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Evaluation and Improvement of an Advisory Program

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Walden University
2014

Abstract

Evaluation and Improvement of an Advisory Program

by

John W. Van Ornum

MS, Brigham Young University, 1989

BS, Brigham Young University, 1987

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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December 2014

Abstract

This project study investigated the effectiveness of a student advising program at a rural high school in Hawaii. The advisory program was implemented to help students track their progress and prepare them for post-high school college and career choices, yet the program's implementation had not been evaluated. Guided by Erickson's theoretical framework, this quantitative study examined advisory participants' perceptions of (a) student-advisor relationships, (b) assistance in making post-high school plans, (c) advisor content knowledge, and (d) recommendations for program improvement. A descriptive survey was given to advisors ($n = 28$) and a random sample of advisees ($n = 145$). Descriptive survey data indicated that the advisors and advisees perceived the advisory program improved student relationships with adults and the development of post-high school plans. Further, comparative analyses using independent-samples t tests found no statistically significant differences in the responses between the advisor and advisee groups in terms of relationships and developing post-high school plans. Advisors indicated that they needed more training, more time to plan, and that program evaluations should be shared at a faculty meeting. Based on these findings, it is recommended that the advisory program be continued, and that additional, ongoing training and planning time be provided to program advisors. Improvements to the advisory program will help school administrators and program advisors provide services that will better prepare advisory students for post-high school educational and career choices, thus promoting positive social change.

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Section 1: The Problem

Introduction

A landmark report titled, *A Nation at Risk: The Imperative for Educational*

Reform was instrumental in describing the state of public education. In this report,

published by the National Commission of Excellence in Education (Gardner, 1983), the

authors indicated there was a continued concern about the quality of public education in

the United States. The commission described apprehension indicating American

education has been weakened by decreased homework, lowered incidence of high school

students taking college preparatory classes, and diluted curriculum. The seriousness of

the problem was underscored by the Commission's anxiety indicating mediocrity in our

schools could ultimately affect our national security.

Following this report, the Center on Organization and Restructuring of Schools

(1995) published their *Successful School Restructuring* document and educational reform

was begun. Their outlined points to consider were based on research of over 24

significantly restructured schools, 10,000 students, and 8,000 teachers. Important parts of

this document indicated site-based management, shared decision-making; organizational

teams of students and teachers, common planning time for teachers, student participation

in multiyear advisories, heterogeneous student class groupings, enrollment based on

student/parent choice versus residential location, better trained teachers, and more contact

hours within the school day were priorities.

Continuing this firestorm of activity, President Bush signed the No Child Left

Behind Act into law in 2001. Basic tenets of the law addressed unequal education for

minorities, restructuring of outdated, *factory-model* high schools, focus on improvement of test scores, more educational choices for students, and ensuring that students are taught by qualified teachers (Darling-Hammond, Ancess, & Ort, 2002).

During this time (2001) researchers showed schools are structured focusing more on controlling behavior rather than building a community (Darling-Hammond, Ancess, & Ort, 2002). In these schools overworked teachers and counselors attempt to serve the personal needs of hundreds of students. Unfortunately, this model has produced an environment where teenagers are left fighting to find connections instead of concentrating on knowledge and skill acquisition. As student's educational needs change, so should the role of guidance in public education.

Myrick (1990) noted three approaches to guidance, (a) The crisis approach, where problems are addressed as they are revealed, (b) The prevention approach, based on providing special services to high-risk student populations, and (c) The developmental approach, based on individual needs in response to growth stages and cognitive development. Advisory programs should be built using the developmental model. Using this model educator's help to meet the student's needs as they grow and develop. Smaller advisory classes take more resources and time but may help to produce a more appropriate program for today's students.

The advent of this new high-tech society has placed pressure on our assembly-line method of teaching (Myrick, 1990; Oliver, 2010). Industrialization and conformity to specific knowledge-based jobs are decreasing, as globalization and changing communities require more collaborative efforts and personalization to address problems.

Darling-Hammond, Ancess, and Ort (2002) noted smaller schools produce students who exhibit higher achievement, lower dropout rates, less incidents of violence, and more participation in school activities. In addition, several researchers recommend schools include an advisory program to personalize education enhancing the smaller school experience (Anfara, 2006; Keefe, 2007; Legters, Balfanz, & McPartland, 2002; Yonezawa, McClure, & Jones, 2012). The National Education Longitudinal Study of 820 schools found schools within their sample that restructured to create smaller units to personalize education exhibited improved achievement profiles (Darling-Hammond, Ancess, & Ort, 2002).

In terms of a more global view, a search of the literature revealed increased numbers of high school students worldwide are exhibiting indications of developmental challenges. In response to this problem, governments are mandating policies for schools to aid in the development of the *whole child* (Lam & Hui, 2010). For example, in Britain the UK Children Act of 2004 directs schools to expand their responsibility to care for the emotional wellbeing of their students (Lam & Hui, 2010). In Israel, research findings guided the formation of directives to help with the clinical and psychological impacts on students in educational settings (Lam & Hui, 2010). Australian schools have implemented a program titled Mind Matters. This is a national whole-school mental health promotion program working to address the needs of Australian students (Wyn, Cahill, Holdsworth, Rowling, & Carson, 2000). Finally, in Hong Kong a whole–school educational approach was mandated to help students with personal and social development (Hui, 2002).

Like their mainland U. S. counterparts Hawaii's schools have been plagued by poor performances on state tests in English and Mathematics. Ninety out of 287 schools in Hawaii are being restructured to help improve student test scores in an effort to meet federal educational benchmarks (Dessoff, 2010). Hawaii has taken several strides to improve student achievement to prepare graduates for the transition out of high school. It has increased the number of credits required for graduation from 22 to 24 for a standard diploma and from 24 to 25 for a Hawaii Board of Education Recognition Diploma (*"Building Transitions from High School"*, n.d.). In 2005 the Hawaii legislature created the Center for School Redesign at the University Hawaii at Manoa, offering technical support for public high schools to aid in the development of smaller learning communities. Additional initiatives are the High Schools That Work (HSTW) research–based initiative that helps schools to improve curricular rigor, and Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) program to increase the number of students prepared to enter college (*"Building Transitions from High School"*, n.d.).

Hawaii's answer to the ongoing dilemma of student mental health and transition out of high school has been the personal transition plan. The State of Hawaii, Board of Education passed policy 4540 in their *High School Graduation Requirements and Commencement* section mandating that all high school students must complete a Personal Transition Plan (PTP) beginning the 2009-2010 school year. This plan was designed to assist students in making decisions regarding their academic emphasis during high school

and to formulate plans for post high school movement towards a career or vocation (Hawaii State Department of Education, 2007).

Some of Hawaii's high schools have adopted a student advisory program housing PTP, in addition to a senior project, and other learning opportunities used to enhance the student's experience during the high school years. Moanalua High School first put into practice its Career and Academic Planning (CAP) program in 1997 (Hawaii State Department of Education, 2011). This program helps students make decisions about postsecondary plans and aids in the completion the PTP graduation requirement. In this program 25 high school students meet one time per week for 35 minutes with their advisory teacher for 4 years.

King Kekaulike High School has also implemented an advisory program with the PTP graduation requirement. Students meet every Wednesday and Friday for 30 minutes with their advisor to work on social, civic, economic skills, and post high school planning (*"King Kekaulike Focus On Learning: Self Study Report",* 2010).

Molokai High School has an advisory program imbedded with the PTP requirement. Students work on personal awareness, complex thinking skills, and career options. The products students create are a 5-year plan, a resume, a personal statement, and a career portfolio. The advisory program runs for four years and meets two times per week for 30 minutes *("Molokai High School registration packet"*, 2011).

In the Hawaii education programs previously outlined, student advising is an integral component of the Personal Transition Plan. The advisory program allows schools to personalize education and create bridges between staff and students, enabling schools

to address the emotional and transitional needs of their students. However, not all programs are equal in their effectiveness, depending on populations served and goals of each individual program. It is vital to revisit them on a regular basis to evaluate their efficacy and make evidence-based adjustments to support positive outcomes (Gewertz, 2007; Giles & Hargreaves, 2006).

Definition of the Problem

There is a problem at a rural high school in Hawaii because it is not clear if the student advisory program is meeting its goals. It is also uncertain what information is being used to improve the program. There was a yearly evaluation for students and faculty, consisting of four questions: two Likert-type questions and two open-ended questions, based on two program goals. However, it was not clear what statistical methods are used to compute the results. In addition, there was no evidence in regard to the reliability and validity of the current survey. No analysis was completed to evaluate these qualities. The school's continued inability to make Adequate Yearly Progress benchmarks as determined by the federal government may be a result of an ineffective advisory program.

As a faculty member I have observed that there was no information shared with faculty on how the evaluations are supporting improvement in the program. In addition, there were no formative evaluations throughout the school year. Portions of some faculty meetings were used to support faculty suggestions for program improvement. However, it is not known how or if these suggestions were used.

The advisory program at Molokai High School needs a valid and reliable evaluation to help achieve its pre-described outcomes. The purpose of this program evaluation was: (a) to determine whether or not this program is achieving its goals; (b) to identify weaknesses in the current goals, outcomes assessment process, communication of the current survey results to faculty and staff; and (c) to propose suggestions for improvement. The stated goals of the program were: (a) to help students form post-high school plans, and (b) to help students establish a working relationship with a significant adult on campus (*"Molokai Advisory Program Survey"*, 2011).

First, I conducted a new quantitative survey of the entire faculty and support personnel who teach advisory classes. These individuals were surveyed because they have direct and ongoing involvement with this program. Second, I conducted a quantitative survey of students enrolled in randomly selected high school advisory classes. The students were included in this program evaluation because they are the beneficiaries of this curriculum.

I assessed these surveys for reliability and validity, and calculated the results by using a computerized statistical program. The results analyzed if the program goals had been met, and also identified program weaknesses. Recommendations for improvement were issued based on these data analysis and current research.

The importance of continued evaluation of school programs has been cited numerous times in the literature (Gewertz, 2007; Giles & Hargreaves, 2006; *"San Diego Met High School: Personalization as a Foundation"*, 2010). Assessment and accountability should be built into the program model using several formative and

summative indices (Gewertz, 2007; Giles & Hargreaves, 2006; *"San Diego Met High School: Personalization as a Foundation",* 2010). Ongoing evaluations are the hallmark of a good program because there purpose is to seek for continuous improvement in meeting program goals. Instruments should be varied in their application, to produce more definitive and supportive results.

<div align="center">**Rationale**</div>

Evidence of the Problem at the Local Level

While school and student performances have been identified as points of major importance by the federal legislative effort of the No Child Left Behind Act of 2001 (NCLB: PL 107-110), state governments have responded by requiring all students to take yearly state assessments aligned with common core standards (Azin & Resendez, 2008; Cochran-Smith, 2005; Jennings & Rentner, 2006). Adequate yearly progress (AYP) is a designation of a school by the federal government that is successfully raising achievement levels each year towards the goal of 100% by 2014 (Azin & Resendez). Schools are required to collect and report data from state tests and use them to determine AYP, as required by NCLB (Cochran-Smith, 2005). If schools are not meeting these standards, then they are placed in a category designed to improve their performances.

A review of Molokai High School status and improvement reports for the past 5 years has shown faculty and administration at this school were unable to help the school make AYP. This school has responded to the challenge by continually adding new programs in an effort to boost achievement scores; however the improved scores were not enough to make AYP benchmarks. Consequently the school has been placed in

restructuring and is receiving additional assistance from an outside provider (Hawaii State Department of Education, 2009-10). The Personal Transition Plan (PTP), Silent Sustained Reading (SSR), Kid Talk, Ohana Night, and Advisory programs have been somewhat successful in addressing the achievement challenge. Nevertheless there is more that must be done to bring this school out of restructuring to achieve AYP.

Molokai High School evaluation data on the advisory program include a four question summative evaluation. It is uncertain whether the instrument has been tested for validity and reliability. The results have not been shared with faculty members. The program was administered primarily by the registrar with variable input from faculty. It was guided by a curricular outline but did not show evidence of research supporting each unit. Students may not have fully understood the advisory program's goals. Parents may not have been aware of this program. A small number of informational meetings were held to help them understand the importance of advisory. The training of advisors by the registrar was been limited to an outline of how the program documents work and where they can be accessed. There was negligible training to instruct teachers on how to work as an advisor. The program was modified on a yearly basis. However, it was unclear what principles or research findings support these modifications.

Evidence of the Problem from the Professional Literature

Researchers (Manning and Saddlemire, 1998; McClure, Yonezawa & Jones, 2010; Tocci, Hochman, and Allen, 2005) have outlined typical problems with various advisory programs throughout the country. In particular, several reasons have been presented why teachers resist advisory programs and why such programs eventually fail.

Researchers have shown that many administrators may not be interested, most teachers have had little formal preparation or professional development for service as an advisor, teachers do not have time to plan for an advisory, and teachers would rather spend time on subject preparation (Tocci, Hochman, & Allen, 2005).

Furthermore, challenges to successful programs are preparing teachers as advisors, creating time blocks for advisories, balancing teacher work load, notification and explanation of advisory to parents, construction of the program model based on research and scholarly writings, and the cultivation of teacher, parent, student input (Brown & Anafara, 2001; Johnson, 2009; Lee & Saddlemire, 1998). The problems I have outlined may exist in varied settings depending on several factors. It is the responsibility of each institution to evaluate its program to determine which problems exist and then create plans for addressing them.

Definitions

Adequate yearly progress (AYP): State defined minimum levels of improvement on standardized tests for each school (United States Department of Education, n.d.).

Advisory: A school program that helps students meet graduation requirements, assist with social skills and problems, and generate student plans for transition from high school to a college or career. This program insures each student will have at least one adult who knows him or her well (McClure, Yonezawa, & Jones, 2010).

College and career ready: Content knowledge and skills high school students must have to be successful in future college and career performances (Strauss, 2010).

Hawaii state assessment (HSA): An annual test given to each Hawaii student in grades 3, 8, and 10. The objectives of the HSA are to meet or exceed the benchmarks of NCLB, measure student performance (reading, math, and science) in relation to the Hawaii Content and Performance Standards, and provide information to students, schools, complex areas, and state department of education (Hawaii State Department of Education, 2014).

Highly Qualified- Teachers with an earned bachelor's degree and state certification for licensure as a teacher in designated content area ("No Child Left Behind", 2004).

In Need of Improvement- A Title I school that does not make AYP for two years in succession. Specific support is initiated and consequences may be applied based on the school's year of improvement status. Consequences include (a) Failure to meet AYP for two consecutive years: students offered a choice of transferring to another public school, (b) Failure to meet AYP for three consecutive years: students offered transfer privileges, supplemental educational services (including private tutoring), (c) School did not meet AYP for four consecutive years: Same as above including school corrective actions, that may include replacing staff and/or implementing a new curriculum, (d) Failure to meet AYP for five or six consecutive years: Same as above including restructuring and governance changes ("No Child Left Behind", 2004)

No Child Left Behind Act of 2001 (NCLB)- Signed into law by President Bush. This law was designed to bring students up to a proficient level in state tests (reading and math) by 2013-2014 by holding states and schools accountable for the results. Additionally, NCLB requires all districts and schools receiving Title I (35% of the student body classified as

low-income) funds from the federal government to meet AYP as defined by each state. If

schools fail to meet AYP for two or more years they are classified as schools *in need of*

improvement. Schools must also hire teachers that are *highly qualified* to teach academic

core subjects ("The No Child Left Behind", 2004).

Title 1 School- Thirty five percent of the student body classified as low income. Largest

federally funded program designed to help reduce the achievement disparity between low

income and other students (United States Department of Education, n.d.).

Significance

In addressing the mandates of the No Child Left Behind Act (NCLB) of 2001 and

accreditation, schools are in the process of continued development and implementation of

school improvement plans (Fernandez, 2009). These plans may encompass several

reform initiatives and pedagogical activities ultimately designed to improve the education

of its students. Fernandez (2009) suggested there is a strong correlation between the

strength of school planning and student performances in math and reading. Since school

status, as designated by AYP of NCLB, is dependent on these two scores on state tests it

behooves individual schools to address planning and programs for continued

improvement.

The significance of the evaluation of an educational program stems from the

administration and faculty interest in assessing how it helps their students (Hogan, 2007).

Government decentralization has placed more responsibility on individual schools to

determine the value of programs that service the student population. Educational

programs that affect the educational status of populations served are of major importance

and need to be continually reviewed. Educational programs are based on trial and error and personal testimonies have not proven to be effective. Lawmakers and educators require valid and reliable data to show if a program is working to help support informed improvements.

The advisory program at Molokai High School needs a valid and reliable evaluation to help achieve its pre-described outcomes. The major focus of this program is to enable students to move successfully from high school to a college or career (Hawaii State Department of Education, 2011). If the student advisory program can be evaluated and improved, it may help to bring the school out of restructuring. In addition, the evaluations and improvements may better prepare students to become *college and career ready* as defined by NCLB.

Fisher (2010) outlined evaluative parameters may determine the success or failure of a program. Three of the parameters which apply to this research are: (a) the relevance index, evaluating program objectives; (b) the effectiveness index, evaluating achievement of objectives; and (c) the program's sustainability, evaluating long-term fitness.

Guiding/Research Questions

Findings from research (Johnson, 2009; Makkonen, 2004) have shown educational programs that are not based on measureable outcomes and not consistently evaluated do not serve their purposes and sometimes fail. Public high schools must use sound research methods in evaluating their programs, so they can improve their practice to meet the requirements of NCLB.

The purpose of this research was to evaluate the advisory program at Molokai High School. This evaluation provided data that will encourage dialogue by the faculty about the advisory services and whether or not these services need to be adapted or changed. This research may be what is needed to help this school achieve AYP. This research may also be the beginning of more formal program evaluations helping to improve the overall profile of this institution. Finally, this research will add to the body of knowledge regarding these programs at rural schools across the state of Hawaii.

In my review of current research, I showed a deficit in empirical data collected on public school advisory programs (e.g., Makkonen, 2004). This is especially true regarding rural high schools in the state of Hawaii. This research may be able to begin a trend that could improve school practice across the state and possibly continue into other rural areas across the nation.

<div align="center">

Research Questions

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The research questions will guide in the preparation of the survey instrument and the collection of data. Faculty members, administration, and adult support personnel were chosen as the population to be surveyed because they are the individuals that administer the program to the students and evaluate their performances. In addition, students from randomly selected classes at all high school grade levels were surveyed. The research questions were:

1. To what degree do participants perceive that the advisory program helped

   students establish a relationship with a significant adult on campus?

2. To what degree do participants perceive that the program helped them form

post-high school plans?

3. To what degree do participants perceive that advisors are knowledgeable about

advisory course content? (content knowledge and training)

4. To what degree do advisors and their advisees share similar perceptions of the

advisory program in terms of relationships and forming post-high school

plans?

5. How can this advisory program be improved?

Review of Literature

This literature review discusses the Erickson's adolescent theoretical framework

and how it applies to the creation of advisory programs. It also provides further

justification for the creation of these programs. The review continues with discussion

concerning teacher-training, use of advisories, and differing advisory models based on

needs of the school and community. Databases searched included Academic Research

Complete, Education Research Complete, ERIC, and Google Scholar. Some of the

keywords used in this search included advisory programs, advisory models, high school

advisory programs, and adolescent theoretical framework.

