approve all transactions with the university's advising office, which provides general academic information and referrals to students.
- Undecided or under-prepared students receive individual attention from an advising office in a split model approach. All other students are paired with a faculty member who serves as an academic unit or advisor.
- In the Dual Model, each student is assigned two advisors to work with. A member of the university's teaching staff helps the student with questions about their chosen field of study. A student's needs, processes, and policies are explained to them by an advisor in an advisory office.
- Using the Total Intake Model, administrative staff members are responsible for advising all students for a predetermined amount of time or until certain conditions are met. After meeting these requirements, students are assigned to a academic sub-unit or member of the instructional faculty for advising.
- Satellite Model: The institution's several schools, colleges, and divisions have each developed their own approach of advising.
- All students are advised by a single staff member from the time of registration to the time of departure in a self-contained approach.

Faculty-Only Model advising, according to Habley (2004), is on the decline, but it is still the most widely employed model in two- and four-year private institutions. As Habley (2004) also posited, the Split Model has become the most prevalent organizational model on all campuses, where certain groups of students, such as undeclared or pre-majors, are advised in a central advising office while all other students are assigned to academic units and/or faculty advisors.

Advising Approaches

The "whole student" is the emphasis of developmental advising. First, Crookston (1972) used the term "developmental advising" to describe a relationship in which the adviser and the advisee agree that the obligations of both parties are shared. Academic, personal and career goals are identified and achieved with the help of advisors as well as institutional resources in a systematic process of developmental advising.

Advisers who focus on human development, goal-setting, and caring for their clients are known as developmental advisors (Ender, et al., 1982). Winston, Jr. et al. (1984) stated that "They act as examples and guides for the students they work with. Academic and student affairs resources are used into developmental advising" (p. 442). Student progress, skill mastery, and independent decision-making are the major aims of developmental advising for the advisors. Advising for personal growth relies on a two-way conversation in which the advisor's inquiries prompt the student to think and learn about themselves. To sum up, developmental advising involves getting to know students as individuals so that advisors may tailor their advice to each student's needs, talents and aspirations.

It is most typical to use prescriptive advising in majors or academic programs that follow a linear, well-defined course of study with little room for deviation. It goes much beyond simply providing a student with a selection of courses to take. It takes into account the student's unique experience in creating an academic plan that can be completed in a timely way. In addition, the program's appeal to the student is discussed.

Advisers who do proactive (also known as intrusive) advising seek for students who are at danger or who are having difficulties, and then they provide them with targeted resources. Advisors don't

wait for a phone call from a student to set up a meeting; instead, they reach out to the student and set up an appointment.

When it comes to the more traditional functions of career counseling, like helping students assess their own careers, find jobs, and get hired, or counseling students who are dealing with more stressful situations like dealing with academic and career transitions or being indecisive, counselors play a key role (Gordon, 2006). Ideally, academic advising and career counseling work together to help students make educated decisions about their long-term academic and professional goals.

Appreciative advising is an effort to incorporate Appreciative Inquiry into academic advising techniques. Organizational development tool "Appreciative Inquiry" aims to bring out the best in people and organizations, rather than treating them as problems that need to be solved, according to Bloom and Martin (2002). There seems to be an obvious connection between Appreciative Inquiry and academic advising, according to Bloom and Martin (2002): As advisers, one of the most effective ways we have to empower our students is through asking questions. We are challenged by Appreciative Inquiry to ensure that we are asking questions that assist children find their own strengths, abilities, and skills.

Students are increasingly receiving curriculum and academic policy and procedure information through group advising, which is becoming more and more popular as a delivery method. There are strong reasons to include group advice in a comprehensive advising system, even if individual or one-on-one advising is often seen as the preferable manner of delivering academic advisory services (Gordon et al., 2008). Group advising is more directly linked to classroom teaching and less linked to counseling than individual advising, according to Woolston and Ryan (2007).

