

Impact of Advisor Discussing Career Opportunities and Graduate School on Overall Satisfaction with Advising at UofSC

Quick Findings

Research suggests that students report greater overall satisfaction with academic advising when they discuss career opportunities and graduate school with their academic advisor.

Summary

As the only professional at the University of South Carolina that all students are required to meet with at least once each semester, advisors play a significant role in helping students making meaning of the curriculum and plan for their futures. In fact, academic advisors may be the first and most significant representatives of the university who have an opportunity to engage students in future planning, including both post-college employment and graduate school (Damminger and Rakes, 2017). With a myriad of resources, including the UofSC Career Center at their disposal, do students want to discuss careers and graduate school with their academic advisor?

Data from the 2019 Academic Advising Student Survey were analyzed to determine the impact of advisors discussing career opportunities and graduate school 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). The dataset was coded to include a variable that indicated whether advisors had career opportunities and graduate school during advisement. In spring 2019, 666 students indicated their advisor had discussed careers and graduate school while 421 students reported that their advisor had not discussed career opportunities and graduate school. The data was analyzed to find difference in means on overall satisfaction with advising between students whose advisors had the post-college opportunities and those whose advisors had not. An independent samples T-test yielded significant differences in overall satisfaction with advising for students who engaged in conversations about careers and graduate school ($M=3.43$, $SD=0.92$) and students who had not ($M=2.12$, $SD=0.67$); $t(1,085)=-27.10$, $p =.000$.