Adolescent Theoretical Framework

According to Erickson (1972) one of the high school student's primary tasks is to

construct an identity. Erickson's (1980) psychosocial theory describes identity

development in a social context, suggesting that through meaningful interactions with

others children develop towards adulthood. Searching for identity can result in

developing progression of experimental roles towards a goal that is not readily apparent (Kilmstra, Hale, Raaijmakers, Branje, & Meeus, 2010). Teens search for avenues of expression and interest hopefully leading to match based on their own individual characteristics.

All through the high school years, adolescents affirm identity by making choices that lead to commitments (Lannegrand-Willems & Bosna, 2006). Numerous academic and career tracks are experienced, choices are made, eventually leading to a career. Throughout this process students adapt to the context of the school, developing an experience, and in the process decide on a direction (Lannegrand-Willems & Bosna, 2006). One of the teacher's functions is to help students construct identities, shaping the educational environment to achieve academic goals (Harrell-Levy & Kerpelman, 2010). The role of the advisor/teacher may function as a pivotal key in the development of the individual. As this process is executed, students add their experiences in this environment. However, during this time they are not always willing to engage in identity exploration and choice (Harrell-Levy & Kerpelman, 2010). It is the student's teacher who has the most contact and influence on the student during the school years.

As discussed by Adams and Montemayor (1983), Erickson theorized each society places a timetable for the completion of an identity. This leads to identity crisis conventions punctuated by normative behaviors. As crises are overcome new challenges surface to reinvent this cycle. Although Erickson, and many others, agreed life is a series of challenges, adolescence is a particularly difficult time in this progression.

In my survey of literature, I discovered the prefrontal cortex of the adolescent brain is not fully developed leading to a loss of impulse control (Beckman 2004; Giedd, 2004). Researchers further indicated the prefrontal cortex may not fully developed until age twenty-five (Beckman 2004; Giedd, 2004). Neural messages may promote risk taking because the brain's amygdala, the portion of the brain responsible for emotion, is not regulated by the prefrontal cortex (Beckman 2004; Geidd, 2004). This being the case it is important for schools and parents to assist high school students during this critical time in their development.

Advisory programs can help adolescents with this difficult time period by providing direction to help students continue on a positive path towards adulthood.

Creation of Advisory Programs

Advisory programs were created in many schools across the nation to help with the problems pertaining to the adolescent time period. Researchers have shown the American culture has changed. There is an increase in single parent households, more children growing up impoverished, an increase in teenage pregnancy rates, an increase in dropout rates, and many youth experimenting with illegal drugs contributing to problems in adolescent life (Myrick, 1990). To help with these problems the concept of *distributed counseling or advisory* enables students to receive more contact time with a caring adult to help them with mentoring and guidance (Manning & Saddlemire, 1998; Tocci, Hochman, & Allen, 2005, Meloro, 2005, Gata & McCabe, 1997). Supporting this concept Van Ryzin (2010) indicated "supportive teacher-student relationships can enhance

student motivation, engagement, prosocial behavior, and academic achievement" (p. 131).

Cole (1992) wrote a "dominant developmental characteristic of early adolescence is the herd instinct" (p. 11). Adolescents have a strong desire to belong to a group. This is demonstrated particularly by this group's need to follow trends and carry some kind of prestige (Cole, 1992). It has also been noted that these groups do not necessarily exclude adults, but they do prefer the adults not be their parents (Cole, 1992). Since this characteristic is part of adolescent life, it may provide an impetus for small group counseling as a means of support for this age group.

Interestingly Myrick (1990) indicated that the "effective teachers have the same perceived characteristics as effective guidance and counseling specialists." (p. 15). Characteristics include being able to empathize with the student's point of view; personalization of educational experiences; being able to facilitate class discussions for students; being able to establish a relationship with students and parents; and promoting a positive learning environment (Myrick, 1990). Surveys have shown that adolescents go to their friends first then to relatives and teachers when having problems (Myrick, 1990). Adolescents will seek help from the people they see every day.

School counselors are not necessarily the student's first choice in seeking help (Myrick, 1990). It has been noted that counselors lack the visibility that teachers do, and there image appears more administrative and authoritarian (Myrick, 1990). Teachers have a history of helping students; going to academic competitions; chaperoning school events; and attending meetings and conferences (Myrick, 1990). However, teachers are

encumbered by busy schedules and do not always have time to spend with individual students. This is especially true at the high school level. As a result this problem forces teachers to pay attention to some students more than others (Myrick, 1990).

Myrick (1990) stated that a request for an advisory program in schools was supported by a Missouri survey. Results of this survey showed that 48 percent of students did not have a conversation with a school counselor regarding future plans post high school. Additionally almost half of the students felt they did not know a teacher well enough to disclose school problems (Myrick, 1990).

The advisory model started in middle schools. These schools followed elementary schools placing emphasis on developmental guidance (Myrick, 1990). The teachers in elementary schools have greater contact time with students enabling them to address guidance and counseling needs (Myrick, 1990). As students transition into middle school environment they are exposed to many more teachers and a larger student body. This change may he promote the loss of the student/teacher personal connection. Progress away from self-contained classrooms has moved teachers to collaborate as teams as students are placed in advisory homerooms (Myrick, 1990). The transition from middle to high school presents similar problems for students, and in some schools personal contacts with faculty by students is minimal at best.

I have presented evidence that student-teacher relationships provide benefits for the students the students; however, the teachers must also benefit from this association. For many years, teachers have been faced with disruptive, disrespectful, tardy students who lie, cheat, and use coarse language (Myrick, 1990). Students are unmotivated,

depressed, withdrawn, and discouraged. Teachers and school personnel are faced with problems that cannot be solved. Many teachers have become discouraged and considered leaving the profession (Myrick, 1990). Teachers who have considered leaving did not because of the relationships they have built with the students (Myrick, 1990). There is an intrinsic reward for the teacher as they teach young people. Advisory programs provide a venue to build reciprocal relationships benefitting students, teachers, and ultimately the school.

Overall some teachers find it hard to connect to large groups, for this reason a smaller group setting for advisory was chosen (Cole, 1992). The development of positive connections is improved in a smaller group because it is easier for the teacher to address each concern. If the advisory was structured with larger classroom sizes many of the student's needs may not be met (Cole, 1992). Typically advisors consist of teachers, librarians, administrators, counselors, and specialists (Cole, 1992). Community members and industry professionals may serve as resource persons or guest speakers for specific career topics (Cole, 1992). In addition, school committees from representative groups may be formed to coordinate the direction of advisory programs.

Advisors should be trained in the use of questioning methods and reflective techniques to help in restating student thoughts, helping to provide an avenue for continued conversations (Cole, 1992). Advisors must also learn to identify unusual behaviors and refer students to appropriate support personnel (Cole, 1992).

Schools may use advisories for sustained silent reading, current events, relationship-building activities, assemblies, and administrative activities (Cole, 1992).

While advisory models vary according to needs, some students meet advisors daily for homeroom activities, and then again for an extended time two times per week to accomplish more meaningful activities (Cole, 1992). During sustained silent reading teachers may provide reading materials for students. Relationship building activities could involve personal concerns of students, instructional and academic concerns, school concerns (rules, policies and procedures, behavior expectations, and mitigating conflicts), and career education (Cole, 1992).

Advisory learning activities should be based on developmental and academic needs of students (Cole, 1992). Objectives may be determined and adjusted as student needs arise. Commercial programs are available, however, many are generalized to a particular age group and do not address individual school and community challenges (Cole, 1992). Many good programs borrow from other successful programs, make their own activities, and modify purchased materials. Activities that move away from paper-and pencil formats prove to have superior results (Cole, 1992).

Many schools rely on the counselor or other individuals to coordinate the advisory program (Cole, 1992). Committees may be appointed to help make decisions. Prepared activities relieve teachers of burdensome extra work and copies provided by coordinators greatly improve the administration of the program (Cole, 1992).

It is important to redefine counselors' role to compliment the advisory system. Counselors may finally be free to address more serious individual problems, support advisory in an administrative capacity, and individually interview seniors to insure graduation requirements are achieved (Hampton & Graham, 1979). Counselors may

assist teachers by co-leading lessons (Myrick, 1990). In this way, teachers learn how to administer the program, while still maintaining authoritative control over their students. Counselors may also serve as consultants and help to organize a *peer facilitator training program* (Myrick, 1990, p.24). This program would be especially helpful as new teachers are hired.

Students assigned to advisors follow individual school protocols. Some schools allow students to select advisors during registration, while other school registrars randomly assign students equalizing gender, race, and academic performance (Myrick, 1990). In addition, trends indicate that some school registrars assign students to one advisor for all four years. They believe that advisors will build a better relationship with each succeeding year. Other school leaders rotate advisors each year, changing peer groups, allowing for a more heterogeneous growth experience (Myrick, 1990).

Advisory programs began as a middle school reform movement in the 1980's eventually progressing to high school settings (Manning & Saddlemire, 1998). As early as 2001 The National Association of Secondary School Principals publication indicated schools must be "more student centered…and personalized in programs and support services", and schools are expected to use data to improve and provide evidence in support of educational programs (Lachat, 2001, p. 31).

Several models exist commonly known as advisory, homeroom, guidance, teacher-based guidance, and teacher-counselor programs (Galassi, Gulledge, & Cox, 1997). Based on these differing labels six program types are outlined in the literature. They are Advocacy, which are based on adult-student relationships; Community,

focusing on group social relationships; Skills, utilizing self-management and decision making; Invigoration, promoting a relaxing diversion from the rigors of academic pursuits; Academic, enhancing study skills and academic performance and curricular plans; and Administrative, promoting school announcements and administrative functions (Galassi, Gulledge, & Cox, 1997). Many middle and high schools use a combination of these program types in their advisory program to address school and student needs.

Some high schools house a community service requirement in their advisory programs. Northern University High in Iowa begins with 15 hours in the freshman class increasing it up to 30 hours for seniors (Henriksen, Sticher, Stone, & Wagoner, 2008). This advisory program informs students of requirements for college, provides information on scholarships, and requires reflective portfolios and senior presentations (Henriksen, Sticher, Stone, & Wagoner, 2008). Each student may maintain their own folder where required program documents are filed. Documents include quarterly grade reports, aptitude assessments, four-year class enrollment plans, and career and scholarship information (Henriksen, Sticher, Stone, & Wagoner, 2008).

Additional models are based on Smaller Learning Communities proposed by the No Child Left Behind Act of 2001. Kingwood High School in Texas implemented and advisory program where noncertified personnel are teamed with teachers (Kilby, 2006). Their purpose is to involve the entire learning community in establishing and nurturing connections with students (Kilby, 2006).

Advisory Program Research

For many years public education assigned career education in a secondary position, as an unwanted add-on for students who were not college ready (Hampton & Graham, 1979). Educators and some community members devalued career education as compared to college bound students applying for professional careers. Additionally, career education was further confounded by the belief that students in this curricular offering exhibited aptitudes for technical schools (Hampton & Graham, 1979). These flawed views by the educational system disregarded the need for student self-evaluation to help set criteria for future decisions based on career interests (Hampton & Graham, 1979). Advisory programs were created to help meet new education mandates, by preparing students to be *career and college ready* (Hampton & Graham, 1979).

Several research studies have reported a good number of positive results with advisory programs with some recommendations for improvement at school sites across the country (Anafara, 2006; Borgeson, 2009; Brewer, Quirin, & Bryan, 2008; Butler, 2009; Craig, 2007; Henrie, 1992; MacLaury & Gratz, 2003; Meloro, 2005; Moeller, 2001; Poole, 2003; Shulkind, 2007). Borgeson's (2009) research revealed the goals of the advisory program were being met including beneficial interaction with advisors. Craig (2005), Henrie (1992), and McClure, Yonezawa, and Jones (2010) showed improvements in grades and behavior. Meloro (2005) reported strong advisor-advisee relationships improved the student's sense of school belonging. Shulkind's (2007) findings indicated that advisories improve students' academic performance and cultivate *student connectedness*. Poole (2003) indicated improved relationships and communication, and

MacLaury and Gratz (2003) showed advisories were successful in "enhancing their (student) perceptions of their own school behavior" (p.5).

Butler (2009) reported positive student impact on advisory groups but negligible effects on the entire school environment. His findings were mixed. His research showed some advisory groups were progressing while others were not (Butler, 2009). In addition, survey data showed that some students were not satisfied with their advisory group, and some adults were portrayed as not caring about students outside their individual advocacy groups (Butler, 2009). Finally, the issue of preparation time was viewed as an additional burden (Butler, 2009). While school-wide lessons were provided, many teachers spent more time to expand existing plans (Butler, 2009). Additional research from Johnson (2009) showed that advisories were sometimes made into homerooms. These homerooms are used as an administrative function to disseminate school information (Johnson, 2009).

Research has shown that the advisor should follow students throughout middle and high school years depending on the number of grade levels offered in a particular school (Cole, 1992). Relationships are formed and developed from repeated contacts as advisors and advisee's become familiar with each other (Cole, 1992). Schools structure advisory depending on the assessed needs of the student population; however as a general rule this class meets at least two times per week for twenty-five minutes, in groups of twelve to twenty grade level students (Cole, 1992). Schools may also form advisory groups based on career track interests and course selections. Teachers who have training and expertise in this curricular area would serve as the advisor. This grouping emphasis could promote further career exploration activities.

Support for advisory programs may be divided. There is some research that shows that twenty percent of school faculties support the program while twenty percent are opposed it (Myrick, 1990). Those in favor probably have the skills and personality to put this program in place for their benefit, as well as the students. The opposing faculty members see this program as extra work and believe that guidance should be left to the specialists (Myrick, 1990). Faculty members criticize advisory handbooks because they think the books require too many written activities (Myrick, 1990). New advisors may be unsure of their roles and lack counseling skills. Faculty advisors may see this program as another time constraint further limiting their preparation time for their regular education classes (Myrick, 1990).

Faculty members are important to the program's continuing success. Resistant faculty should receive extra training and support. Training should be implemented and ongoing until all faculty members are comfortable with the program. An external consultant is invaluable to an advisory program's success. Continued training of faculty and mentors is justified as the program evolves and improves.

Informed communities support advisory program initiatives. Brochures and newspaper articles serve to notify the community of the basic tenants of program objectives (Hampton & Graham, 1979). Public meetings that help to explain the program and recruit support within the community may support these efforts (Hampton & Graham, 1979). Informative efforts may be continued until saturation and understanding are achieved. Parents, students, and advisors should be involved conferences several times per year to help form individual student plans and solve problems (Hampton &

Graham, 1979). All materials including the student advisory folder, report cards, career track curriculum guides, and information related to colleges and careers are provided (Hampton & Graham, 1979).

If the school has two administrators, one of the two should be assigned an advisory group and rotated with the unassigned administrator on a semester basis (Myrick, 1990). The other administrator should be free to perform administrative duties. This format may help administrators and students create personal connections that serve to help prevent school problems from occurring. In addition, by using this model school administrative needs are maintained.

Myrick (1990) supports advisory meetings every day. Reasons include improved relationships and attention to daily problems advisees may develop. In addition, daily meetings allow adequate time for group and individual meetings (Myrick, 1990). Advisory must meet at least two times per week so that it does not limit the opportunities for success of the program (Myrick, 1990). Weekly meetings help students and teachers view the program as an important part of the school curriculum.

Teachers prefer to use curriculum guides to help with the advisory program (Myrick, 1990). Handbooks including prepared units are very helpful. Units may be organized by themes aligned to benchmarks. Units themes may include: "be trusted and respected; to be safe and secure; to be accepted and acquire friends; to be understood; to be able to communicate with others; to be self-confident and independent; and to be successful" (Myrick, 1990, p. 35). Teachers should have the autonomy to select which units are suited for their group and substitute with others or modify materials (Myrick,

1990). However, program objectives and benchmarks must be met in order to maintain overall conformity. Myrick (1990) lists some middle school program outcomes as: (a) to apply knowledge of school rules; (b) to understand academic requirements, graduation and how they relate to future success; (c) to demonstrate interpersonal skills with peers and adults; (d) to promote feelings of self-worth; (e) to display knowledge of employability and careers, (f) and to set future goals (p. 36). Students may also be involved in school projects during advisory and plan community service activities.

Advisor duties are listed by Myrick (1990) as: (a) know each student personally; (b) know parents and guardians and assist with communication with the school; (c) plan and use advisory lessons meeting program benchmarks; (d) and refer students to the appropriate service providers when necessary. Advisors should advocate for advisee's by smoothing out problem areas and help students secure support when needed. Advisors should also be included in parent conferences.

Myrick (1990) states teachers must learn basic skills to become competent advisors. Skills required "are: responding to students' feelings, clarifying or summarizing ideas, asking open-ended questions, complimenting and confronting, linking feelings and ideas, setting limits, and acknowledging contributions." (Myrick, 1990, p. 36) Features contributing to program success include, support from the principal, administrative knowledge of advisory programs, support and assistance from a school counselor, teacher training prior to implementation, an advisory handbook of lessons, and a committee of teachers used to evaluate the program, make decisions and provide direction to improve the program (Myrick, 1990).

There is some research indicating *feeling safe* in school enhances student learning and achievement (Meyer, 2006). A secure educational environment helps students to achieve at the highest level. Advisory programs help to provide this essential piece. An evaluation of advisory programs at 39 high schools in Florida showed a reduction in failing grades and an increase in test scores on (PSAT) Preliminary Scholastic Aptitude Test, the (SAT) Scholastic Aptitude Test, and the (ACT) American College Test (Myrick, 1990). Additional reports of increased grade point averages, school attendance, and decreased dropouts were attributed to learning about graduation requirements and career opportunities (Myrick, 1990).

Advisory research interests are primarily focused on urban schools, however, Tadlock and Barrett-Roberts (1995) report there may be an even greater need for advisory programs in rural settings. There is a general misconception indicating rural schools are free from the problems of urban areas. However, research has shown that rural students are more at-risk than their urban counterparts (Tadlock & Barrett-Roberts, 1995). Problems such as poverty, family insecurity, drugs, teen pregnancy, low self-esteem, and child abuse were more prominent in these areas (Tadlock & Barrett-Roberts, 1995). Distinctive economic funding constraints, usually exhibited in smaller rural schools, make targeting at-risk youth difficult. The advisory concept may be the answer for underfunded rural institutions.

The Carnegie Council of Adolescent Development report, *Turning Points: Preparing American Youth for the 21st Century* (1989)*, indicated middle school students are at the most tenuous time of decision-making. This report identifies this age group as

one of the most influential time periods to address at-risk behaviors. Advisory programs enhance the school's ability to respond to problem behaviors while providing a positive direction for future growth. Smaller schools more easily transition into an advisory system because the class sizes and administrative systems are already geared to smaller groups (Tadlock & Barrett-Roberts, 1995). However, small class sizes don't always guarantee the student a personal connection with an adult.

Rural schools are now moving to structure advisory programs in high school to address at-risk students (Tadlock & Barrett-Roberts, 1995). Smaller schools have smaller class sizes, more opportunities for student involvement in school activities, and a strong tie between the school and community. These small school characteristics are supported by educational reformers (Tadlock & Barrett-Roberts, 1995). Reducing the length of class periods, shortening passing times, and cutting the length of lunch or recess periods are means to gain time for an advisory period (Tadlock & Barrett-Roberts, 1995).

Suggestions for advisory improvement and continued success may include an evaluation of each unit by parents and students (Myrick, 1990). In addition, structured interviews and self-audits of advisory faculty; weekly meetings by advisory faculty teams to solve problems; open house for parents including demonstrations of advisory activities; training of internal consultants; and securing grant funds for continued training by external consultants (Myrick, 1990).