Academic Advising and Students Retention

In a study conducted at a big public research university in the Southeast, Swecker, et al. (2013) found a link between the number of meetings first-generation college students had with their academic advisors and their persistence in school. According to the authors, the frequency with which students meet with their advisors is an important factor in determining whether or not they will remain in school. According to the study's authors, the odds of a student staying in school improve by 13 percent for every visit with an academic advisor. To examine the association between the frequency of meetings with an academic advisor and first-generation student retention rates, the study used a multiple logistic regression technique. Additional variables (gender, race, and major) were included in the original study, but they did not appear to be significant predictors of retention, according to these authors. "

Historic records from student academic fact sheets were used to gather data for the study by Swecker et al. (2013). A tracking system for advisor-advisee interactions, established by the institution, was also used to collect additional data by the authors. More than 400 first-generation college students attended the university, but only 363 were selected for the study. Student retention rates of students who matriculated in fall 2009 and were enrolled and in good standing at the institution in fall 2010 served as the dependent variable in the investigation of first generation status and the number of individual, face-to-face meetings with academic advisors (Swecker, et al., 2013). Except for two faculty advisers in math and engineering, the researchers only looked at student interactions with professional academic advisors, according to their findings.

According to a study by Swecker et al. (2013), advisors play an important role in helping first-generation college students stay in school. They also proposed academic advising as a tool for

fostering student involvement in the university and as a crucial factor in determining whether or not students will remain enrolled. There was no consideration of or control for other factors that the literature suggests have an impact on student retention, such as the financial and family situations of students, their socioeconomic status, their level of academic preparation as measured by high school GPA and ACT/SAT test scores, etc. A closer look should be made at how much of an impact advisor meetings have on student retention, as well as other factors that have been shown to affect retention.

First-generation college students who were at risk of dropping out were studied by Swecker (2011). According to Swecker's findings on first-generation college retention and the frequency of appointments for academic advising, as well as the students' racial and ethnic backgrounds and majors, he utilized a multiple logistic regression. Astin's Theory of Involvement, Bean and Eaton's Psychological Model of Student Retention, and Tinto's Interaction list Theory of College Student Departure composed the study's theoretical foundation, according to Swecker. According to Swecker (2011), the results of the study showed that goodness of fit was not a strong signal for first-generation college student retention and that gender, race, and major were not important variables. According to this equation, however, the number of advisor meetings played a significant role ($OR = 1.20, p = 0.01$).

Rather than looking at academic advising through the typical lens of student satisfaction, Young-Jones et al. (2013) looked at it through the lens of student needs, expectations, and success. Students' perceptions of and experiences with academic advising were studied using principal axis factor analysis, multiple regression, and analyses of variance on a survey instrument. The study's purpose was to establish a link between various features of academic advising and students' academic success. The authors looked into the relationship between academic advising and a

student's grade point average (GPA). They also looked at disparities between groups to identify characteristics that influence GPA prediction and to discover which subgroups of students may require specialized advising.

Additionally, Young-Jones et al. (2013) employed principal axis factor analysis to study student evaluation items in order to identify characteristics that predict student achievement throughout the undergraduate experience.

Advisor accountability, student responsibility, student self-efficacy, student study skills and perceived assistance were shown to be six criteria in the study. According to the authors, only student study skills and student self-efficacy had a substantial impact on the model for predicting student GPA. Meeting with an adviser at least once a semester was proven to be an essential influence in many other aspects of student achievement. Last but not least, the authors claimed that "student expectations of their advisors and how effectively their advisors achieve those expectations contribute to two of the key determinants linked with student success" (i.e. student study skills and student self-efficacy).

According to a study conducted by Smith and Allen (2014), students' perceptions of the quality of their advising experiences could be improved in five different ways: cognitively, emotionally, practically, and conceptually. The findings were interpreted as a possible indicator of student retention. This study's findings were analyzed in relation to the frequency and type of contact students had with faculty/professional advisers, as well as whether or not they relied on faculty/professional advisers, self-advice, or informal sources of information while making course selections. Students who contacted advisers scored higher on all outcomes and "expressed more

knowledge and attitudes consistent with continuing at their university and completing their educational program," according to the authors.

It has been shown that student learning outcomes of advising vary by institution but that some of these outcomes are common at many institutions because they represent cognitive and effective outcomes associated with student success; that is, they are student judgments and attitudes that are either already known or can be conceptualized as being connected to student success. An advisor's capacity to deliver correct information on degree requirements is highly valued by students, say the authors of a recent review of findings from single and multi-institutional studies.

Students who don't know what they need to do to get their degree may not be able to do it in a timely manner or at all. Study participants who contacted an advisor were more likely to say that they knew the prerequisites for their degree or educational aspirations than those who didn't contact an advisor.

