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STUDENTS' RELATIONSHIPS WITH FIRST-YEAR ADVISORS AND THE

TRANSITION TO FACULTY ADVISORS: A QUALITATIVE STUDY OF

APPRECIATIVE ADVISING AND ITS EFFECTS ON COLLEGE STUDENTS

BY

ROBERT MCLEAN

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STUDENTS' RELATIONSHIPS WITH FIRST-YEAR ADVISORS AND THE TRANSITION TO FACULTY ADVISORS: A QUALITATIVE STUDY OF APPRECIATIVE ADVISING AND ITS EFFECTS ON COLLEGE STUDENTS

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This thesis is approved as a creditable and independent investigation by a candidate for the Master of Education degree in Counseling and Human Resource Development and is acceptable for meeting the thesis requirements for this degree. Acceptance of this does not imply that the conclusions reached by the candidate are necessarily the conclusion of the major department.

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ABSTRACT

STUDENTS' RELATIONSHIPS WITH FIRST-YEAR ADVISORS AND THE

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This qualitative study investigated questions that were created to (a) help improve the
quality of academic advising within professional advising and faculty advising at a public
university in the Midwest as well as (b) provide additional support to the importance of
Appreciative Advising in the advising role and in student services. The theoretical
framework for this thesis was Appreciative Education also known as Appreciative
Inquiry and Appreciative Advising (Bloom, Hutson, He & Konkle, 2013). Student
testimonials were gauged through face-to-face, one-on-one interviews to analyze
students' interactions with their professional and faculty academic advisors and to
determine which connections with their advisors were of importance. This study found
that students differed in their degree of satisfaction and levels of motivation to go back to
their professional and faculty advisors, with professional advisors being rated higher in
those services. In addition, this study found the importance of a student-advisor
relationship especially during students' transition from an undeclared to a declared major.
While there are some limitations of this study, the findings of this research add to the
body of literature by highlighting the need and importance of support and quality
academic advising during students' transitional period from a professional to a faculty
advisor. Recommendations for further research and practice are discussed.

CHAPTER ONE: INTRODUCTION

From student success, academic performance and academic planning, academic advising is a key aspect to the success of students in higher education systems. Academic advising can be described as important, necessary, and often leads to the betterment of students' college experience (Armstrong, 2011). While we may identify academic advising has been proven as being important, there seems to be little to know about the effects of a transition from a professional advisor to a faculty advisor. The difference between a professional advisor and faculty advisor lies in the realm of the job descriptions. Job duties within each profession vary from college to college and from position to position giving significant differences between positions. An academic advisor at one college can have a central job of advising one population of students, while advisors of another institution may have the same job but have added tasks like retention outreach and academic success coaching.

Academic advising has an importance on campus, in the lives of students, and ultimately in the success outcomes being looked for in higher education. Positive interactions within advising foster a culture that is built on respect and appreciation for every member (Cameron, Dutton, & Quinn, 2003). Positive academic mindsets in advising are associated with the persistent academic behaviors that lead to learning (Farrington, 2013). Academic advising is often the first contact a student has in an educational setting on campus. Advisors share a bond with students in the sense that they inquire about life dreams and goals and ultimately can help those students create a plan of action to get there. Additionally, academic advising often has a positive impact on students, helping them feel like they matter and that advisors are someone they can trust.

Some students feel as if they do not belong, and academic advisors can bridge that fear and help students feel like they fit in. Advisors often know of multitude opportunities offered on college campuses that are available for students to get involved in, which is helpful in getting students engaged. It is incredibly important that advising is a student-centered focus when considered the importance of it on a campus (Astin, 1993). Academic advising bridges the gap from high school to college by offering academic and emotional support as well as by sharing the importance of institutional goals to students. Academic advisors may differ in duties and responsibilities but often have similar goals (Astin, 1993).

Academic advisors may have a broad understanding of campus, due to the varied duties they have in their role, but the trainings and workshops attended by such advisors shapes the framework they use to best support their students. For this thesis, an academic advisor can be defined as an individual that helps students with "exploring the value of a general education, reviewing the services and policies of the institution, discussing educational and career plans, and making appropriate course selections" (University of Maine at Machias, 1986, pg 1). These are not the only services an academic advisor may provide to their students; however, this definition includes a broad-brush stroke of the overarching tasks an advisor provides to students. This thesis will be closely guided by the Appreciative Inquiry framework (Bloom, 2008) giving detail in providing a foundation for healthy and inviting interactions with students in the professionals advising role. This framework provides a clear example of an advising model to accomplish a goal, to get to know your student, and to provide comfort in the advising sessions.