A close examination of the research presented previously revealed no two advisory programs were alike, and research methods varied greatly from study to study. Overall the results were positive in the analysis of various advisory programs. In

addition, research by an external evaluator (Ball State University) showed that, in middle schools, the developmental advisory model provides positive results (Myrick, 1990).

Colleges have used advisors for years to help students with course selection to fulfill career interests (Schanfield, 2010). Frequently college advisors refer students to appropriate services within the higher educational system to help solve academic issues (Schanfield, 2010). Advisors also help to improve educational experiences, student retention, and course and program selection towards career goals (Smith, 2007).

Recently there has been an influx of *nontraditional* students entering community colleges. Typically these students are older and may be of foreign origin. In response to these student's needs, the *intrusive* advisement model has been implemented (Smith; Thomas & Minton, 2004). The intrusive model is based on intentional and consistent advisee contacts (Smith, 2004). Emphasis is placed on identification of aptitudes and formation of plans for academic, social, and organizational development (Smith, 2004). In addition, this model focuses on the positive abilities of students while building relationships and accomplishing educational goals (Thomas & Minton, 2004).

Academic advisement may go from admissions counseling, to small advisement offices, to assignment to a faculty advisor in a major field of study (Smith, 2007). Since advisors are typically assigned large numbers of students, and generally there is limited professional training, students may encounter more prescriptive advice and infrequent contacts (Smith, 2007). The prescriptive advising method is basically a question and answer type of relationship where the advisor guides the student in a direction based on the information he/she receives from the student (Smith, 2002). The developmental

model requires more teaching to promote desirable student traits leaving the final

academic decisions to the student (Smith, 2002). A third approach called praxis, are a

combination of the above-mentioned models including discussions about the advisor's

current discipline and field of interest (Smith, 2002). While the debate on the merits of

various models is unremitting, each model has desirable characteristics.

Some community college retention efforts have focused on faculty based advising

(McArthur, 2005). Increased contact by caring faculty has been shown to increase

retention and graduation rates of this population (McArthur, 2005). Student access and

availability were two important pieces in successful advisement efforts at this level

(McArthur, 2005).

University advisement is primarily based on the developmental model (Smith,

2002). Research indicates that students prefer this type; however reports of prescriptive

interactions are documented (Smith, 2002). Reasons for use of the prescriptive model

range from lack of training, more use of e-mail communication venues, to an increase of

advisor part-time positions (McClellan, 2010; Smith, 2002). However, research reports

first-year students prefer prescriptive advising (Smith, 2002).

Academic advisors are usually the first contacts made by students with the

university. Research shows the student connection with advisors provides greater

satisfaction, increased retention rates, and increased academic success (Horstmeier',

2006; McClellan 2010; Smith, 2002). Furthermore, if the advisor completely defines their

role and purpose the student can better utilize their services (Smith, 2002). The primary

goal of advising is to develop educational plans to assist the student in the completion of

overall goals (Horstmeier', 2006). If students do not complete degrees universities lose revenue and their financial stability may be threatened (Horstmeier', 2006).

As technology is infused in education advisement contact by e-mail has become a popular method of communication between advisor and advisee (Steele & Gordon, 2001). Research done by Steele and Gordon (2001) shows that e-mail contacts can increase efficiency, convey information faster, reduce meetings, and may be saved and reread as necessary. In addition, more positive outcomes have been reported using this method as our society increases its use of technological communication. Faculty advisors indicate more training is needed to advise using e-mail methods, and policies should be developed to insure consistent results (Steele & Gordon, 2001).

Finally, as advisement enters into the electronic age the development of web-based systems to select academic majors has been developed (Grupe, 2002). A web-based advisement program can be found at www.mymajors.com. Results indicate this tool may be a primary step in the advisement process, allowing counselors and students to trade information in preparation for face-to face appointments (Grupe, 2002). This instrument may streamline this process and provide the student with more information in the selection of an academic major (Grupe, 2002).

Based on this literature review advisory programs bring about positive results in middle schools, high schools, colleges and universities. However, it is also evident programs differ based on school and student needs. Varied research methods and population samples produce dissimilar results. Since it appears that many advisory programs are mutually exclusive, it behooves each school and demographic area to

continue research to refine programs and share results with similar school population areas in an effort to improve practices.

Outstanding questions public schools must address are: how can schools inform the parents of the program expectations while enlisting their help and support, and how does the school find funds to support the economic requirements of this program?

Implications

The mandates of the No Child Left Behind Act of 2001 began the movement for a more evidence-based research educational model supporting school improvement. Schools are now focusing on hard data in an effort to meet the progressive benchmarks outlined by this law. Research is in and educational researchers are at the forefront of this improvement wave.

The characteristics of scientific research as it is used in educational settings and the results and application are noted in professional articles (Anafara, Brown, & Mangione, 2002; Anderson, 1982; Feuer, Towne, & Shavelson, 2002; Irby & Hall, 2010). In addition, the lack of research at the high school level has also been recognized (Meloro, 2005; Muir, n.d.). Since advisory was instituted as primarily a middle school program, most of the research has focused on that environment (Butler, 2009; Meloro, 2005). Arnold, Newman, Gaddy and Dean (2005) further identify there is an even more limited group of research studies on teacher-student relationships in rural settings. More research on emotional and relationship variables are needed to help with the construction of high school (advisory) programs designed to meet these needs. Given the premise rural schools do not have access to high quality research there is an additional need for

research support in this area (Arnold, Newman, Gaddy, & Dean, 2005). Ultimately, as student's relational needs are met academic progress will follow (Brewer, Quinn, 2008; McClure, Van Ryzin, 2010; Yonezawa, Jones, 2010).

Findings from this evaluation will strengthen this advisory program and add to the research evidentiary base, especially in rural settings. It may show the increasing need for other schools to invest in an advisory program, to help improve the climate and relationship between teachers and students. It may also show that as advisory is implemented academic progress (grade point average) will increase allowing more schools to make AYP. In addition, evidence may reveal the need for more training for teachers and planning time allocated for the administration of these programs.

Finally, research findings may initiate a social change expanding the use of these types of programs in high schools. This may lead to facilitating the development of social and academic skills allowing students to reach their highest potential during high school. Additionally, the implementation of these programs at the high school level may be one of the key factors in assisting the secondary schools, in rural areas in Hawaii, raise academic standards and performances to meet the expectations of the No Child Left Behind Act of 2001.

Summary

The call was pronounced by the National Commission on Excellence in Education in 1983 that the United States was a *nation at risk* that needed educational reform (Gardner, 1983). The public was aware something was seriously wrong with our education system. Outdated standards of *factory model* high schools pushed large

numbers of students through an overcrowded system as limited staff struggled to address the academic and social needs of their students (Gardner, 1983). The family unit is becoming increasingly fragmented as students were left searching for connections with a society that offered little. Academic performances of our nation are lagging behind our surging Asian and European counterparts as our national security and economy spiraled downward (Gardner, 1983).

A significant milestone, in an effort by the federal government to address these problems, was the implementation of the No Child Left Behind Act of 2001 signed by President George Bush. Educational research was jump-started and improvement activities for our educational systems intensified. Benchmarks for school improvement are now state mandated as directed by the federal government. In addition, subject matter teaching standards have been implemented. All students are required to complete standards-based tests to evaluate their high school achievement status. Emphasis is placed on reading and math test scores. These scores are used to judge individual school performances. Many schools joined the *in need of improvement list* while others struggled to find a way out of the *failing* category.

Teacher backlash complained *teaching to the test* was not giving the student a *wholistic* education, because the arts, physical education, and elective classes were either eliminated or considered unimportant. Some teachers even went so far as to coin the phrase *no teacher left standing*. Alternately, lawmakers and education officials complained that the law did not come with additional funding to support the new educational improvement initiatives (Darling-Hammond, 2007). In many states,

inequality of educational resources still exists (Darling-Hammond, 2007). In addition,

the shortage of well-prepared teachers is plainly evident, possibly the result of continued

limited support for teacher salary increases (Darling-Hammond, 2007). Ten years later,

the U.S. educational system has not progressed and only select efforts have produced

pockets of positive results (Fuller, Wright, Gesicki, and Kang, 2007).

As stated previously, the overloaded *factory-model* high schools may have added

to the apparent detachment many high school students exhibit currently (Darling-

Hammond, 2007). One of the byproducts of this educational improvement resurgence is

the identification of the need to address the emotional, social, and high school transitional

needs of our students. In terms of a psychological construct, researchers have identified

emotional intelligence as a valid, measurable trait on performance in the workplace

(Boyatzis, Goleman, & Rhee, 1999). Components of this concept include self-awareness,

self-regulation, motivation and empathy (Boyatzis, Goleman, & Rhee, 1999). In addition,

it should be no surprise to learn school misbehavior and school violence are supported by

the overcrowded schools, high student-to-teacher ratio, lax curriculums, poor academic

performances, and poorly designed school facilities (Pittaro, 2007). Social detachment

has been identified as one of the most influential constructs relating to student behavior

(Pitarro, 2007).

In an attempt to effectively resolve the current problems, schools have

implemented advisory programs as a part of their curriculum. The middle school

movement, in the early 1990's, began looking at affective dimensions of learning in an

effort to solve disengagement, substance abuse, absenteeism, and drop out trends (Brown

& Anafara, 2001; Mertens & Flowers, 2003). Advisory programs were created to address these needs and provide social bonding between adults and students and social guidance that many students lacked. Several years' later, high schools began to implement advisory programs. As affective dimensions of education began to be addressed it became clear no two schools were alike, and advisory programs were difficult to administer.

The purpose of Section 2 is to outline research methodology I used to evaluate and improve a high school advisory program in Hawaii. Faculty members and students were surveyed in school. This data set was analyzed to provide cohesive results. Based on these results, and current research, recommendations for program improvement were issued.

Section 2: The Methodology

Introduction

In this section, I discuss the procedure used to collect data and the subsequent data analysis. The program evaluation is explained and justified based on the research questions that need to be answered. The populations of advisors and students are defined. The process and justification for the sampling methods used in this research is provided.

In addition, I explain and justify the data collection methods based on references to experts in the field. The type of data collected, and data collection instruments are discussed and explained. Finally, the statistical tests used for the data analysis and the computerized program used to produce the results are described and illustrated.

This project is limited in scope in reference to data collection and results; however, it will add another significant piece to further research in this field. The model for this project and its prospective ability to initiate social change could have a positive effect throughout the selected educational system.

Research Design

Brown and Anafara (2001) identified students in the middle school age group, moving from adolescence to adulthood, need a more personalized educational setting to bring about positive changes. Based on this research, educators developed an advisory program so students could build connections with the educational environment (Brown & Anfara, 2001). Researchers have also shown high school students could benefit from a more personalized educational environment, and indicated an advisory program would be a necessary addition to address high school improvement efforts (National Association of

Secondary School Principals, 1996). However, high school advisory programs are not as prevalent in their use as they are in middle schools. In many instances, no two advisory programs are alike creating a need for schools to continually revise their programs to more effectively address the changing needs of their student populations.

The purpose of this program evaluation was to determine if the Molokai High School advisory program is meeting its stated goals and identify program weaknesses. The surveys also analyzed perceptions of advisors and advisees. This research may help to identify additional outcomes for this program. This evaluation produced suggestions for improvement that were based on statistical results and current research.

A cross-sectional, descriptive, quantitative design was used to conduct this study. Creswell (2008) indicated this type of design provides valuable information for educators and is one of the most common types of survey designs used. Cross-sectional research involves collecting data at one point in time (Creswell, 2008). The fact that this study was a program evaluation in search of recommending improvement in educational practice added to the importance of completing this research in an expeditious manner so the results may be utilized. If this design were a longitudinal or trend study it may not serve its purpose because by the time the results are analyzed the population and situational characteristics may have changed, diminishing the value of the results.

The descriptive design is involved in illustrating current processes, groups, institutions, and methods (Cohen, Manion, & Morrison, 2007). In addition, descriptive research portrays "the specificity of a situation, its uniqueness and particular complexity" (Cohen, Manion, & Morrison, 2007, p. 226). Because this research was an evaluation of a

current program, it was important for me to accurately describe the program as it worked in this institution, lending credibility to the use of this design.

Johnson (2001) further noted that non-experimental survey research is an "appropriate mode of research used in education" (p. 3). Many of the important variables used in this type of research cannot be manipulated; however, they can be quantified and analyzed using numbers. In an effort to provide an accurate description of this program, it is important to evaluate its effectiveness in its natural environment. The non-experimental survey model was used because it preserves the data as they were collected (Johnson, 2001).

Quantitative research helps to describe trends, justify a problem and create a need for the direction of the study (Creswell, 2008). Quantitative methodologists maintain that this type of research is more "objective and value-free" (Mason, Bray, & Adamson, 2007, p. 42). In this study, I maintained little involvement with the subjects, minimizing influences on the outcomes of information as it was collected. This characteristic will strengthen the results of this work.

In my research I used two separate surveys, one given to advisors and the other to the students. Additionally, I compared the results from advisor and advisee surveys to determine if the current program is meeting its goals. The surveys measured the responses to survey items created from the guiding research questions. The responses were coded with numerical values one through four and quantitative analysis were performed. These measures helped me to identify strengths and weaknesses of this program and form a basis for recommendations on improvement.

Population and Sample

The populations were specific to the advisory program I evaluated. The first population consisted of all faculty members teaching high school and advisory classes at Molokai High School during the 2012-2013 school year. In addition, this population included the principal, vice-principal, athletic director, registrar, librarian, counselor, student activities coordinator, student support coordinator, and technology specialist who also taught advisory classes. This group was designated as student advisors.

This group was relatively small, consisting of 28 teachers, and professionals in various support positions. According to Creswell (2008), using the entire population in the sample allows conclusions to be drawn about this specific population. In reference to sampling a smaller group, researchers "would be well advised to include the whole of the wider population as a sample" (Cohen, Manion, & Morrison, p. 121). Since this research sample utilized the entire group, this type of sampling is described as a *census study*, which allows deductions to be generated about the entire population (Creswell, 2008). No random sampling was necessary. The strength of the results were maintained by using the entire group.

In addition, the second population consisted of a group of high school students. This survey was completed in their advisory classes using a paper and pencil format. Students at Molokai High School are placed in advisory classes by grade level. Advisory classes representing all grade levels were randomly selected to ensure a good representation of the entire high school population. Each class received a number and was selected using a random numbers table. Creswell (2008) indicates that this type of

sampling is the "most rigorous form of probability sampling", allowing generalizations to be made about the entire population (p. 153).

To calculate the sample size I used a confidence interval of 95% and two online, automated sample size calculators (Raosoft Inc., 2004; American Research Group Inc., 2000-2012). The calculation was based on a normal distribution. The total population was 395 students. The recommended sample size was calculated as 195, for a 5% margin of error. At a 6% margin of error the recommended sample was calculated at 159. The 7% margin of error was 131. One hundred forty-five students completed this survey.

Protection of Participant's Rights

Preceding the survey the nature of the study and the data collection methods were explained by me to the advisors. The advisory teacher explained the study and data collection to each student. Advisors received a cover letter explaining specific survey protocol. Advisors and advisees were instructed to withhold their names from the surveys preserving anonymity. I directed the advisors to complete the survey and place it in a sealed envelope; dropping it in the registrar's mailbox. Implied consent was obtained from the advisors if they returned the completed surveys. The advisors were given the option not to complete the survey. I am a colleague and do not supervise the advisors at Molokai High School.

The advisors sent an *opt-out* letter home prior to the survey process allowing the students to not participate. Since the school uses surveys as a part of the normal educational process obtaining informed consent from the students and parents was not necessary. The advisors gave the advisees a cover letter explaining the survey process.

This letter was also read to the advisory class. As the survey commenced, if a student had

a question, the advisor was directed to read the survey statement to the student without

elaborating on the statements meaning. The advisors were instructed to scan the

completed surveys for student names. If they found a name they were directed to erase or

cover it. After the surveys were completed the advisors placed them in a sealed envelope

and deposited it in the registrar's school mailbox. The data was secured in a locked

cabinet. The cabinet was housed in a room that was locked. After I was given permission

by the superintendant to use the school's data I assigned a number to each survey. The

overall results were shared with the school, and the school district, however, individual

data entries were not identified. After the data was analyzed it was returned to Molokai

High School.

Data Collection

Authorization from the Walden University Institutional Review Board (Approval

02-07-13-0158547) was secured prior to the collection of data. Permission from the

State of Hawaii Department of Education was also obtained. Emails using the school

system were sent to announce the survey to advisors and faculty members prior to

distribution. Surveys were distributed to advisors using faculty and staff mailboxes in the

school. A cover letter explained the purpose of the survey to the advisor. Rules guiding

the survey process and an example of how the advisor should mark answers were

included in the cover letter. The cover letter included a statement explaining implied

consent when the advisor returned the completed survey. Reminder emails were sent out

one week following distribution. The advisors completed the survey and placed it in the

registrar's mailbox. The registrar retrieved the surveys, assigned it a number, and placed it in a locked cabinet in a locked room.

If the response rate was below 80%, the registrar was to redistribute the surveys to all the advisors. The second distribution would include an addendum to the cover letter asking the faculty who previously completed the survey to ignore the second distribution. Emails were planned to announce the second distribution and reminders would follow. When an eighty 80% return rate was achieved or following a third distribution, should the response rate remain below 80%, the data analysis should begin. It was not necessary to re-distribute the surveys.

High school students were surveyed in their advisory classes using a paper and pencil format. Students and parents were notified by the school and have the opportunity to *opt-out* of the survey. The advisory teachers administered the surveys to the students. The advisory teacher read a cover letter explaining the purpose of the survey, the rules guiding the survey process, and how the respondent was to mark the answers to the survey questions. When the survey was finished, the advisory teacher collected and placed them in the registrar's mailbox with a notation indicating the grade level, class period, and absent students. The advisory teacher insured no names were written on the surveys preserving student anonymity.

Hypotheses

The hypotheses below tested the research questions. The two advisory program goals were embedded in the research questions.

Research Question 1: To what degree do participants perceive the advisory program helped students establish a relationship with a significant adult on campus?

H_{01}: The participants perceive the advisory program does not help students establish a relationship with a significant adult on campus.

H_{A1}**:** The participants perceive the advisory program helped students establish a relationship with a significant adult on campus.

Research Question 2: To what degree do participants perceive the advisory program helped students form post-high school plans?

H_{02}: The participants perceive the advisory program did not help students form post-high school plans.

H_{A2}: The participants perceive the advisory program helped students form post-high school plans.

Research Question 3: To what degree do participants perceive advisors are knowledgeable about advisory course content?

H_{03}: The participants perceive advisors are not knowledgeable about advisory course content.

H_{A3}: The participants perceive advisors are knowledgeable about advisory course content.

Research Question 4: To what degree do advisors and their advisees share similar perceptions of the advisory program in terms of relationships and forming post-high school plans?

H$_{04}$: Advisors and advisees do not share similar perceptions of the advisory

program in terms of relationships and forming post-high school plans.

H$_{A4}$: Advisors and advisees share similar perceptions of the advisory program in

terms of relationships and forming post-high school plans.

Research Question 5: How can this program be improved?

H$_{05.1}$: Participants show no clear preference for allocation of advisory planning

time.

H$_{05.2}$: Participants show no preference for an advisory program evaluation.

H$_{05.3}$: Participants show no clear preference for advisory program evaluation

discussion at faculty meetings.