Smith and Allen (2014) examined the advising outcomes of over 22,000 students at nine institutions while controlling for other variables likely to be associated with student learning using the frequency of students' contact with an advisor and the source of students' information about courses required for their program of study. Constant interaction with an advisor and the source of degree-related information were included as independent variables in the research.. As part of the study, the authors utilized ANCOVAs to control for additional variables that can affect advising learning outcomes, such as personal or institutional characteristics. Students who met with an advisor in a formal advising system and students who had more contacts with an advisor were expected to score higher on all eight learning objectives than those who had fewer meetings.

For all eight learning outcomes, students who obtained information about necessary courses from an advisor performed better than those who used official tools or sought help from non-advisors. The authors argued that students who saw advisers, engaged with them frequently, and consulted with them rather than using official advising resources or other students to select necessary courses reported better knowledge and attitudes predictive of success.

Advising style opinions and preferences of students and advisers were explored by Jordan (2012). Among the most important findings for advisers, according to Jordan (2012), were the disparities across advisor types in terms of preference for advising style offered and preferred. In contrast to faculty advisers, professional advisers took a more developing approach to their work. College, gender and classification, and race/ethnicity were "important findings" connected to students' advising experiences (Jordan 2012). Women and white students expressed a preference for advisers who focus on personal development.

According to Dunning (2013), the relationship between advising and retention may be explained in part by students' positive views of their advising, and he also explores which advising model has the most potential for this outcome. Dunning (2013) found that students who were guided in an organized manner performed better than those who were advised in an unorganized manner. Student social integration, advising help, and retention were better served by the central approach, according to Dunning (2013). According to the centralized approach, a higher percentage of freshmen reported meeting with an advisor more frequently than usual (four to five times during their freshman year). Also according to Dunning (2013), a student's propensity to return for the next year of study was more significant under the decentralized approach.

Undergraduate student service quality perceptions have been shown to affect student retention in the first two years of study, according to Sickler (2013). Sickler surveyed a wide range of campus services in an effort to ascertain how satisfied students were with their overall experience at the university. Analyzing subscale components, Sickler found a one-factor model with the factor of academic (features like course offerings and academic advisors) best predicting student retention. Students' overall satisfaction with the institution was a significant predictor of student retention, campus services and the overall campus environment predicted overall student satisfaction, and understanding which factors played significant roles in predicting overall student satisfaction was critical to successful campus improvement activities.

Advising Programs and Students Success

Advisers are rarely evaluated outside of the context of meeting accrediting standards, which institutions must do on a regular basis. Evaluations and assessments are employed throughout the higher education (HE) sector in a scattering, but there is no consistent approach to evaluating and monitoring performance of advisers against key performance indicators (KPIs). Another severe problem with attempting to keep and engage kids is that it provides an uncertain path for them to follow. Aside from ticking off classes, few schools analyze their curriculum beyond "recording" the history of student advice. Regardless of whether a student is counseled by a faculty member or a designated adviser, the importance of advising students cannot be overstated. Advisers can have a substantial impact on a student's academic career by influencing whether or not the student is able to complete their degree and remain in school. Nearly a third of college students say they do not have a faculty or advising staff advisor (Hu, et al., 2012).

This is a surprising occurrence, given the impact on students and the dearth of advisors with sufficient experience. This is an alarming statistic since it indicates that these students are taking charge of their own advice. Advisers are able to direct students to this area instead of meeting with the student because of the growth of online access to course scheduling assets. Aside from allowing students to check off their course requirements, this approach provides little or no benefit to students during their degree plan journey, and by its very nature, it doesn't encourage student retention with the school (Light, 2004).

However, even with an advisor assigned to them, students are not assured to receive the guidance they need in order to make informed decisions about their academic and future plans (Cashin, 1996). Academic requirements, referrals to useful resources, assistance in identifying hurdles, and assistance in exploring career alternatives were less than 40 percent of university students' experiences with their advisors (Hu, et al., 2012).

Most students said stated that their advisors lasted 15 minutes or less, and just around half of them considered this was enough time (Alexitch, L.R., 2006). A limited time frame makes it impossible to effectively address the degree plan and connections faced by students, or to delve into a way in which the student can investigate school connection routes or other essential components of their academic journey. Students wanted to chat more about career planning and academic challenges than usual during an advising session, which typically concentrated on scheduling registration and general administrative procedures (Rumberger, 2006).

Student advisors have numerous challenges, not the least of which is a lack of official and documented evaluations of advisors and training on the impact of advice on graduation and retention rates (Oja, 2012).

