

Impact of Time in Advising Sessions on Overall Satisfaction of Advising at UofSC

Quick Findings

Research suggests that students are more satisfied with academic advising when their advising sessions last 30 minutes or longer.

Summary

Decades of research on academic advising has linked high-quality advising to overall student satisfaction with their colleges and universities, retention, and other positive outcomes (Kuh et al., 2005, Pasacrella & Terenzini, 1991, Winston et al., 1984). According to Kerr and King (2005), “academic advising is perhaps the most important way that first-year students interact with a representative of the institution (p. 320).” In fact, Light (2001) suggests that “good advising may be the single most underestimated characteristic of a successful college experience. Since fall 2014, the University of South Carolina has undertaken several measures to improve the student experience in advising. One consistent standard for advising at UofSC has been to guarantee students at least 30 minute appointments in academic advising.

Data from the 2019 Academic Advising Student Survey were analyzed to determine the impact of advising session duration on overall student satisfaction with advising.

The Academic Advising Student Survey is administered to a stratified random sample of students at the University of South Carolina during the spring semester of odd years. In spring 2019, the instrument was sent to 12,000 students and yielded an 11% response rate (n=1,087). In spring 2019, the instrument was sent to 12,000 and yielded an 11% response rate (n=1,087). The dataset was coded to include a variable that indicated if a student’s most recent advising session was less than or greater than 30 minutes. In spring 2019, 907 students indicated their most recent advising session was less than 30 minutes long while 180 students’ most recent advisement lasted longer than 30 minutes. The data was analyzed to find difference in means on overall satisfaction with advising between students whose advisement lasted less than 30 minutes and those whose advisement lasted longer than 30 minutes. An independent samples T-test yielded significant differences in overall satisfaction with advising for students whose advisement was 30 minutes or longer ($M=3.38, SD=0.59$) and students whose recent advisement session was shorter than 30 minutes ($M=2.82, SD=0.34$); $t(1085) = -6.908, p = .000$.