H$_{A5.1}$: Participants show a clear preference for allocation of advisory planning

time

H$_{A5.2}$: Participants show a clear preference for an advisory program evaluation

H$_{A5.3}$: Participants show a clear preference for advisory program evaluation

discussion at faculty meetings.

Data Analysis

The surveys were coded by me, using numbers one through four, with one

corresponding to strongly disagreeing with the statement, and four indicating the

respondent strongly agreed with the statement. The data collected using a Likert scale

was ordinal data, and parametric inferential statistics were computed. Data distributions

were analyzed by using SPSS (version #21) to generate descriptive statistics. Means were

calculated representing the direction (agree or disagree) of the answers from the survey

statements for each group (Creswell, 2008). The mode, which represents the most frequent score on a survey statement, was also recorded. The mode indicated direction and strength of agreement or disagreement.

Between group (advisor/advisee) comparisons were analyzed using independent samples t-tests. Advisory goals were assessed to see if they were met. The consistency of responses between groups was also assessed. These statistical computations showed the overall strength and variability of the responses in this study.

Research questions were matched with survey statements to determine the significance of advisors' and students' perceptions. The research questions, matching survey statements and data are explained.

Research Question 1 was: To what degree do participants perceive the advisory program helped students establish a relationship with a significant adult on campus? This research question was answered by calculating descriptive statistics based on whether the participant agreed or disagreed with the question (Table 1). Statements three through seven on the student survey and statements three through six on the advisor survey were used in the analysis. Advisory goal number two was also analyzed to determine if it was achieved (To help students establish a working relationship with a significant adult on campus). Statistical results indicating agreement show that the advisory program is successful in its goal to create a relationship between advisor and student from the participant's perspective. No agreement could have signified the need for advisory program restructuring and more training for advisors.

Table 1

Advisor and Advisee Comparison on the Perception the Advisory program helps

students establish a relationship with a significant adult on campus

	Group number	N	Mean	Std. deviation	Std. error mean
Responses	Advisors	28	3.4643	.50787	.09598
	Advisees	145	3.2897	.62269	.05171

In the analysis of the four point Likert scale, the values ranged from one, equaling

strongly disagree, to four indicating the individual strongly agreed. Calculated means of

three and above indicate the group agreed with the statements. Means below three would

show disagreement.

The student surveys exhibited positive results supporting the perception the

advisory program helped students establish a relationship with a significant adult on

campus. Student survey statement three was written as, "My advisor thinks my ideas are

important". All 145 students responded to this statement. The mean was reported as 3.22

($M = 3.22,\ SD = .653$) and the mode was 3.0 (Table 2). The mean and mode for this

statement showed students agreed or strongly agreed. Student advisees perceived

advisors valued their ideas.

Table 2

Advisee survey question analysis: mean, mode, standard deviation

		My advisors are knowledgeable about advisory lessons	My advisors are well trained to teach advisory	My advisor thinks my ideas are important	My advisor is someone I can depend on	My advisor helps me solve problems I have in school
N	Valid	145	145	145	144	145
	Missing	0	0	0	1	0
Mean		3.1310	3.2207	3.2276	3.3056	3.2414
Mode		3.00	3.00	3.00	3.00	3.00
Std. Deviation		.77509	.66111	.65346	.67189	.68997

		My advisor talks to me about my progress in school	I have a good relationship with my advisor	In advisory we discuss college entrance exams	In advisory I keep track of school credits I complete	Advisory helps me complete high school graduation requirements
N	Valid	145	145	145	145	145
	Missing	0	0	0	0	0
Mean		3.3034	3.2897	3.1034	3.1655	3.2966
Mode		3.00	3.00	3.00	3.00	3.00
Std. Deviation		.63818	.62269	.72384	.69735	.66796

		Advisory is helping me to become a successful student	Advisory class helps me to make post high school plans
N	Valid	145	145
	Missing	0	0
Mean		3.2138	3.1793
Mode		3.00	3.00
Std. Deviation		.66860	.70385

Statement four was, "My advisor is someone I can depend on". One student out of 145 did not respond to this statement. The mean was 3.30 ($M = 3.30, SD = .671$) and the mode 3.0 (Table 2). Students perceived they could depend on their advisor.

Statement five was written as, "My advisor helps me solve problems I have in school". All advisees responded to this statement. The mean was 3.24 ($M = 3.24, SD = .689$) and the mode is 3.0 (Table 2). The mean score showed student advisees agreed or strongly agreed that advisors helped them with school problems.

Statement six was, "My advisor talks to me about my progress in school". The responses were positive, and all advisees responded. The mean was 3.30 ($M = 3.30, SD = .638$) and the mode 3.0 (Table 2). Advisees thought advisors counseled with them about their progress in school.

Lastly statement number seven was, "I have a good relationship with my advisor". The responses were again in the affirmative with a mean of 3.28 ($M = 3.28, SD = .622$) and a mode of 3.0 (Table 2). The data collected on this statement showed students perceived that they have a good relationship with their advisor. The data collected from statement three through seven clearly show students perceived they have a good relationship with a significant adult on campus supporting goal one of this advisory program.

The advisor surveys also addressed this concept. In the advisor survey, statement three stated, "In advisory I encourage students to share thoughts and opinions." All 28 advisors responded to this survey statement. The mean for the responses was 3.39 ($M = 3.39, SD = .497$) with the mode was calculated at 3.0 (Table 3). The mode indicated the

most frequent answer on the 28 surveys is "agree" and the mean showed all of the

advisors agreed or strongly agreed with this statement supporting a positive perception.

Table 3

Advisor survey question analysis: mean, mode, standard deviation

		I have sufficient content knowledge to teach advisory lessons	I have received sufficient training on how to function as an advisor	In advisory I encourage students to share thoughts and opinions	My advisory student's ideas are important to me	My advisory students believe I am someone they can depend on
N	Valid	27	27	28	28	28
	Missing	1	1	0	0	0
Mean		2.8889	2.2593	3.3929	3.6071	3.3571
Mode		3.00	2.00	3.00	4.00	3.00
Std. Deviation		.64051	.71213	.49735	.49735	.48795

		I have established a good relationship with my advisory students	I talk to my advisory students about their progress in school	In advisory we discuss college entrance exams	In advisory students keep track of school credits they complete	Advisory helps students complete high school graduation requirements in four years
N	Valid	28	28	28	28	28
	Missing	0	0	0	0	0
Mean		3.4643	3.5000	3.1071	3.3214	2.9643
Mode		3.00	3.00	3.00	3.00	3.00
Std. Deviation		.50787	.50918	.68526	.54796	.79266

		In advisory I help my students to become a successful student by helping them to evaluate their progress	Advisory helps students to make post high school plans	Advisors have enough planning time to run an effective program	The advisory program should be evaluated each year	Advisory program evaluation results should be discussed at faculty meetings
N	Valid	28	28	26	28	28
	Missing	0	0	2	0	0
Mean		3.0714	3.0714	2.1154	3.7143	3.7143
Mode		3.00	3.00	2.00	4.00	4.00
Std. Deviation		.60422	.71640	.81618	.46004	.46004

a. Multiple modes exist. The smallest value is shown

Advisor survey statement four was, "My advisory student's ideas are important to me". All 28 advisors responded to this statement. The mean was 3.60 ($M = 3.60$, $SD = .497$) and the mode was 4.0 (Table 3). The mode shows the most frequent answer was "strongly agree" and the mean of 3.60 also shows strong agreement.

Advisor survey statement five stated, "My advisory students believe I am someone they can depend on". The mean response for this question was 3.35 ($M = 3.35$, $SD = .487$) and the mode is 3.0 (Table 3). The positive results show the advisors perceive the students think that their advisors are dependable.

Finally, advisor survey statement six stated, "I have established a good relationship with my advisory students". All 28 advisors responded to this statement. The mean was reported at 3.46 ($M = 3.46$, $SD = .507$) and the mode at 3.0 (Table 3). This

data showed that advisors perceive they have established a good relationship with their advisory students.

In summary, these findings show both the advisors and advisees perceived the advisory program helped students establish a relationship with a significant adult on this campus. In addition, this portion of the research showed this advisory program achieved this goal. Response values were very high with one missing response out of 28 advisors and 145 advisees surveyed.

The second research question was: "To what degree do participants perceive the advisory program helped students form post-high school plans?" Statements eight through twelve from the student survey and statements seven through twelve from the advisor survey were analyzed to determine agreement. Advisory program goal number one was examined to determine if it was achieved (To help students form post-high school plans). Agreement would show that the advisory program is meeting its goal. Negative responses may show a need to program modification.

The statements elicited positive responses for the advisee survey on this portion of the data collection. In statements eight through twelve all students responded. Means were 3.10 ($M = 3.10$, $SD = .723$), 3.16 ($M = 3.16$, $SD = .697$), 3.29 ($M = 3.29$, $SD = .667$), 3.21 ($M = 3.21$, $SD = .668$), and 3.17 ($M = 3.17$, $SD = .703$) for an average of 3.19. The modes were all 3.0 (Table 2). Both measures showed the students agreed that the advisory program helped them form post-high school plans.

The advisor surveys showed similar results for statements seven through twelve. Means were reported as 3.50 ($M = 3.50$, $SD = .509$), 3.10 ($M = 3.10$, $SD = .685$), 3.32

(M = 3.32, SD = .547), 2.96 (M = 2.96, SD = .792, 3.07 (M = 3.07, SD = .604), and 3.07

(M = 3.07, SD = .716) for an average of 3.8. All modes were 3.0 (Table 3). Both

measures showed advisors perceived that the advisory program helped students to form

post-high school plans. The goal for this advisory program was achieved as supported by

the data collected and analyzed from the advisor and advisee surveys.

The third research question was: "To what degree do participants perceive

advisors are knowledgeable about advisory course content?" Student survey statements

one and two and advisor survey statements one and two were analyzed for agreement

using descriptive statistics. Agreement will show advisors are adequately trained as

perceived by the participants. Negative responses will indicate a need for more training.

Descriptive results on knowledge and training pertaining to the advisory program

are discussed in this section. Advisee statement number one stated, "My advisors are

knowledgeable about advisory lessons". All 145 advisees responded to this statement.

The mean was reported as 3.13 (M = 3.13, SD = .775) and the mode 3.0 (Table 2). The

advisees perceived advisors are knowledgeable about advisory lessons.

Advisee statement number two stated, "My advisors are well trained to teach

advisory". The mean for all 145 responses was 3.22 (M = 3.22, SD = .661) and the mode

was 3.0 (Table 2). Advisees perceived advisors are well trained to teach the advisory

program.

Advisor responses do not agree with student data for this concept. Advisor

statement number one stated, "I have sufficient content knowledge to teach advisory

lessons". There was one missing response to this statement, 27 out of 28 advisors

responded. The mean was reported as 2.88 ($M = 2.88$, $SD = .640$) indicated there were some advisor responses that disagreed with this statement. However, the mode was reported as 3.0 showing the most frequent response for this statement was "agree" (Table 3). This data indicated some advisors feel that they do not have enough content knowledge to teach advisory classes.

Advisor survey statement number two was, "I received sufficient training on how to function as an advisor". There was one missing response with 27 out of 28 advisors responding. In this question, the mean was even lower at 2.25 ($M = 2.25$, $SD = .712$) and the mode was reported at 2.0 (Table 3). Clearly most advisors did not think they received enough training to successfully function as an advisor. Advisors that function without training may not be able to effectively help students to become college and career ready at the end of their four years at this high school. Consequently, students that graduate without clear goals may waste many years trying to find their place in society.

Research question number four was: "To what degree do advisors and their advisees share similar perceptions of the advisory program in terms of relationships and forming post-high school plans?" Independent samples t-tests compared advisor and student responses on the two goals of this advisory program. Responses from student survey statements seven and twelve: "I have a good relationship with my advisor" and "Advisory helps me make post-high school plans" were compared with advisor survey statements six and twelve: "I have established a good relationship with my advisory students" and "Advisory helps students make post-high school plans". No significant difference in responses would help assure reliability and consistency of responses

between groups. Significantly different responses may show that groups view advisory benefits differently or that answers from a particular group may not be entirely honest. Effect sizes were also calculated to support results. Significance level was set at $\alpha = 0.05$.

Findings from the independent sample t-tests further support that advisor and student responses were similar for these two goals. The results, including the goals that students have a good relationship with their advisor and advisory helps students to form post-high school plans, are discussed.

The number of advisors was 28, and the number of advisees was 145. The null hypothesis was written as Ho: μ (advisor responses) $= \mu$ (advisee responses), and the alternate was written as Ha: μ (advisor responses) $\neq \mu$ (advisee responses). The results for Levene's test for equality of variances were f $= .032$, $p = .858$ (Table 4). The p value was greater than .05, therefore I did not reject the null hypothesis and equal variances were assumed. The test statistic for equal variances showed TS $= t_{171} = .165$. The p value of .165 is greater than .05 subsequently I accepted the null hypothesis and conclude that advisor and advisee responses were consistent (Table 5). The effect size for this test was also calculated. Two different effect size calculations were completed supporting a medium effect. Cohen's $d = .317$ and $r^2 = .156$. Advisors and advisees perceived the advisory program helps students develop a good relationship with an adult.

Table 4

Levene's test for equality of variances

	Levene's Test for Equality of Variances	t-test for Equality of Means

	F	Sig.	t	df
Equal variances assumed	.032	.858	1.396	171
Responses Equal variances not assumed			1.602	44.251

Table 5

Independent samples t-test results

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Responses	Equal variances assumed	.165	.17463	.12509
	Equal variances not assumed	.116	.17463	.10902

The second goal stated that this advisory program helps students develop post-high school plans. The t-test results also suggested student and advisor responses were similar (Table 4). The hypotheses for this comparison were identical to the first goal. The results for Levene's test were f = .000, *p* = .988 (Table 6). The p value was greater than .05 suggesting that the variances are equal. The test statistics for equal variances demonstrate TS = t_{171} = .460 (Table 8). The null hypothesis was not rejected, and the advisor and advisee responses were uniform. Effect sizes showed a small effect and are reported as Cohen's *d* = -0.14 and r^2 = -0.07.

The advisors and advisees confirm both goals for this advisory program were achieved as evidenced by these results.

Table 6

Advisor and advisee comparison on the perception the advisory program

helps students form post-high school plans

	Group number	N	Mean	Std. Deviation	Std. Error Mean
Responses	Advisors	28	3.0714	.71640	.13539
	Advisees	145	3.1793	.70385	.05845

Table 7

Levene's test for equality of variances

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Responses	Equal variances assumed	.000	.988	-.740	171
	Equal variances not assumed			-.732	37.758

Table 8

Independent samples t-test results

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Responses	Equal variances assumed	.460	-.10788	.14570
	Equal variances not assumed	.469	-.10788	.14747

Statements thirteen through fifteen from the advisor survey were used to

determine program improvement options. Descriptive statistics analyzed the strength of

agreement for these statements. Agreement for the advisory concepts of enough planning

time; yearly evaluations; and evaluation results shared at faculty meetings may indicate program strengths and a continued need for additional revision in other areas. Negative results show a need for improvement.

Research question five was: "How can this advisory program be improved?" in these areas. Statement thirteen from the advisor survey stated, "Advisors have enough planning time to run an effective program". There were 26 advisors who responded to this statement with 2 missing responses. The mean was 2.11 ($SD = .816$) and the mode 2.0 (Table 3). The advisors disagreed with this question. Advisors do not think they have enough planning time to run an effective advisory program. Adequate planning time equates to better lesson preparation and improved student performances. Since the goal of educational institutions is to prepare students to be productive citizens of society it behooves schools to provide the necessary resources for teachers and students.

Statement fourteen was: "The advisory program should be evaluated each year". All 28 advisors responded with a mean of 3.71 ($M = 3.71$, $SD = .460$) and a mode of 4.0 (Table 3). Clearly advisors thought this program should be evaluated each year.

To conclude this section statement fifteen was written, "Advisory program evaluation results should be discussed at faculty meetings". There were no missing responses, and the mean was reported as 3.71 ($M = 3.71$, $SD = .460$) and a mode of 4.0 (Table 3). The advisors thought the advisory program evaluation results should be discussed at faculty meetings.

Advisor and Advisee Demographic Data

The advisor demographic data yielded some interesting results. As shown in

Table 9, grades nine through eleven have equal numbers of advisors. The senior class was

smaller with five advisors. There were more female advisors than males (Table 10), and

most advisors have been teaching the class for three to six years (Table 11). Self-

described advisor performance in Table 12 showed that most of them think they are

average or above average. Finally, advisor ethnicity was dominated by individuals of

Hawaiians ancestry, followed by the Caucasians (Table 13).

Table 9

What grade do you advise?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Nine	7	25.0	26.9	26.9
	Ten	7	25.0	26.9	53.8
Valid	Eleven	7	25.0	26.9	80.8
	Twelve	5	17.9	19.2	100.0
	Total	26	92.9	100.0	
Missing	System	2	7.1		
Total		28	100.0		

Table 10

What is your gender?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	11	39.3	40.7	40.7
Valid	Female	16	57.1	59.3	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		

Total	28	100.0

Table 11

How many years have you been an advisor?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One year	1	3.6	3.7	3.7
	One to three	3	10.7	11.1	14.8
	Three to six	23	82.1	85.2	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

Table 12

How would you describe your performance as an advisor?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below average	2	7.1	7.1	7.1
	Average	15	53.6	53.6	60.7
	Above average	11	39.3	39.3	100.0
	Total	28	100.0	100.0	

Table 13

What is your ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Filipino	3	10.7	11.5	11.5
	Asian	3	10.7	11.5	23.1
	Caucasian	9	32.1	34.6	57.7

	Hawaiian	11	39.3	42.3	100.0
	Total	26	92.9	100.0	
Missing	System	2	7.1		
Total		28	100.0		

Advisee demographic results are shown in the tables below. The tenth grade class was the largest followed by the ninth grade (Table 14). There were more females than males (Table 15). Part Hawaiian/Hawaiian ancestry was the dominant ethnicity in Molokai High School followed by the Filipinos' (Table 17). The English language was the preferred language used at home (Table 18).

Table 14

What grade are you in?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Nine	35	24.1	26.1	26.1
	Ten	40	27.6	29.9	56.0
Valid	Eleven	27	18.6	20.1	76.1
	Twelve	32	22.1	23.9	100.0
	Total	134	92.4	100.0	
Missing	System	11	7.6		
Total		145	100.0		

Table 15

What is your gender?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	64	44.1	47.8	47.8
Valid	Female	70	48.3	52.2	100.0
	Total	134	92.4	100.0	

		Frequency	Percent		
Missing	System	11	7.6		
Total		145	100.0		

Table 16

How many years have you been at this school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than one year	37	25.5	27.8	27.8
	One to two years	42	29.0	31.6	59.4
	Two to three years	21	14.5	15.8	75.2
	Three to four years	33	22.8	24.8	100.0
	Total	133	91.7	100.0	
Missing	System	12	8.3		
Total		145	100.0		

Table 17

What is your ethnicity?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Filipino	15	10.3	11.5	11.5
	Caucasian	5	3.4	3.8	15.4
	Asian	5	3.4	3.8	19.2
	Pacific islander	1	.7	.8	20.0
	Part hawaiian/hawaiian	104	71.7	80.0	100.0
	Total	130	89.7	100.0	
Missing	System	15	10.3		
Total		145	100.0		

Table 18

What language do you speak at home?