To help students succeed in college, advisors teach them how to deal with the different obstacles and opportunities that come in a college setting, which can have an impact on student retention and graduation rates, as well as how connected they feel to the university. Advising Academic advisers who are perceived to be: (1) available/accessible, (2) knowledgeable/helpful, (3) personable/approachable, and (4) counselors/mentors are most valued by students (Alexitch, L.R., 2006).

This research shows that students who work with these counselors are more likely to graduate and stay in school. There should not be a "paper" relationship between academic advisors and students, nor should it be solely an administrative job to acquire signatures to arrange classes (Ender, et. al., 1982).

The problem is that many institutions follow this approach without paying enough attention to degree completion, student retention issues, or the degree of connectivity to the university until it is usually too late to make a difference for many students, if at all they are not alone. The development of relationships that ensure that at least one instructor has enough close contact with each student to assess and impact the quality of that student's educational experience is feasible (Winston, et al., 1984). Most college students start off without a clear idea of what they want to do in life, and they often struggle to find their footing (Chen, 2012).

Approximately 20% to 30% of students drop out of college for academic reasons, according to Tinto (1987), but the remaining 70% to 80% of students leave for a variety of reasons. These figures are consistent with the low student retention rate. College can be overwhelming for students who aren't fully prepared for the intellectual and social shift that is demanded of them, just like those who frequently alter their goals or majors while in college (Tinto, 1987). These issues can

be addressed by an extensive student advising program that helps students focus and connect to the institution.

Students who are unable to make a decision on their academic future are more likely to drop out of school. This is an area where better advice can have a positive impact on student degree completion. Those students who don't get enough one-on-one guidance are more likely to drop out of school than those who are mismatched between their interests and the institution's mission, course loads and program offerings (Tinto, 1987).

Students are more likely to drop out of school if they don't communicate with the instructors and other members of the campus community (Chen, 2012). Students are more likely to succeed academically if they have a specific job objective in mind after graduation (Alkandari, 2012).

It's possible to accomplish this if schools develop advising services that go beyond the basic checklists of course loads and other fundamental administrative tasks. Advisers should devote more time to degree-to-career discovery and ongoing talks regarding the student's career concentration in their advising relationships. Student retention can be improved with the implementation of an early warning system for student counseling, according to Hu (2011).

There was an increase in student engagement and retention among those who got academic and career guidance on their classes and goals (Thomasson, 2007). Career-oriented students are more likely to return for the next semester, and they are also more likely to feel a strong sense of belonging at the university. Instead of requiring students to give up their past relationships and cultural norms, professors should aid students in modifying their relationships and enabling them to become bi-cultural (Alexitch, L.R., 2006).

Conclusion

Since the beginning of higher education, the field of academic advising has expanded and developed into a booming profession with a growing research basis. At a significant number of post-secondary schools, professional advising jobs are receiving a lot of attention and investment. However, there has been little study done to comprehensively analyze the impact of advisor type and specifically professional advisers on student retention, despite numerous studies linking competent advising to enhanced student retention rates. This study aimed to contribute to the knowledge base that college and university administrators use to make decisions about student retention, persistence, and completion strategies and investments.

Students' graduation rates have been historically low, and this study looked at how advising can improve those rates and what other factors can help students stay in school. It also looked at strategies to make students feel more connected to the college of business. Another consideration was whether or not the "do-it-yourself" advice procedure may help reduce the tendency toward problematic self-advice. By employing technology to enrich and document "history" of advising relationship, this issue was addressed successfully. As a result of this study, advisers will be able to better understand how to improve each student's advising session based on the three essential elements identified. The advisers will benefit from the capacity to reduce the impact of self-advisement and use technology to prevent students from getting into trouble or taking classes they don't need.

Examining the overall advisement program presented a variety of fascinating characteristics, which was a major emphasis of this study. The existing choppy and ambiguous advising procedure can be eliminated by first building a more engaging advisement process. As a result, advisers are able to foster a more intimate relationship with their students, encouraging them to focus on the journey rather than the destination. In particular, college advice has a significant impact on students' overall achievement. The findings of this study reveal the need of supporting students all the way through their degree completion and investing more time in student engagement in order to keep them on campus. A link was also found between the amount of time spent with students and their retention, degree completion, and overall sense of belonging to the university, according to the results of the study. The researcher is certain that all of the research questions, related to this study, have been answered and that this study can serve as a model for universities around the world.

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