		Frequency	Percent	Valid Percent	Cumulative Percent
	English	125	86.2	94.7	94.7
	Hawaiian	3	2.1	2.3	97.0
Valid	Tagalog	2	1.4	1.5	98.5
	Illocano	2	1.4	1.5	100.0
	Total	132	91.0	100.0	
Missing	System	13	9.0		
Total		145	100.0		

Instrumentation and Materials

The names of the instruments were the Molokai High School Advisory Survey (student survey/advisor survey). The type of instrument used was a four-point Likert scale, with values ranging from strongly agree to strongly disagree for each statement. There were no previously constructed surveys in the literature that could adequately assess this particular program for its goals and distinctive qualities. I decided to construct my own surveys based on the goals and objectives of this program and to address the purpose of the program evaluation. The reliability of both survey instruments was measured using t-tests on the two goals of the advisory program. Consistent response scores on similar items combined with t-test results (no significant differences) assessed this concept for advisor and advisee survey statements.

Cronbach's coefficient alpha was calculated on the each survey to test for internal consistency. A high alpha score indicates consistency, which is the basic tenet of reliability (Creswell, 2008). Tables 9 and 10 show Cronbach's alpha for the advisor and advisee surveys. The alpha for advisors was .803 on the 15 Likert scale statements; the alpha for advisees was .947 for 12 statements. Santos (1999) and Sijtsma (2008) report

values between .7 and .8 are acceptable. These values indicate these surveys were

reliable.

Table 19

Chronbach's alpha results on the advisor survey

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.803	.812	15

Table 20

Chronbach's alpha results on the advisee survey

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.947	.948	12

There is a great deal discussion amongst authors regarding using this value to test

internal consistency. Some authors say this value has limitations, but overall the general

consensus is that this statistical calculation does indicate a degree of consistency in

regards to assessing how questions are related within a survey (Santos, 1999; Sijtsma,

2008).

Content validity of the survey questions was assessed by two experts in the field

of education, Barry Mitchell, PhD, Chair of the Department of Education, Brigham

Young University, and Eric Jensen, PhD, Jensen Learning. Suggestions for survey

statement modification were based on alignment of research questions to survey

statements (Creswell, 2008). Survey statements were modified as necessary until agreement was reached.

The results of the statistical analysis were confirmed by Dennis Kunimura MS, an adjunct faculty member at Weber State University. Mr. Kunimura holds accreditations from the American Statistical Association, Royal Statistical Society, and the Statistical Society of Australia.

The raw data is housed in the Molokai High School registrar's office. The survey responses were numerically coded one through four depending on weather the participants strongly disagreed, disagreed, agreed, or strongly agreed with the survey statements.

Assumptions, Limitations, Scope and Delimitations

The study was based on the assumption that the respondents answered statements honestly and spent quality time analyzing answer choices. The one-shot design of the surveys provides limited applicability because of its short-term data collection. The non-experimental design and lack of a control group further restrict the application of these results. This research may be repeated but given the possible changes in the student body and personnel, a second project may not produce the same results.

Since specific high school faculty, adult support staff, and students were sampled the results may be restricted to this high school setting and may have limited use in alternate settings. Additional cultural and social profiles may further limit this study to this specific location.

This study was delimited to students at a rural high school in the state of Hawaii. This site was purposefully chosen to initiate a positive change in program administration to enhance the educational experience of students, faculty, and adult support staff at this site.

Additional variables that may affect results include the ability of the respondent to understand survey statements; whether or not the respondent is truly interested in this research; the time of day the survey is implemented; and data entry and analysis errors.

Conclusion

School improvement initiatives are ongoing across the nation. As early as 1983 the National Commission of Education reported that there was continued concern regarding the quality of public education in the United States. Following that declaration, in 1995 the Center on Organization and Restructuring of Schools published their framework for school restructuring, based on 24 successfully restructured schools across the country. The advent of the No Child Left Behind Act in 2001 introduced federal legislation to restructure the American public educational system. Schools not producing adequate test scores in reading and math were placed in restructuring to help improve school performance.

Large *factory model* high schools were being blamed for part of the problem. Overburdened counselors and teachers could not address the emotional needs of their student populations. Research on this theme showed that smaller schools produced fewer incidents of school violence, dropouts, and increased achievement profiles (Darling-Hammond, Ancess, & Ort, 2002). In addition, several research studies recommended

schools include an advisory program to personalize education addressing the affective needs of students (NASSP, 1996, 2005; "Solutions for Failing High Schools", Anfara, 2006; Keefe, 2007; Legters, Balfanz & Mc Partland, 2002).

Hawaii's answer to this problem was the implementation of policy 4540 by the board of education mandating that all high school students must complete a Personal Transition Plan (PTP) beginning the 2009-2010 school years. This plan is designed to guide students regarding their academic emphasis during high school and to craft plans for post high school choices pertaining to a career or vocation. In addition to this plan, advisory programs were developed to address the social and developmental needs of students. Smaller classes are structured to provide the student with a more personal connection with a caring adult. Classes work on graduation requirements, preparation for upcoming career and college entrance tests, and tracking individual progress throughout the student's four years at school. However, all advisory programs are not equal and as student needs change so should the programs. Some of the problems with advisories outlined in the literature may be limited to the program evaluations being done at specific sites.

The purpose of this research was to provide the program at Molokai High School with an evaluation to determine if the advisory program is meeting its goals. The two goals were: (a) the advisory program helps students form post-high school plans, and (b) the advisory program helps with establishing a working relationship with a significant adult on campus ("*Molokai Advisory Program Survey*", 2011).

Surveys of the faculty and support personnel who teach advisory classes were conducted. In addition, high school students from randomly selected advisory classes were surveyed.

Data analysis showed strengths and weaknesses of the program. This analysis determined if the goals were being met and could provide insight on actions needed to correct problems. It may also show how this program has affected student academic achievement. Recommendations were issued based on data and current research. The ultimate goal of this project is to promote a positive social change within this system.

Section 3 provides a more in depth look at project goals and rationale, including an extensive review of the literature. It will detail how this project is implemented; the resources that are available; and program supports already in place. Potential barriers to this project and improvement of this program are outlined. Finally, chapter three includes a project evaluation and outline implications for social change.

Section 3: The Project

Introduction

In this section, I present a description of the advisory program at Molokai High School and the goals that should be achieved as the student completes the program. Evidentiary support for the research model used to evaluate this program is explained. A proposal for continued support of this advisory program was based on theories and evidence presented in the literature and analysis of current research.

Evolving educational program improvement produces high school graduates possessing expanded skills and abilities. Continued work to improve the high school advisory program model is necessary to maintain the increased skill sets demanded by our society to function in the developing workplace. One of the outcomes of this advisory program was to produce graduates who will be productive citizens in communities where they reside, ultimately initiating a positive social change. Efforts to increase productive capacities of schools and their graduates are supported in the professions and the workplace.

Program Description and Goals

The Molokai High School advisory program began in the 2006-2007 school year. Advisory met two times per week for the entire school year. At the present time, small grade level groups ranging from 8 to 12 students per class meet 2 days per week for 30. Grade level themes guide instructional outlines. The advisory program goals were: (a) to build student relationships with caring adults and, (b) assist students to form post-high school plans. In addition, students track graduation credit status, choose a high school

career-track emphasis, and examine progress towards graduation and career goals. Lessons were presented weekly that ultimately form the basis for goal attainment.

The advisory theme for incoming freshman was personal awareness (Hawaii State Department of Education, 2007). Weekly lessons included advisory orientation, goal setting, career pathway choice, matching aptitudes and skills to careers, job trends and benefits, report card reviews, resume and personal statement reviews, and an advisory evaluation.

During the sophomore year, the overall theme that students work on was how to develop complex thinking skills (Hawaii State Department of Education, 2007). This year added a 5-year plan, a review of nontraditional careers, practice filling out job applications, and interview training to the list of activities. Additional learning activities helped students to track progress. A review of report cards and current resume' revision helped them gain insights into their future career options available to them.

The theme for the junior class was career readiness (Hawaii State Department of Education, 2007). Junior class learning activities included Stanford Achievement Test (SAT) and Armed Services Vocational Aptitude Battery (ASVAB) preparation and completion. In addition, juniors worked on college and job applications, explore summer opportunities, and continue to sharpen interview skills.

Finally, the senior class themes were career options and planning (Hawaii State Department of Education, 2007). Seniors worked on completion of a career portfolio, finalizing a personal statement, and exploring post high school careers and higher education options while preparing for graduation.

One of the student's graduation requirements required by the Hawaii Department of Education was the successful completion of a Personal Transition Plan. This advisory program was embedded with the Personal Transition Plan. As the student completed the requirements an evaluation of their cumulative folder was concluded by the first semester of their senior year (Hawaii State Department of Education, 2007). If their work was complete they are awarded .5 credits. If the work was incomplete, the student must finish it during the second semester of their senior to be eligible for graduation.

Advisory Programs and Academic Advising

Advisory programs provide students with school connections and personalized services that are missing in many school settings. Created initially as a middle school program, advisory is now being used in the high school setting. Several researchers (Anfara, 2006; Keefe, 2007; Legters, Balfanz, & Mc Partland, 2002; National Association of Secondary School Principals,1996, 2005) have noted in the literature positive results for students enrolled in these types of programs.

In support of the advisory concept, colleges and universities use academic advisors to assist students with class selection and movement towards completing educational requirements for a career. The models used in this setting are similar (prescriptive or developmental) to those used in high school, however, the relationship with the advisor at this level is more intimate, usually as a one-on-one counseling session (McArthur, 2005)).

The prescriptive model lends itself to compliance with graduation requirements and completion of the appropriate classes for a major field of study (Lowenstein, 2005).

The relationship between the advisor and advisee may be said to be authoritarian, where the student is passive (Lowenstein, 2005). In this model the flow of information goes from advisor to advisee. Students may ask questions to gain information from the advisor about requirements that need to be met.

The developmental model changes the student by enhancing the rational course of action while introducing behavioral understanding, problem-solving, and assessment skills (Lowenstein, 2005). The information flows both ways and the goal goes further than imparting information (Lowenstein, 2005). Counselors may be considered as advisors that practice the developmental model.

<div align="center">**Rationale for Selecting Project Genre**</div>

Researchers have shown that the motives for the implementation of advisory programs in middle and high schools are valid, however, programs remain difficult to administer (Brown & Anafara, 2001; Johnson, 2009; Lee & Saddlemire, 1998; McClure, Yonezawa & Jones, 2010; Tocci, Hochman, & Allen, 2005). Some of these administrative problems could result in the transformation of advisory programs into *glorified homerooms*. These advisories may eventually turn into attendance collection tools and vehicles used to distribute and send school messages home with students (Johnson, 2009).

In addition, if faculty and administration are not supportive of the program, advisories may exhibit "low-level assignments, outdated instruction, and students with a paltry understanding of or commitment to their plan" (Sherer, 2009, p. 87). Additional problems of differing expectations between teachers and administrators, lack of advisory

planning time and a *well-defined advisory curriculum* complicate implementation (Brown & Anafara, 2001).

These problems support the need for continual revision and evaluation of advisory programs to insure the best chance of success. In addition, programs may differ depending on student needs, geographical area, and resources available. Overall it appears many programs are put into place without key elements identified by research (Brown & Anafara, 2001).

The Molokai High School advisory program has been in operation for several years, but I observed it has not been entirely successful. A few of the same problems still remain, and it appears this school has limited resources to help resolve them. Some students appear to continue to be disconnected with their school and adult teachers. In addition, there are students that graduate without clear plans for post high school progress.

I decided to complete this project as a means to help the school where I work while obtaining an advanced degree in education. In addition, as I complete this project I may be able to help improve high school advisory programs and educational systems in rural areas throughout the state of Hawaii. The results of this study may also have applications in other demographic locations.

The 2012 No Child Left Behind School Report published by the Hawaii State Department of Education indicated that Molokai High School has not met Adequate Yearly Progress. The federal benchmark for reading is 72% out of the entire student population tested (NCLB, 2012). Molokai High scored 61%, taking into account

disadvantaged students, and all other races including Asian/Pacific Islander (No Child Left Behind (NCLB, 2012). In Math, the benchmark was set at 64% and Molokai High students scored 36% (NCLB, 2012).

These low scores may be the result of a lack of student vision towards obtaining an education or training pertaining to future careers. A strengthened advisory program could help create more opportunities for students to access pathways and scholarships to help fund career aspirations. This improved access may ultimately help to boost achievement scores and enable this school to attain federal education standards.

The data for this project show how advisors and students perceive the advisory program. In addition, program goals were analyzed to determine if they were achieved. Data analysis identified program weaknesses that may be corrected to help improve school services to the students. In combination with a review of additional research, a program improvement plan was produced. As this program improvement plan is implemented it is anticipated that this portion of the high school students' education will help this school achieve positive strides towards producing graduates that are "college and career ready".

In the literature review in Section 1, I indicated that there is a strong connection between academic performances and advisory programs (e.g., McClure, Yonezawa, & Jones, 2010). It is important for this school to continually improve this program by using appropriate research methods and evaluative techniques. Any improvement in this program will produce a positive effect to assist this school to meet AYP benchmarks set by the federal government.

Rationale for Project Content as a Solution to the Problem

The problems with advisory programs have been cited in the literature. They ranged from lack of faculty and administrative involvement to the absence of training and advocacy by teachers (Johnson, 2009). Advisory programs may differ as geographical, economic, and cultural values vary. Each program should develop its own evaluation tools as high schools continue to work towards improvement. Solid research should support program analysis as research and evaluation develop recommendations to further program development.

Not all schools have access to program evaluation expertise. Many high schools may use substandard evaluative practices because of lack of funding and limited access to professional help (Henry, Fortner, & Thompson, 2010). This may be especially true in rural locations that do not have access to higher educational institutions and are limited because student enrollment determines the availability of funds.

The Hawaii Department of Education has implemented the weighted student formula in an attempt to provide a source of equitable funding and to address achievement gaps (Baker & Thomas, 2006). This funding is based on a per pupil enrollment formula. Additional funds are available to schools with special education, limited English proficiency, at risk, and low-income populations. While this formula is seen as a somewhat novel approach, schools with smaller enrollment numbers may be forced to cut services, because buildings and grounds need to be maintained regardless of enrollment variations.

The Hawaii Department of Education has provided a safety net in the form of block grants to individual schools with significantly higher populations of disabled students, however, funding and distribution may be uneven (Baker & Thomas, 2006). In addition, several of Hawaii's students attend private schools leaving state schools with an abnormally higher population of students from impoverished families (Baker & Thomas, 2006). Ultimately this situation may leave principals with less money to provide educational opportunities for students.

The high school in this study had a very small enrollment; consequently the availability of supplementary funds to implement research was limited. This project offered the school a free program evaluation. The school did not have to devote valuable resources to create this evaluation. Additionally, school-funding constraints were not a problem because I used my funds to evaluate the surveys. Allocation of time was reduced to implementation and completion of surveys and dissemination of results. Surveys were a part of normal educational activities for this school. The benefit of this program evaluation may positively impact the students and the surrounding community by improving an important part of this high school curriculum.

This high school was not close to a major university. However, with the advent of online educational programs, remote schools in rural locations may be able to benefit from mainstream educational guidance. This school benefitted by obtaining a university directed study to aid in its school improvement efforts.

Review of Literature

Genre Appropriate to the Problem

This type of project is well suited for the academic setting. Surveys are a

frequently used tool in the educational environment to assess the efficacy of various

programs. One advantage of surveys is they are capable of obtaining information from

large samples. It allows many individuals to complete structured questions in a short time

frame (Glasow, 2005). Another advantage of the survey is implementation of

standardized, structured questionnaires helps to lower interviewer bias (Fink, 2008). The

use of a survey instrument, without a personal interview, allows the respondent more

freedom to think and respond accordingly. Interaction with individuals while assessing

questionnaire response options may cause a distraction that would affect outcomes.

Eliminating bias allows for the collection more accurate data, leading to a better program

evaluation.

These research characteristics are particularly advantageous for this project

because it allowed immediate feedback to the school so it can make timely improvements

to the advisory program. Data and analyzed results may become stagnant over time. With

the rapid changes of our technology-based society, it behooves researchers to quickly

complete the research process so that improvements can be fulfilled.

In addition, a characteristic of quantitative research is that it has understandable

methodology and linear logical structuring (Fishel, Brietenmoser, & Fulleman, n.d.;

Frick, 2005). Since a quick turnaround time is desirable, a logical, linear model may be

easier to understand and implement. Understandable results can promote more accurate improvements and outcomes for student populations and school officials.

Finally, a quantitative survey may take less time to analyze, allowing for more immediate feedback (Frick, 2005). A qualitative study requires an extensive written narrative to describe results. In addition to taking a longer time to write a conclusion, this type of result may be more difficult to determine. Quantitative tables and graphs take less time to read and may be easier to understand. Since this is a quantitative study, the findings will be available for immediate application to help improve this program.

Makkonen (2004) writes in his review relatively few quantitative studies have been done on advisory programs. He also reports there are limited data on program outcomes. He continues to state there are several qualitative studies assessing student and advisor perceptions but there exists an absence of hard data (Makkonen, 2004). According to Makkonen (2004) subjective reactions and impressions found in narrative studies are not suitable in the measurement of program outcomes. He states linking advisory programs to tangible measures including decreased dropout rates, higher grades, and improved school attendance would provide a more objective profile of an advisory program.

Students depend on educational outcomes to enhance their opportunities in the future. Using student populations in an experimental design with control and test groups presents problems for them and school officials. If students were assigned to a group without the best educational learning opportunities, they may be limited in their future choices. In a true experimental design, one group will not be exposed to the treatment.

Depending on weather that principle or treatment is effective or not leaves students in difficult circumstance. School administrators must produce results and cannot afford trial policies that are not based on solid research.

The survey assessment is not a true experimental design; however, in this study the survey responses were enumerated and supported by quantitative archival data. The design of this study was based on the student's educational needs and the limitations of the school environment. This type of quantitative design enhances the overall credibility of this research project and should produce valuable results.

Makkonen (2004) writes that comprehensive studies are difficult due to the nature of the educational environment. Because advisory programs differ from school to school, this feature presents researchers difficulties on how to assess and compare several programs at the same time. This discussion lends support for local school evaluations playing a major role in the continuing development of these programs.

Another attribute that would support individual school evaluations is the fact the on-site administrators want to see tangible results before allocating resources (Makkonen, 2004). During these increasingly difficult economic times, a substantiated record of research results justifies fund and manpower allocations. Additionally, school evaluations may help administrators secure outside grant funds to further support program development.

Makkonen (2004) states," the best advisory evaluations consider participants' subjective impressions in conjunction with objective indexes. As lone measures, data and opinion may be limited, but when considered together, they provide a more accurate

measure of a program's effectiveness" (p.2). In this research I collected subjective

perceptions, quantified them and combined the survey results with objective data

analysis. This combined analysis created a clear profile of the current advisory program.

Surveys are strong in external validity allowing the results to be generalized to a

broader population (Creswell, 2008; Ross, 2005). Findings from this study could be

applied to similar high school advisory programs across the state of Hawaii and in other

geographic locations. This research may also be applied to schools with higher

enrollment capacities, and may be used as a foundation for their program evaluation

efforts.

Surveys are useful in the evaluation of the effectiveness of programs. The results

of these evaluations may help to initiate changes in people's knowledge, attitudes, and

welfare (Fink, 2008). Furthermore, surveys are considered one the best methods to obtain

information and comments to use in planning and program development (Office of

Quality Improvement, University of Wisconsin Board of Regents, 2010). The use of

survey information could help to guide this program, producing a positive social change

within this educational system.

Survey response rates typically vary from approximately 50 to 70 percent for

general public populations (Cook, Heath, & Thompson, 2000). Mail surveys report

response rates much lower typically less than 40 to 50 percent (Cook, Heath, and

Thompson). This project will produced rates higher than those indicated above because

of the use of inter-school mail distribution methods; follow up contacts, and shorter

survey length.

I chose to structure my research project using the suggestions in the preceding discussion. The school surveyed advisors and advisees, and I assigned a number to measure the strength of negative or positive perceptions of the program. This survey also assessed achievement of advisory program goals. The goals for this program were embedded advisor and advisee survey questions. Goal achievement perceptions were compared for each group to assess group differences and direct program improvement efforts. This analysis provided the hard data to justify program improvement directives.

Implementation

The advisory program at Molokai High School has been in existence for several years. Selected gains have been reported (graduation rates, GPA's, and Hawaii State Assessment Test results), however, more needs to be done to improve the program. Advisor survey response data show more training is needed. Advisor responses also showed more time is needed by advisors to plan this program and there should be more time devoted to discussing program goals and objectives at faculty meetings.

In 2013, The U. S. Department of Education, approved Hawaii's new school accountability and improvement system (STRIVE HI). The emphasis of this system is to insure that all students graduate college and career ready. This system replaces many of the requirements of the No Child Left Behind Act (NCLB), eliciting multiple measures to assess student readiness instead of basing performance on reading and math test scores (Hawaii State Department of Education, 2013). Reading and Math scores are combined with cumulative science assessments; school attendance; ACT scores; graduation rates; and college enrollment (Hawaii State Department of Education, 2013). Customized goals

are designed for each school and complex and students are compared with state student populations (Hawaii State Department of Education, 2013).

Ongoing program evaluations and continual restructuring should become the standard for schools to improve systems at this level. Evaluation methods may need to be modified to maintain continual improvement initiatives. Progress may be represented by continual modification of program goals and curriculum directed by valid and reliable evaluation results.

Potential Resources and Existing Supports

The administration supported the advisory program. Administrators participated as advisors teaching advisory classes. This high school participated in *kid talk,* where faculty advisors help to complete a student profile that was shared with the entire faculty during meetings. Advisory teachers were assigned to stay with the same advisory students for all four years. Thus, advisors were able to better help students as they become more familiar with their needs. Advisors were encouraged to participate in the graduation ceremony for their senior advisees.

The school has a School Resource Officer (police officer) on campus during school hours helping the school maintain a safe place to learn, socialize, and participate in sports and community activities. The 2012-2013 graduating class produced one student who was accepted and will attend Harvard University next year. All teachers were assigned advisory classes and function as advisors.

Potential Barriers

Potential barriers exist in many learning environments. These issues need to be identified and resolved, to enable schools to move forward with school improvements. At Molokai High School, there was no formal advisor professional development plan in place. Advisors were not trained on how to function in this role. This lack of training may have caused frustration for advisors, created a limited motivation to function in this role, and produced a lack of vision for the efficacy of this program. In addition, advisors were not trained on how to help student's complete written requirements of this program. Documents that students were required to be completed for the Personal Transition Plan may not familiar to advisors. This problem could pose a challenge to teachers when they attempt to help students understand and accurately complete these requirements. The findings of this study support the problems outlined above.

There was no designated planning time to assist advisors to understand and implement this program. Advisors were burdened with another class to plan, and given the limited time teachers have in their day they may not have time to become familiar with advisory lessons.

The planning of the advisory curriculum was done with limited input from advisors. There was a faculty meeting that is devoted to enlisting suggestions for improvement in various school programs. Advisory was one of the topics and during this meeting teachers write their suggestions on a large poster paper. It was not clear who collects these suggestions and what was done with them after this meeting concluded.

Finally, the student activities coordinator replaced the school registrar as the coordinator of this program. It was not known what kind of training she received to help her manage this program or if she has ever functioned as a student advisor prior to her designation as a coordinator.

Proposal for Implementation and Timetable

After the research was concluded I wrote up the results. Included in these results were some suggestions for improvement for this school. The results and suggestions were presented to the principal of Molokai High and Middle schools. In the discussion with the administrators, I offered to present (PowerPoint) the results of the research to both schools at faculty meetings. Each school had the option to establish (middle school) or refine (high school) existing programs based on this research.

The implementation timetable was determined by each school based on the school's needs. It is anticipated after discussions with individual faculties some changes will be made for the beginning of the next school year.

Roles and Responsibilities of Students and Others

Students were expected to complete all Personal Transition Plan requirements and earn .5 credit towards graduation. They needed to formulate a five-year plan, finish career emphasis classes earning a completer designation, construct a current resume and personal statement, and graduate from Molokai High School. During this time students were encouraged to look for college, career, military service, or trade school opportunities and know what they will do after they graduate from high school.

Teachers were expected to take ownership of their advisory students and make a

commitment to insure that students complete all requirements of the Personal Transition Plan. The advisors enlisted the help of parents and communicated student successes and deficiencies during all four years they were with these students. Teachers individually know each of their advisees and make time to counsel them as needed.

Parents were expected to check Engrade.com (online grading program) on a regular basis to assess their child progress in the advisory program and academic classes. In addition, they learned about program requirements and helped assist their child to complete requirements and graduate from high school.

School administration should take an active interest and participate as an advisor in this program. They should support the program by allocating time and resources to promote and train advisors, establish a cadre of advisors to assist with planning program upgrades, and create a mentorship program for incoming advisors.

<div align="center">**Project Evaluation Plan**</div>

Design and Approach

Evaluation of ideas used to improve educational programs provide educators with evidence to support their decision making (Guskey, 1998 and 2007). The multi-faceted design of this analysis evaluated the overall goals and outcomes of this advisory program. In addition, the perceptions of advisors and advisees were evaluated. The goals were embedded in the surveys and were compared between advisors and advisees to evaluate the reliability of their responses.

According to Guskey (1999, 2007), evaluations of programs are more important in the present day than in the past because of the many implications associated with

accountability. In deciding on which programs to fund, school boards and administrators want evidence regarding the possible benefits of their investments (Guskey 1999, 2002).

Guskey (1999) defined evaluation as, "the systematic investigation of merit or worth" (p. 4). According to Guskey, planning evaluations occur before a program begins and helps to discover potential concerns that may later arise. Formative evaluations occur throughout the duration of a program and help to inform decisions regarding information, benchmarks, and goals (1999). Gredler (1996) pointed out formative evaluations answer important questions such as, "What are the immediate effects of implementing program activities" (p. 250). Fitzpatrick, Sanders, and Worthen (2004) further reinforced the claim formative evaluations collect evidence to inform program improvement.

Guskey (1999), states that a summative evaluation occurs at the completion of a program, and is used to determine if the goals of the project were realized. Gredler (1999) adds the term summative initially referred to the evaluation of the final product. This label was applied to an evaluation in which outcomes were measured, and some determination of the worth of the program was completed. According to Fitzpatrick et al., (2004), summative evaluations support "… judgments about a program's overall worth or merit in relation to important criteria" (p. 17).

Information obtained from these surveys informed needed revisions in the delivery of program curriculum. Since this assessment was completed towards the end of the school year was considered a summative evaluation.

Next Steps

Following the data analysis the researcher issued recommendations for improvement. The recommendations include an advisor training program. These suggestions were written into this project and presented to the individual schools and the Hawaii Department of Education in a PowerPoint format with accompanying tables and bar graphs to support the recommendations. The researcher offered to present these data at faculty meetings at both schools. A copy of the PowerPoint presentation was forwarded to the Superintendent's office.

In addition, the results of this study may be submitted to professional journals for publication. The researcher may present the results at professional conferences if requested.

Implementation Including Social Change

Local Community

The surrounding school community benefitted from this research. Research based school improvement initiatives help schools diagnose and treat program inefficiencies. This trend is at the forefront of school improvement but is still not directed by school personnel who are experienced in program evaluations. Faculty members that do not have experience in data collection, data analysis, and implementing program improvement initiatives are limited in what they can derive from school data. These limitations may become overriding as schools struggle to find answers, piecing together information gleaned from research reports. Untrained evaluative techniques could continue to lead schools towards ineffective improvement initiatives.

Since this community does not have access to a university this research becomes even more important for this community. Experts in the field of education validated this research. It was also been proved reliable by statistical analysis. An expert reviewed the statistical results from this project.

This community stands to benefit as the school may improve services to their students. An educated community improves the overall health and well being of its members (DeWalt, Berkman, Sheridan, Lohr, & Pignone, 2004). High school graduates may be able to qualify to for more scholarships and higher educational opportunities. A better educated community improves the quality of life and the economic profile of its members. Improved abilities to earn income provide community members with improved health and housing. In addition, opportunities for community members to hold leadership positions and higher paying jobs may be increased.

Far-Reaching

The No Child Left Behind Act of 2001 began a broad array of sweeping changes in how schools were to function. Schools were evaluated and rated based on student test results. In 2010, 38 percent of the nation's schools were failing to make yearly progress ("No Child Left Behind", 2004). The goal of this law was to improve schools to 100 percent proficiency by the 2013/2014 school year. While this law was highly criticized by U.S. Lawmakers and educators, it began the new wave of school accountability initiatives. School officials jumped on the bandwagon of data driven improvements as education finally decided to base its decision making on hard data instead of what educators *thought might work.*

This research is another piece that adds to the body of knowledge on high school advisory programs. As was stated previously, the results directly apply to this particular high school. In addition, the middle school that feeds into this high school may benefit from this research. At the present time, Molokai Middle School has no formal advisory program. After reviewing the research the Molokai Middle School may create a program for their school to help improve their educational offerings.

In addition, Walden University will publish the completed dissertation on its webpage. Other scholars researching advisory programs will be able to access this data to help with their research. I plan to submit an article for publication in a professional journal. When the research is published it will be able to be accessed by other researchers, educators and administrators to help with school improvement initiatives across the nation.

Conclusion

I am hopeful that this project will have a positive impact on advisory programs. Our educational model is based on group instruction. This fact alone leaves students that are less aggressive in an awkward position as they try and navigate through the system. The personalization of educational programs will assist those students that are more complacent to become more connected with the school environment. The improvement of advisory programs may give students the connections they need to tap into all that our educational system has to offer. Higher literacy rates in our communities will certainly have far reaching positive effects on the quality of life for our nation.

Section 4 summarizes my final thoughts about this research project. It is a

scholarly reflection regarding what I have learned by completing this work.

Section 4: Reflections and Conclusions

Introduction

In this section I deliver some final thoughts regarding this research project.

Analysis of this project is seen through the lens of a developing scholar and practitioner

An outline of project limitations lead to suggestions for future research. Implications for

social change are also described in this section.

Project Strengths

The efficacy of his project should be clear as the reader completes section three of

this document. Experts in their respective fields reviewed the construction of the surveys

and statistical computations. The response rate for both surveys was nearly 100%. This

research model fills a gap in this knowledge base. In this research, I followed the

recommendations from previous research on high school advisory programs.

This project was a quantitative study, which lends even more strength to the

results obtained from the data collection and analysis. Most of the previous research done

on these types of programs was qualitative, and could be subject to interviewer bias in

terms of writing up the responses gleaned from the interviews. Bias may also occur, as

interviewees feel pressured to respond because they are in the presence of the

interviewer. Finally, narrative results obtained in a qualitative study could be difficult to

interpret because they are thematic in nature.

The fact this study produced tangible data will strengthen the applicability of

these results to schools and educational institutions seeking guidance on this topic for

their programs. This type of study could pave the way for additional research, using this model, strengthening the research base on this subject.

Recommendation for Remediation of Limitations

The application process to use data from the public school system involved almost four months until approval was granted. Another limitation may be a question regarding the accuracy of the school's archival data. Input and calculation errors are limited to the school official who was completing the data tabulations.

The non-experimental (quasi-experimental) design of the research limits the strength and application of the results. No control group was used. This research may not be able to be repeated because the student body changes from year to year, and because the high school culture is continuously evolving. These results may be limited to this high school and state because this state is surrounded by water and is 2,500 miles away from the remainder of the nation. The results may also be compromised because the respondents may not completely understand the survey questions. Finally, results may be limited because the respondent's lack of interest and the time of day the surveys were administered.

The application process to use public school data was time consuming and arduous. Federal and state guidelines were met to protect student rights. State public school systems may be continuously targeted for lawsuits because of the clientele they serve and the type of service they provide to communities. However, public school systems benefit from research projects completed using their data.

The Hawaii superintendent's office recently upgraded their research application to an online format. This change has made it easier to edit and submit the application for revision and approval. School systems may also want to construct a list of required documents so that the researcher can have one place to go to obtain these forms. A list of common questions that need to be answered by researcher may streamline the application process.

I had no control over the accuracy of data collected and stored by the school. One way to possibly eliminate this problem would be to collect my own data and then turn it over to the school. Although this would not eliminate accuracy problems completely, it would give me more control. I could request to use the data from the school. This format may eliminate some of the accuracy issues and could satisfy school officials regarding possession and use of school data. This was exactly what occurred in this project.

To address the problem with the non-experimental design researchers would have to approach superintendent offices prior to the application process to inquire if this model would be acceptable to use. While the experimental model produces stronger results the public schools may be reluctant to approve this type of research because of the problem that students in control groups may not be obtaining needed instruction. Some type of remediation may be offered, but student parents may not approve. It may be possible to do research on elective classes that do not affect the student's graduation status or harm future opportunities for advancement.

The only way to address repeatability would be to research the same class throughout all four years of high school. While there will be students that transfer in and

out of this class, the changes should be negligible because the majority of its members would still be intact.

Cultural limitations of this research may prevent these findings from being applied to other demographic locations. The results of this study may be limited to schools that have similar cultural and academic profiles. However, the researcher has observed that globalization of information and use of the internet has enabled teenage students to have access to the same media regardless of where they live. Thus, teens may be similarly affected and respond in equally in age group behaviors.

Issues relating to understanding survey questions could be solved by enlisting the help of a student review panel to assess the effectiveness and comprehension of surveys. Finally, problems with lack of interest and time of the day may be solved by using the morning hours to survey respondents, and also survey students in the beginning of the week and after holidays and vacations.

Scholarship

The development of scholarly attributes continues throughout an individual's academic career. Academic experiences elevate a person's powers of reason and problem solving to higher levels as degrees are earned. I learned that scholarship is experienced, learned, and then observed. As one going through the various stages of earning a degree, a student catches glimpses of the future, but does not fully comprehend the learning that is taking place until the degree has been completed. Close to the end of the academic experience the student notices that his/her evaluative and reasoning abilities have

changed and begins to view and evaluate problems and solutions in a different light. A

new clarity is achieved, and new ways of thinking are represented by the establishment

new neural thought pathways in the brain.

In addition, new organizational skills have been acquired as one moves up the

ladder of scholarship. In particular, the online environment develops self-achieving skills

because the student does not have direct access to his professors. The student is forced to

learn without assistance. The supports the idea that classes offered by online universities

may be more difficult, forcing the scholar to develop enhanced powers of investigation.

Refined research skills are developed as the scholar has to search internet resources for

answers to questions.

Finally, to earn credibility as a scholar the student needs to learn to successfully

navigate through various bureaucratic organizations to obtain materials required to finish

a project. Personal connections must be made to help the scholar earn his/her degree. The

scholar cannot do it alone and must be able to quickly build a network outside of the

university to complete the work.

Project Development and Evaluation

Initially the project idea is formed from observations about what is needed to

assist to move the educational environment forward. The student shares his/her ideas with

other scholars that have experience in completing projects. The idea is refined as the

student reads previous research relating to the project. In many cases project ideas are

condensed so that the scholar can complete it on time. Additionally, students must narrow

their focus so they can obtain meaningful results. The scholar builds a network of

resources and professionals to assist with project development, validity, and implementation. This project was reviewed by other scholars, to assure the methodology was in line with the research questions.

During the statistical phase of this project, I accessed free online videos and articles to assist with running a statistical program. I found this option particularly helpful, especially the video clips I viewed on YouTube. I could review them several times in succession to insure I was running the statistical program correctly. I also was able to enlist the services of a statistician to review my outputs to insure they were accurate. This was very helpful and added credibility to the results.

I was able to accomplish all of my project goals. I surpassed some of my objectives because of my persistent attitude. I truly believe that researchers must make a decision, before starting a project, to remain on-task and decide to complete the work regardless of the obstacles that they may encounter. With this point of view the project became a success.

Leadership and Change

To be a good leader a person must have a focused goal. This goal will drive a person to assume a leadership role regardless of what circumstances may be presented. Although some people may not recognize a leader immediately, a strong goal will mold that individual into that role.

Change is difficult for most people. However a project that elicits good results and is presented in a clear manner will initiate a change in perspective. Good, hard

quantitative data is hard to deny. Couple this data with previous research and a good presentation and it will promote a positive change in a workplace or group of people.

Analysis of Self as a Scholar

I also learned that the online learning environment is more difficult than a brick and mortar venue. The environment forces the student to learn without using professors as a crutch. This *self-learning* model compels the student to learn skills and concepts in their entirety so that the student can move successfully through the program. The student does not have direct access to professional consultants as he would if he were enrolled in a residential program. The end results are the collection of mastery skills that a person in a brick and mortar environment may not be able to accumulate.

I also learned that there are many unseen obstacles that could prevent the scholar from attaining a goal. A persistent attitude towards scholarly endeavors will clear the way to progress, learning and success.

Analysis of Self as a Practitioner

As a practitioner, I learned that degree status and educational experience help a person support and defend any evaluative statements that are made about educational programs. Recognition is earned and acknowledged by other professionals that have gone through the learning and research process. Research results are the key to being able to effect change. A well-read practitioner who can cite significant studies and weave them into a coherent plan is a valued contributor to the educational process.

In addition, importance of individual accomplishments and research must be aligned with good presentation skills and experience. Individuals and schools want to

know that education advisors have first-hand experience. Also, a good presentation can convey knowledge and concepts to an untrained and inexperienced audience. Learning is in evidence as a presentation connects first to a listener's knowledge base and then takes that person or group to a new level of enlightenment. If your data and presentation create more questions to be answered then you have accomplished your goal as a practitioner.

Analysis of Self as a Project Developer

Project developers are only as good as the projects they complete. Incomplete work will not gain acceptance in professional circles. Good, informed ideas are the key to any project. Project ideas come from experiences and are refined by reading related research and collaborating with other professionals. A project developer must have a plan and be willing to revise it as necessary to accomplish goals. This revision process is continuous throughout project development. Flexibility is the key to success. As one goes through the process the final result may not be what the researcher first envisioned. However, it will still be of value if the research process has been followed and every facet has been addressed.

The time required to finish a project is important because timely results are valued. However, accurate and well-supported results will be final value indicators of the worth of a work. Collaboration and networking with other professionals are essential to success. The project developer must be able to accurately assess a collaborator's worth to the project, and be able to incorporate ideas to improve a project's status.

The Projects Potential Impact on Social Change

A project's impact may be measured in several ways. The overall effect of a work should improve a program's function and outcomes. This program improvement research will solidify the efficacy of the programs functional status in this school. Teachers and administrators will possess new knowledge regarding the programs significance and use this knowledge to promote positive changes. Students will be the direct recipients of these informed changes.

The researcher expects that student success in this school will be improved as students gain new knowledge and direction. This will help students with class scheduling and post-high school matriculation towards more successful higher educational and career choices. In addition, other schools around the state may benefit from this project. Not all schools have advisory programs, and some may have partial programs in place. The review of current research, results and recommendations from this project may help to improve programs that are not functioning at capacity. Also, schools without advisory programs may find the evidence and direction they need to launch a program of this type to serve its student population.

Finally, schools across the nation will be positively affected as scholars and project developers review the findings of this project. The results from this research will add much needed information to fill gaps previously identified in this research base. It is possible that the project results will help to initiate additional research and improve school function and graduating status of students across the nation.

Implications, Applications, and Directions for Future Research

The importance of this work should not be underestimated. Any improvement in school program offerings will have a positive ripple effect at all levels. In the school, program improvement may help students to be more satisfied with the education they are obtaining. This may help to boost self-esteem and create a higher quality learning experience through the following: attendance patterns may be improved; student on-task behaviors could increase; student involvement in school programs may be enhanced, and graduation of more college and career ready students will most surely be in evidence.

Teachers may be able to concentrate more on the teaching and learning process rather than spending their time managing student behavior. Higher quality lessons and learning may be in evidence and literacy levels could be advanced. Administrators may be able to coordinate for more effective school functions because students and teachers would be more involved with their tasks.

In summary, what has been learned is that both students and teachers perceive that the advisory program at this school was of value. The results showed that this program requires more time to train advisors and discuss program function at faculty meetings. In addition, the findings suggest that this program needs to be evaluated by a valid and reliable method on a regular basis.

Implications for future research suggest that more quantitative research be produced in all types of school environments (rural, suburban, city). The results may help us to understand if this type of program can be applied successfully in schools with differing demographic and community profiles. It is also suggested that a more

longitudinal type of project be completed to further enhance this knowledge base. Finally, a true experimental study with control and treatment groups should be completed. The findings of this type of research would support research previously completed.

Conclusion

A doctoral project is the beginning of a life of scholarly works that should lead the researcher in the discovery process. Research can be exciting and lead to improvements in scholarly abilities and help the researcher contribute to positive social changes. Project development and evaluation sharpens investigative abilities and helps to develop leadership qualities. As a scholar develops and continues this type of work he will become a practitioner and an experienced researcher. This person becomes valued in the professional community and will be sought out to collaborate with other professionals to help from form new ideas and solve existing problems.

For me personally, this degree has brought out many new ideas. Since I have a background in teaching health occupations I have been able to assist in healthcare treatment plans and decision-making. In particular, I have initiated an idea for a new concept of a heparin shot, similar to an epi-pen for anaphylactic reaction. The heparin shot may be used for blood clot elimination for those individuals that have strokes and heart attacks. It would be a one use, one dose emergency treatment that could be used by lay-persons so they can make it to a hospital. Medical professionals are currently working on this concept.

While this project may take a year to be brought out to the public, I truly believe that the advanced degree I have completed has helped to bring out these new concepts. I

know that I can make some valuable contributions to improve education and the quality

of our lives.

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Appendix A: The Project

Evaluation and Improvement of an Advisory Program

Improving educational programs based on valid and reliable research is becoming the standard in educational practice. School administrators and faculty are analyzing numerical and theoretical data to make informed decisions to improve their educational offerings. However, some rural, public schools may not have access to the expertise required to collect data, analyze data sets, and incorporate results to help improve school programs.

The Problem

The problem at Molokai High School is it does not have access to university-supervised research. Many rural schools are underfunded and cannot afford to hire a professional to help with research projects. In addition, most schools do not have personnel who have the expertise to undertake in-house research projects. Without good data analysis schools are not making informed decisions. Consequently school performance is below average and may remain there until the school is able to obtain professional help. A review of Molokai High School status and improvement reports for the past five years has shown this school was unable to make Annual Yearly Progress (AYP) as defined by the federal government. This school has made gains in reading and mathematics as shown on the Hawaii State Assessment (HSA), but was still unable to reach the U.S. Department of Education benchmarks.

The advisory program at Molokai High School contains the Personal Transition Plan (PTP), required by the state of Hawaii for graduation from public high schools.

Given the importance placed on this graduation requirement it behooves schools to continuously monitor and improve this program so students can acquire the information needed to move on to post-high school opportunities.

The Purpose

The objective of this study was to conduct an evaluation of the advisory program at Molokai High School, and make recommendations to improve the program. The recommendations were based on the results of the data analysis and a review of current literature on advisory programs.

Advisor and advisees were surveyed. The data were analyzed to see if the goals of the program were achieved, and determine the overall perceptions of program stakeholders.

Findings

The findings of this study supported the advisory program at this school as perceived by students and advisors. However, the advisors indicated they do not have enough time to effectively plan the advisory lessons. They also thought more time should to be devoted to training.

The student surveys exhibited positive results supporting the perception indicating the advisory program helped students establish a relationship with a significant adult on campus. The students also indicated this advisory program helped them form post high school plans.

The students agreed advisors think their ideas are important; advisors help them with problems in school; they could depend on their advisor; advisors counsel with

students about progress in school; and students have a good relationship with their advisor.

The advisor surveys also addressed this concept. The advisors encouraged students to share thoughts and opinions; thought advisee ideas were important; thought students believe advisors are dependable and they established a good relationship with their students.

In addition, the advisees perceived advisors are knowledgeable about advisory lessons. Advisees also perceived advisors are well trained to teach the advisory program.

Advisor responses did not agree with student findings for this statement. The data showed a significant number of advisors felt they do not have enough content knowledge to teach advisory classes. Furthermore, most advisors did not think they received enough training to successfully function as an advisor.

The advisors and advisees confirm that both goals for this advisory program were achieved as evidenced by these results. Student and advisor support for this program are critical to insure its continued success.

Conclusion:

The analysis of data from this research project shows both students and advisors support the advisory program. They concur this program helps students form positive relationships with a caring adult, and also helps them develop post-high school plans. Data collected on advisor content knowledge showed students believed advisors possessed adequate knowledge of the advisory program. However, advisors responses did not support this perception.

Advisors believed they did not have enough training to run an advisory program. Advisors that function without training may not be able to effectively help students to become college and career ready at the end of their four years at this high school. Consequently, students who graduate without clear goals may waste many years trying to find their place in society.

In the analysis of statements to help improve this program, teacher planning time was shown as a need for advisors. Adequate planning time equates to better lesson preparation and improved student performances. Since the goal of educational institutions is to prepare students to be productive citizens of society it behooves schools to provide adequate lesson planning time for advisors.

Advisors also agreed the advisory program should be evaluated each year and results need to be shared at faculty meetings. Valid and reliable evaluations produce credible data, which can be used to make informed decisions regarding program improvement directions. The needs of the student body will always change as our world evolves. The advisory program must continue to progress and change as new needs are presented.

Advisor Training Program

Justification

Research done by Klepfer and Hill (2009) showed academic advisory is an important contributor that develops student persistence to graduate from high school. Training of advisors and continued advisory program development give students the best opportunity for success in school. Knowledgeable advisors can direct students to make

choices to enhance their high school education and prepare for future opportunities.

Advisor training establishes standards to develop advisor job knowledge and performance

by providing the tools and practice to meet program expectations. Advisor performance is

enhanced and students are exposed to updated policies, theories, resources, and

procedures that help them succeed in the high school environment. When relevant

professional development is provided advisors may be held accountable for students

meeting school graduation requirements. Consequently, advisory program outcomes may

be assessed for both advisors and students.

Job competency is important factor in job satisfaction. Advisors who participate

in program trainings view these as an added benefit and a reward for good job

performances (Drake, 2008). Advisor performances are increased and they are more

likely to remain employed as a teacher. Teacher attrition may not be cost effective and

reduces the overall performance of the school (Allen, 2008).

Monthly Advisory Professional Development Plans

These trainings may be held during faculty meetings, one Friday per month.

<u>Unit # 1 Advisory Goal Exploration</u>

Advisors will review the goals of the advisory program by grade level teams.

The goals will be aligned to the grade level yearly curricular outline (9-12).

<u>The two current advisory goals are:</u>

1. The advisory program helps student to form relationships with a significant adult on

campus.

2. The advisory program helps students to form post-high school plans.

An advisor leader will lead the teams. The teams will determine if these two goals

are sufficient and recommend changes and/or additional goals.

Outcomes:

1. The advisors will be able to determine appropriate achievement goals and

 learning targets for each grade level.

2. The advisors will learn how goals align to the advisory curriculum.

3. The advisors will begin to learn how to lead students to achieve these goals using

the advisory curriculum.

Materials:

1. An unused student PTP folder for each advisor in the group.

2. Blank copies of the grade level personal transition plan checklist.

Professional Development Activities:

1. The advisors will review each grade level task and write the appropriate goal next

to each one on the blank PTP checklist.

2. If a new goal is required they will write it next to the task.

3. At the end of the group activity the entire faculty will discuss what they learned

and what may need to be modified or improved. The advisor coordinator will

take notes on suggestions to improve this aspect of the Advisory/PTP program.

Unit #2 Resume Checklist/Resume Rubric

Advisors will learn how to use the resume checklist/rubric using sample resumes.

They will separate into grade level teams to accomplish this task.

Outcomes:

1. The advisors will learn how to use the checklist and the rubric to evaluate a student resume.

2. The advisors will learn what needs to be included in a student resume so that it meets or exceeds the points needed to complete this PTP requirement.

3. The advisors will learn what information needs to be included in a resume to earn a passing grade.

Materials:

1. Blank copies of the Molokai High School resume checklist and rubric for each advisor in the group.

2. Sample student resumes with student names deleted.

Professional Development Activities:

1. The advisors will evaluate and rate each sample resume according to the checklist and rubric.

2. At the end of the group activity the entire faculty will discuss what they learned and what may need to be modified or improved. The advisor coordinator will take notes on suggestions to improve this aspect of the Advisory/PTP program.

Unit #3 Personal Statement

Advisors will learn how to use the personal statement checklist to evaluate a personal statement. The advisors will separate into grade level teams to accomplish this task.

Outcomes:

1. The advisors will learn how to use the personal statement checklist.

2. The advisors will learn what details need to be contained in a personal statement

to meet or exceed the points needed to complete this PTP requirement using the

rubric.

3. The advisors will determine the number of points needed to earn a passing grade.

Materials:

1. Blank copies of the PTP personal statement rubric.

2. Copies of sample student personal statements with names removed.

Professional Development Activities:

1. The advisors will rate each sample personal statement with the rubric.

2. At the end of the group activity the entire faculty will discuss what they learned

and what may need to be modified or improved. The advisor coordinator will

take notes on suggestions to improve this aspect of the Advisory/PTP program.

Unit #4 Credit Summary

The advisors will learn how to use a credit summary document to evaluate a

student's grade level progress. The advisors will break out into grade level groups to

complete this training unit.

Outcomes:

1. The advisors will learn how to determine if the advisory student will graduate to

the next grade.

2. The advisors will learn how to determine if the student in on-track for graduation

with his/her class.

3. The advisors will learn how many core subject credits are required for

graduation.

4. The advisors will learn how many elective credits are required for graduation.

5. The advisors will learn what other classes are required for graduation.

6. The advisors will learn information about each class offered at Molokai High

 School.

Materials:

1. Blank copies of the Molokai High School credit summary worksheet.

2. Copies of sample report cards with names removed.

3. Copies of the graduation requirement summary.

4. Copies of the Molokai High School registration packet.

Professional Development Activities:

1. Advisors will complete credit summaries for grades 9-12.

2. Advisors will determine if each student is on-track for graduation.

3. Advisors will determine what classes a student must take to graduate if that

sample report card is not on-track for graduation.

4. Advisors will use the registration packet to see which classes are required.

5. At the end of the group activity the entire faculty will discuss what they learned

and what may need to be modified or improved. The advisor coordinator will

take notes on suggestions to improve this aspect of the Advisory/PTP program.

Unit # 5 The Career Pathways Five Year Plan (class schedule)

Advisors will learn how to fill out a student five-year plan so they can better advise students. The advisors will break out into grade level groups to participate in this training activity.

Outcomes:

1. The advisors will learn how to fill out a five-year student graduation plan for grades 9-12.

2. The advisors will learn how to use the registration packet, career cluster information, and course sequencing handouts to help students choose classes.

3. The advisors will learn about the career pathways offered at Molokai High School.

4. The advisors will be able to advise students on how to complete a career pathway course sequence to earn a completer designation on their high school diploma.

Materials:

1. Blank copies of all the Molokai High School career pathways five-year plans.

2. Molokai High School registration packets.

3. Career pathways course sequencing and career cluster handouts.

Professional Development Activities:

1. Advisors will fill out five-year plans for each of the career pathways offered at Molokai High School.

2. Advisors will use the registration packet, course sequence chart, and career cluster chart to accomplish this task.

3. At the end of the group activity the entire faculty will discuss what they learned

and what may need to be modified or improved. The advisor coordinator will take notes on suggestions to improve this aspect of the Advisory/PTP program.

Unit #6 Career Research

The advisors at Molokai High School will complete a career research professional development activity. The advisors will break out into grade level groups.

Out comes:

1. The advisors will learn how to do career research by using an online search engine.

2. The advisors will learn how to complete a PTP career research profile.

Materials:

1. A laptop computer and internet connection for each advisor.

2. Blank copies of a PTP career research worksheet.

3. Copies of the career pathways offered at Molokai High School.

4. User ID and password for website search.

Professional Development Activities:

1. Advisors will use a laptop computer to go to http://ecosprinctonreview.com and enter the user ID and password.

2. The advisors will research three careers for each of the career pathways offered at Molokai High School.

3. The advisors will complete a PTP career research worksheet for each career choice.

4. At the end of the group activity the entire faculty will discuss what they learned

and what may need to be modified or improved. The advisor coordinator will

take notes on suggestions to improve this aspect of the Advisory/PTP program.

Unit #7 College Research

The advisors at Molokai High School will do a college research professional

development activity. The advisors will break out into grade level groups.

Outcomes:

1. The advisors will learn how to do college research by using and online search

engine.

2. The advisors will learn how to complete a PTP college research profile.

Materials:

1. A laptop computer and internet connection for each advisor.

2. Blank copies of a PTP career research worksheet.

3. Sample user ID and password for website search.

Professional Development Activities:

1. Advisors will use a laptop computer to go to www.collegeboard.org and

enter the user ID and password.

2. The advisors will research a college or university for each of the career pathways

offered at Molokai High School.

3. The advisors will complete a PTP college research worksheet for each career

choice.

4. At the end of the group activity the entire faculty will discuss what they learned

and what may need to be modified or improved. The advisor coordinator will

 take notes on suggestions to improve this aspect of the Advisory/PTP program.

Unit #8 College Scholarship Search

The advisors will learn to use search methods to find information on scholarships

for Molokai High School graduates.

Outcomes:

1. The advisors will learn how to do scholarship research by using and online search

engine.

2. The advisors will learn how to complete a PTP college scholarship profile.

Materials:

1. A laptop computer and internet connection for each advisor.

2. Blank copies of a PTP scholarship research worksheet.

3. Sample user ID and password for website search.

Professional Development Activities:

1. Advisors will use a laptop computer to go to www.collegeboard.org and

enter the user ID and password.

2. The advisors will research three scholarships at two colleges or universities for

each of the career pathways offered at Molokai High School.

3. The advisors will complete a PTP college research worksheet for each career

choice.

4. At the end of the group activity the entire faculty will discuss what they learned

and what may need to be modified or improved. The advisor coordinator will

take notes on suggestions to improve this aspect of the Advisory/PTP program.

Unit #9 SAT and ACT Practice Tests

The advisors will explore available resources for SAT and ACT student preparation and practice.

Advisors will break out into grade level groups.

Outcomes:

1. The advisors will learn where to find free SAT and ACT resources.

2. The advisors will learn how to administer the SAT and ACT practice tests in their advisory classes.

Materials:

1. A laptop computer for each advisor in the group.

2. Blank copies of the collegeboard SAT practice test.

3. Websites:
    a. PDF hard copy printout of SAT:

    satonlinecourse.collegeboard.org/SR/digital_assets/assessment/pdf/0833A611-

    0A43-10C2-0148-CC8C0087FB06-F.pdf

    b. Free Online practice ACT test:

    www.princtonreview.com/college/free-act-practice-test.aspx

    c. Free Online practice SAT test: sat.collegeboard.org/practice

4. Number #2 pencils for each advisor.

Professional Development Activities:

1. The advisors will explore SAT and ACT websites offering free practice tests.

2. The advisors will complete the hard copy of the SAT practice test.

3. The advisors will determine the best method to offer SAT and ACT practice in their advisory classes.

4. At the end of the group activity the entire faculty will discuss what they learned and what may need to be modified or improved. The advisor coordinator will take notes on suggestions to improve this aspect of the Advisory/PTP program.

Unit # 10 Armed Services Vocational Aptitude Battery (ASVAB)

The advisors will explore available resources for ASVAB student preparation and practice.

Advisors will break out into grade level groups.

Outcomes:

1. The advisors will learn where to find free ASVAB resources.

2. The advisors will learn how to administer the ASVAB practice tests in their advisory classes.

Materials:

1. A laptop computer for each advisor in the group.

2. Blank copies of the ASVAB practice test.

3. Websites:

      a. Printable Hard Copy of ASVAB: www.asvabstudyguide.com

      b. Online ASVAB tests: www.asvabtestbank.com

      c. Official ASVAB website: official-asvab.com

Professional Development Activities:

1. The advisors will explore ASVAB websites offering free practice tests.

2. The advisors will complete the hard copy of the ASVAB practice test.

3. The advisors will determine the best method to offer ASVAB practice in their advisory

 classes.

4. At the end of the group activity the entire faculty will discuss what they learned

and what may need to be modified or improved. The advisor coordinator will

take notes on suggestions to improve this aspect of the Advisory/PTP program.

Review of Yearly Advisory Plan

The faculty will form grade level teams. The faculty advisor coordinator or

principal will assign an advisor to lead the team. Each team will review grade level

advisory and Personal Transition Plan requirements and curriculum for the entire year to

determine additional training needs for advisors. An outline of future training needs will

be turned over to the advisor coordinator.

Additional Ideas

The advisor coordinator will prepare a professional development activity that compares

the Molokai High School advisory program to other model programs around the nation.

Advisors will outline strengths and weaknesses of each program.

Additional Resources

1. This webpage (myfuturehawaii.org) is an online PTP program sponsored by the State

of Hawaii Department of Education. This may be a good resource to use when students

accrue extended absences or medical problems that prevent them from attending school.

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Recommendations for Program Improvement:

The recommendations listed below were based on current review of literature and the results of this project.

Recommendation 1: This high school may devote more time to training advisors each year. New teachers may be hired and advisory program documentation and procedures may change. Advisors should be trained on how their students need to complete lesson materials and also how to effectively manage this program. This is important to help with student completion of the Personal Transition Program and to enable students to graduate and prepare for post-high school opportunities. In addition, trained advisors will be able to deliver the same opportunities to all students regardless of whose advisory class they attend. Consistency in program administration will yield reliable results each year.

Recommendation 2: The advisory program could be evaluated at the end of each year. Surveys could to be tested for validity and reliability prior to administration. Consistent evaluative efforts can help to monitor program effectiveness and help to identify weak areas that need to be amended. How data is interpreted will determine program outcomes and success. Formative evaluations may also be needed as program documentation and procedures are modified during the school year.

Recommendation 3: The results of the advisory evaluations should be shared at faculty meetings. Sharing data and discussion are critical to assist with continued program improvement. Stakeholders should to be informed and be able to participate in recommending changes based on findings. Advisors know the weakness and strengths of advisory because they have personal experience with the program. Advisor participation

is critical to help with program improvement decisions and building feelings of ownership and inclusion. Advisors that are not included in planning efforts will lose interest and place instructional emphasis elsewhere.

More meetings could be held on a regular basis to maintain this program. One meeting per year is not enough time to successfully discuss program issues and resolve them. Given the fact this is a graduation requirement the advisory program should be at the forefront of all school planning efforts. The advisory program has a major influence on student class registration and post-high school choices.

Recommendation 4: School faculty may have input on how the program is structured and administered. The best evaluators and problem solvers are those individuals who are directly involved with the operation of the program. Faculty meetings where input is supported and utilized will help to improve this program. Teacher cadres could be rotated between faculty members each year. This could provide additional input to help improve this program. A program director may be assigned the task of obtaining current research and using this research to help guide decision-making. A search of Google Scholar will yield good results. Current research could be presented at advisory meetings. New ideas aligned with current research may be considered and implemented.

Recommendation 5: Advisors may be given time to prepare lessons. Good lesson planning will enable advisors to administer the program effectively and consistently throughout the school year. Effective leadership will equate to good results.

Students will be able to benefit from the guidance the advisor can provide. This direction will help students who know their current academic status and form strategies

on how to improve their grades. In addition, they will create a four year academic plan, with an academic emphasis, that will help them to matriculate to a post high-school career or program of study. An extra PTP (personal transition plan) booklet may be given to each advisor to help with planning. Grade level planning meetings could be weekly so advisors can assist each other with elements of the program.

Recommendation 6: The school could educate the community on the importance of the personal transition plan and advisory program. Community support has been identified in the literature as critical for student success in high school. The parents are an important part of the community. Parents can assist in motivating their child to participate in advisory. A schedule of lessons with a summary explanation would inform parents of the importance of this work. Informed parents could ask guided questions to help students complete important documents in preparation for graduation.

Business leaders and entrepreneurs may be brought in as guest speakers to help students gain a clearer picture of what their futures could become. Guest speakers based on the career pathway programs offered at Molokai High School could be used to generate interest. Internships may be included for advisory credit and to help students earn the Board of Education Recognition Diploma.

Recommendation 7: An advisory night could be planned at the beginning of each school year. Program synopsis may be handed out accompanied by an overview presentation with question and answer session. Administrators, teachers, parents, and students could use this time to build professional relationships. Guest speakers from island businesses,

colleges and universities may help provide needed information on college and career options.

Recommendation 8: The Molokai High School advisory leader, administrators, and advisors may be given the opportunity to collaborate with other schools that are running advisory programs. This could become a statewide initiative enlisting all schools. The requirements of the state mandated Personal Transition Program (PTP) could be at the forefront of these meetings. Schools without advisory programs may be invited to attend these meetings.

Appendix B: Advisor And Advisee Frequency Tables

Table 21

I have sufficient content knowledge to teach advisory lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	7	25.0	25.9	25.9
	agree	16	57.1	59.3	85.2
	strongly agree	4	14.3	14.8	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

Table 22

I have received sufficient training on how to function as an advisor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	10.7	11.1	11.1
	disagree	15	53.6	55.6	66.7
	agree	8	28.6	29.6	96.3
	strongly agree	1	3.6	3.7	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

Table 23

In advisory I encourage students to share thoughts and opinions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	17	60.7	60.7	60.7

		Frequency	Percent	Valid Percent	Cumulative Percent
	strongly agree	11	39.3	39.3	100.0
	Total	28	100.0	100.0	

Table 24

My advisory student's ideas are important to me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	11	39.3	39.3	39.3
	strongly agree	17	60.7	60.7	100.0
	Total	28	100.0	100.0	

Table 25

My advisory students believe I am someone they can depend on

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	18	64.3	64.3	64.3
	strongly agree	10	35.7	35.7	100.0
	Total	28	100.0	100.0	

Table 26

I have established a good relationship with my advisory students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	15	53.6	53.6	53.6
	strongly agree	13	46.4	46.4	100.0
	Total	28	100.0	100.0	

Table 27

I talk to my advisory students about their progress in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	14	50.0	50.0	50.0
	strongly agree	14	50.0	50.0	100.0
	Total	28	100.0	100.0	

Table 28

In advisory we discuss college entrance exams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	5	17.9	17.9	17.9
	agree	15	53.6	53.6	71.4
	strongly agree	8	28.6	28.6	100.0
	Total	28	100.0	100.0	

Table 29

In advisory students keep track of school credits they complete

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	3.6	3.6	3.6
	agree	17	60.7	60.7	64.3
	strongly agree	10	35.7	35.7	100.0
	Total	28	100.0	100.0	

Table 30

Advisory helps students complete high school graduation requirements in

four years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	3.6	3.6	3.6
	disagree	6	21.4	21.4	25.0
	agree	14	50.0	50.0	75.0
	strongly agree	7	25.0	25.0	100.0
	Total	28	100.0	100.0	

Table 31

In advisory I help my students to become a successful student by helping

them to evaluate their progress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	4	14.3	14.3	14.3
	agree	18	64.3	64.3	78.6
	strongly agree	6	21.4	21.4	100.0
	Total	28	100.0	100.0	

Table 32

Advisory helps students to make post high school plans

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	6	21.4	21.4	21.4
	agree	14	50.0	50.0	71.4

strongly agree	8	28.6	28.6	100.0
Total	28	100.0	100.0	

Table 33

Advisors have enough planning time to run an effective program

		Frequency	Percent	Valid Percent	Cumulative Percent
	strongly disagree	5	17.9	19.2	19.2
Valid	disagree	15	53.6	57.7	76.9
	agree	4	14.3	15.4	92.3
	strongly agree	2	7.1	7.7	100.0
	Total	26	92.9	100.0	
Missing	System	2	7.1		
Total		28	100.0		

Table 34

The advisory program should be evaluated each year

		Frequency	Percent	Valid Percent	Cumulative Percent
	agree	8	28.6	28.6	28.6
Valid	strongly agree	20	71.4	71.4	100.0
	Total	28	100.0	100.0	

Table 35

Advisory program evaluation results should be discussed at faculty

meetings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	8	28.6	28.6	28.6
	strongly agree	20	71.4	71.4	100.0
	Total	28	100.0	100.0	

Table 36

My advisors are knowledgeable about advisory lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	7	4.8	4.8	4.8
	disagree	14	9.7	9.7	14.5
	agree	77	53.1	53.1	67.6
	strongly agree	47	32.4	32.4	100.0
	Total	145	100.0	100.0	

Table 37

My advisors are well trained to teach advisory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	2.1	2.1	2.1
	disagree	10	6.9	6.9	9.0
	agree	84	57.9	57.9	66.9
	strongly agree	48	33.1	33.1	100.0
	Total	145	100.0	100.0	

Table 38

My advisor thinks my ideas are important

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	2.8	2.8	2.8
	disagree	6	4.1	4.1	6.9
	agree	88	60.7	60.7	67.6
	strongly agree	47	32.4	32.4	100.0
	Total	145	100.0	100.0	

Table 39

My advisor is someone I can depend on

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	2.8	2.8	2.8
	disagree	5	3.4	3.5	6.3
	agree	78	53.8	54.2	60.4
	strongly agree	57	39.3	39.6	100.0
	Total	144	99.3	100.0	
Missing	System	1	.7		
Total		145	100.0		

Table 40

My advisor helps me solve problems I have in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	2.8	2.8	2.8
	disagree	8	5.5	5.5	8.3
	agree	83	57.2	57.2	65.5
	strongly agree	49	33.8	33.8	99.3
	Total	145	100.0	100.0	

Table 41

My advisor talks to me about my progress in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	2.1	2.1	2.1
	disagree	5	3.4	3.4	5.5
	agree	82	56.6	56.6	62.1
	strongly agree	55	37.9	37.9	100.0
	Total	145	100.0	100.0	

Table 42

I have a good relationship with my advisor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	2.1	2.1	2.1
	disagree	4	2.8	2.8	4.8
	agree	86	59.3	59.3	64.1
	strongly agree	52	35.9	35.9	100.0
	Total	145	100.0	100.0	

Table 43

In advisory we discuss college entrance exams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	2.8	2.8	2.8
	disagree	19	13.1	13.1	15.9
	agree	80	55.2	55.2	71.0

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	42	29.0	29.0	100.0
Total	145	100.0	100.0	

Table 44

In advisory I keep track of school credits I complete

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	2.8	2.8	2.8
	disagree	13	9.0	9.0	11.7
	agree	83	57.2	57.2	69.0
	strongly agree	45	31.0	31.0	100.0
	Total	145	100.0	100.0	

Table 45

Advisory helps me complete high school graduation requirements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	2.8	2.8	2.8
	disagree	5	3.4	3.4	6.2
	agree	80	55.2	55.2	61.4
	strongly agree	56	38.6	38.6	100.0
	Total	145	100.0	100.0	

Table 46

Advisory is helping me to become a successful student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	2.8	2.8	2.8
	disagree	8	5.5	5.5	8.3

	Frequency	Percent	Valid Percent	Cumulative Percent
agree	86	59.3	59.3	67.6
strongly agree	47	32.4	32.4	100.0
Total	145	100.0	100.0	

Table 47

Advisory class helps me to make post high school plans

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	2.8	2.8	2.8
	disagree	13	9.0	9.0	11.7
	agree	81	55.9	55.9	67.6
	strongly agree	47	32.4	32.4	100.0
	Total	145	100.0	100.0	

Appendix C: student and advisor surveys

Molokai High School Advisory Survey

STUDENT SURVEY:

This survey will be used to help improve the Advisory Program. <u>It is anonymous and confidential</u>. Please <u>check the box</u> (√) corresponding to your answer choice. <u>Check only one box per statement</u>. Thank you for your participation.

	Agree	Strongly Agree	Disagree	Strongly Disagree
1. My advisors are knowledgeable about the advisory lessons.				
2. My advisors are well trained.				
3. My advisor thinks my ideas are important.				
4. My advisor is someone I can depend on.				
5. My advisor helps me solve problems I have in school.				
6. My advisor talks to me about my progress in school.				
7. I have a good relationship with my advisor.				
8. In advisory we discuss college entrance exams.				
9. In advisory I keep track of school credits I complete.				
10. Advisory helps me complete high school graduation requirements.				
11. Advisory is helping me to become a successful student.				
12. Advisory class helps me to make post high school plans.				

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Comments:

YOUR INFORMATION: Circle the best answer.

What grade are you in?   9   10   11   12

What is your gender?   Male   Female

How many years have you been at this school?

Less than 1 year   1-2 years   2-3 years   3-4 years

What is your ethnicity?

Hawaiian   Pacific Islander   Asian   Caucasian   Filipino

What language do you speak at home?

English   Hawaiian   Tagalog   Illocano

Figure 2. Advisor Survey

Molokai High School Advisory Survey

ADVISOR SURVEY:

This survey will be used to help improve the Advisory Program. <u>It is anonymous and confidential</u>. Please <u>check the box</u> (√) corresponding to your answer choice. <u>Check only one box per statement</u>. Thank you for your participation.

	Agree	Strongly Agree	Disagree	Strongly Disagree
1. I have sufficient content knowledge to teach advisory lessons.				
2. I have received sufficient training on how to function as an advisor.				
3. In advisory I encourage students to share thoughts and opinions.				
4. My advisory student's ideas are important to me.				
5. My advisory students believe I am someone they can depend on.				
6. I have established a good relationship with my advisory students.				
7. I talk to my advisory students about their progress in school.				
8. In advisory we discuss college entrance exams.				
9. In advisory students keep track of school credits they complete.				
10. Advisory helps students complete high school graduation requirements in four years.				
11. In advisory I help my students to become a successful student by helping				

	Agree	Strongly Agree	Disagree	Strongly Disagree
them to evaluate their progress.				
12. Advisory helps students to make post high school plans.				
13. Advisors have enough planning time to run an effective program.				
14. The advisory program should be evaluated each year.				
15. Advisory program evaluation results should be discussed at faculty meetings.				

 Comments:

YOUR INFORMATION: Circle the best answer.

What grade do you advise?   9   10   11   12

What is your gender?   Male   Female

How many years have you been an advisor?

1 year   1-3 years   3-6 years

How would you describe your performance as an advisor?

Above average   Average   Below average

What is your ethnicity?

Hawaiian   Pacific Islander   Caucasian   Asian   Filipino

Appendix D: research approval letters

Subject: IRB Materials Approved-John Van Ornum

Date :   Thu, Feb 07, 2013 01:17 PM CST

From :   **IRB <IRB@waldenu.edu>**

Dear Mr. Van Ornum,

This email is to notify you that the Institutional Review Board (IRB) has approved your application for the study entitled, "A Cross Sectional Descriptive Evaluation of a High School Advisory Program."

Your approval # is 02-07-13-0158547. You will need to reference this number in your doctoral study and in any future funding or publication submissions.

Your IRB approval expires on February 6 2014. One month before this expiration date, you will be sent a Continuing Review Form, which must be submitted if you wish to collect data beyond the approval expiration date.

Your IRB approval is contingent upon your adherence to the exact procedures described in the final version of the IRB application document that has been submitted as of this date. If you need to make any changes to your research staff or procedures, you must obtain IRB approval by submitting the IRB Request for Change in Procedures Form. You will receive confirmation with a status update of the request within 1 week of submitting the change request form and are not permitted to implement changes prior to receiving approval. Please note that Walden University does not accept responsibility or liability for research activities conducted without the IRB's approval, and the University will not accept or grant credit for student work that fails to comply with the policies and procedures related to ethical standards in research.

When you submitted your IRB application, you made a commitment to communicate both discrete adverse events and general problems to the IRB within 1 week of their occurrence/realization. Failure to do so may result in invalidation of data, loss of academic credit, and/or loss of legal protections otherwise available to the researcher.

Both the Adverse Event Reporting form and Request for Change in Procedures form can be obtained at the IRB section of the Walden web site or by emailing irb@waldenu.edu:

Moloka'i Middle School

P O Box 443
2175 Lihipali Avenue
Hoolehua, HI 96729
Phone: 567-6940 Fax: 567-6939

JOHN VAN ORNUM
MOLOKAI HIGH SCHOOL

Date: February 8, 2013

To Whom It May Concern:

As principal of Molokai Middle School I am writing this letter of support for the research project planned by Mr. John Van Ornum titled, "A Cross-sectional Descriptive Evaluation of a High School Advisory Program". In an effort to help our school to receive research based data and information, we fully support this study.

The transition to high school is one of the challenges faced across the nation. While we do not have an advisory program at the middle school we do have an interest in preparing our students for high school. This study seeks to compare eighth and ninth grade archival data to observe changes in GPA, attendance, and graduation (grade promotion) rates. We want to improve our practice and welcome this resource.

Recommendations based on findings will be seriously looked at to help improve our current level of services for our students.

Sincerely,

Gary Davidson

Gary Davidson
Molokai Middle School Principal
One Canoe, Many Paddles

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

NEIL ABERCROMBIE
GOVERNOR

STANFORD HA'O
PRINCIPAL

KATHRYN MATAYOSHI
SUPERINTENDENT

LINDSAY BALL
COMPLEX AREA SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
MOLOKA`I HIGH SCHOOL
2140 FARRINGTON AVENUE
P.O. BOX 158
HOOLEHUA, HAWAII 96729
PHONE: (808) 567-6950
FAX: (808) 567-6960

21 November 2012

To Whom It May Concern,

As Principal of Molokai High School I am writing this letter of support for the research project planned by Mr. John Van Ornum titled, "A Cross-sectional Descriptive Evaluation of a High School Advisory Program". In an effort for our school to receive research based data and information, we fully support his study and look forward to the information he will be able to provide us.

The transition to high school is one of the challenges faced across the nation. We continue to administer an advisory program, but do not have the type of information that Mr. Van Ornum proposes to collect and analyze. We look to improve the system that has been established and welcome this resource.

We express great interest in his findings and hope to use it as a basis for school and community based decision-making. Whatever recommendations provided will be seriously looked at in order to improve our current level of services for in-coming ninth grade success and beyond.

With Much Appreciation,

Stanford Hao
Principal

AN AFFIRMATIVE ACTION EQUAL OPPORTUNITY EMPLOYER

Curriculum Vitae

JOHN W. VAN ORNUM

Academic Degrees

EdD   Walden University, Minneapolis, MN, 2014

MS   Brigham Young University, Provo, Utah, 1989

BS   Brigham Young University, Laie, Hawaii, 1987

Professional Experience

2014   Mentored a group of three students that placed second for their PSA on child hunger in HOSA National Competition in Orlando, Florida

2014   Mentored four students helping them earn 2nd in Con Agra Child Hunger PSA competition

2011- 2014   Mentored three students enabling them to earn a paid research internship at John A. Burns School of Medicine, University of Hawaii. Sponsored by The National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK) and National Institutes of Health (NIH)

2008 – 2010   Mentored three students on to Hawaii Pacific Health internships

2008 – 2010   Helped to create a volunteer program at Molokai General Hospital for Molokai High School students interested in health occupations

1994-2014   High school and Middle school teacher, Life and Physical Science, Health/PE, Health Core Services, Clinical Health.

2010-2014   Health Occupations Students of America (HOSA) club advisor

1997-1998   Instructor, Health Occupations school-to-work program

1992-1994	Instructor Rancho Santiago Community College- Fitness Center, Weight Training Center, Swimming Beginning, Intermediate, Advanced Therapeutic exercise specialist, TRAC Sport Medical Center
1990-1992	Instructor, Irvine Valley Community College, Aquaerobics Research Consultant, University of California at Irvine, Preventive Cardiology Health Fitness Consultant, University of California at Irvine, Executive Health Program
1987-1989	Graduate Teaching Assistant, Brigham Young University, Provo, Utah Instructor, Brigham Young University-Hawaii, 13th Annual P. E. Workshop

Scholarships and Awards

1998, 1989	Graduate Awards, Brigham Young University, Provo, Utah
1986	Silver Monitor Award, International Television Association, Instructional Video
1985-1987	Education Division Scholarships, Brigham Young University, Laie, Hawaii
2011	Second place in State of Hawaii, HOSA Dental Spelling competition. Mentored one high school student who went on to participate in national competition.
2013	Second place in ConAgra Foods and USA TODAY, Child Hunger Ends Here PSA video competition. Mentored three high school students. PSA will be aired on national television.

2014	HOSA (Health Occupations Students of America): I am the advisor for the Molokai High School team. Six students placed in the top three in the Hawaii state competition and traveled to national competition in Orlando, Florida this summer (PSA, CPR/First Aid, Medical Photography). A team of three students earned second in the HOSA national competition for their PSA on child hunger.

Hawaii Health Workforce Summit: Building the Future, Hilton Hawaiian Village. Attended Health Careers Job Fair on September 6, 2014. Collaborated with medical professionals and health educators. Attended educational workshops hosted by AHEC-The Hawaii/Pacific Basin Area Health Education Center.

Certifications

Teaching Certificate, State of California

Teaching License, State of Hawaii

Research

Beginning Surfing, Instructional Videotape

Development of a Submaximal Treadmill Test Using Recovery Heart Rates to Estimate VO2max

Evaluation and Improvement of an Advisory Program