This study serves a multitude of purposes, including both a practical approach, considering best used methods as well as a scholarly approach, considering evidence-based academic supports for professionals. Considering the practical approach, this study will provide a better understanding for the importance of professional advising at a college level. Considering a scholarly approach, this research will consider Jennifer Bloom's Appreciative Inquiry (2008) providing best practices for advisors while advising students. The Appreciative Inquiry framework includes six steps that best prepare a healthy and inviting environment for dialogue. The first step being "disarm", recognizing the importance of first impressions, create a safe, welcoming environment for students. Disarm is followed by "discover", explained by utilizing positive open-ended questions to draw out what students' enjoy doing, their strengths, and their passions. "Dream" comes next, helping students formulate a vision of what they might become, and then assist them in developing their life and career goals. "Deliver" where the students follow through on their plans. The advisor is there for them when they stumble, believing in them every step if the way and helping them continue to update and refine their dreams as they go. The final phase of Appreciative Inquiry is "don't settle" where the advisor challenges the student to proactively raise the student's internal bar of self-expectations. These integral aspects of Appreciative Inquiry provide advisors with a helpful foundation to shape and tailor their advising practices by best equipping them to optimize student success through positive, welcoming interactions.

A face-to-face interview was designed to interview students and gain information about their transition from a professional advisor to a faculty advisor and the differences noticed by the students and ultimately the effects it had on the student after transition.

Questions were created using Appreciative Inquiry framework and verbiage. This chapter focuses on the problem, purpose of the research, research questions, limitations, and the significance of this research.

Statement of the Problem

Limited research studies focusing on academic advising and its role during students' transition from a professional advisor to a faculty advisor have been conducted in relationship to its impact on students' academics, emotional wellbeing, and cognitive development. This study will explore characteristics of relationships established by both professional advisors and faculty advisors and the impact this transition has on students. Without developing this type of research, academia is limiting their student success knowledge and their advancement of this field. To address this gap in the literature, this study was designed and conducted to gain knowledge on students' transition to a faculty advisor while using Appreciative Inquiry as a lens to interpret its effects on advising sessions and support. This study can aid advisors in furthering their desire to learn more about academic support in their roles.

Purpose of this Research

The purpose of this research was to understand more about the effects transitioning from a professional advisor to a faculty advisor can have on students, especially those in freshman to sophomore standing. This study found that students differed in their degree of satisfaction and levels of motivation to go back to their professional and faculty advisors, with professional advisors being rated higher in those services. In addition, this study found the importance of a student-advisor relationship especially during students' transition from an undeclared to a declared major. This

research applied Appreciative Inquiry as a theoretical framework to better understand how students' advising experiences with their professional and faculty advisors. Recommendations for further research and practice are discussed.

Research Questions

Students were asked to participate in a face-to-face interview that considered three different areas: information based off of their experiences with a professional advisor, information based off of their experiences with a faculty advisor, information based off of their experiences within their transition from professional to faculty advisor and experiences due to the use of Appreciative Inquiry. A series of questions were asked during the interview. Parallel questioning, where the same set of questions were objectively asked twice, was conducted to gather information and best understand the interactions students had with their professional and faculty advisors.

Delimiting the Research

Research considering the transition from a professional advisor to a faculty advisor and the affects it has on freshman and sophomore standing students has been limited. Academic advising has been seen under the microscope but there has been no research conducted analyzing this transition including what students experience during the transition. Most research studies about academic advising have focused on the need for and the importance of advising. This importance of advising at the college level has been focused on workshops, trainings, and conferences to best prepare our advisors to advise any population seen on their respective campus. These trainings are often geared for professional advisors, where faculty advisors are often not recipients of these opportunities.

The lack of information and support for students in transition prompted the need for conducting research on this important topic. The information obtained within the interviews included the framework used by our professional advisors and the advisor's responsibilities and practices. The positive outlook of this study by university faculty and staff prompted me to further this study and make it a formal scholarly study to investigate. This research was always meant to stay on a one campus level, but with further research, I could see a further study taking off nationwide and gaining knowledge and perspective on a larger scale. Initially, I considered this research to be a personal study, due to a lack of support as an undergrad, but through research and digging for information, I noticed the lack of support our students receive on a larger level. With the desire to expand this study myself, I hope that other scholarly individuals take this study on a nationwide level or to their own higher education institutions.

While considering where to conduct my research, I expressed the need to do it at my institution where I conducted my undergraduate degree. While not necessary, conducting this research at my undergraduate college, I hope to expand their information and research to help them gain knowledge about the affects the transition from professional advisor and faculty advisor can have on students. While considering another university, there would have been a much longer and more in-depth study due to the lack of familiarity. Academic Advising has a great impact on students and while we wait for others to conduct research like this, we soon lose students due to the disconnect they have during this transitional period.

I have been a student for six years now and my personal experiences through that transition phase of my undergraduate degree has prompted my urge of pursuing such

research. While I do not believe I have researcher bias, I can see the consideration needed due to my personal experiences and where this study is going. I can wholeheartedly admit that I have a strong interest in this topic, but my drive is due to the passion that I have to provide students the best experiences they can have coupled by an overwhelmingly supportive network behind them. At the same time, my experiences as an undergraduate student and my transition to a faculty advisor adds a personal note and perspective on this specific topic. Allowing this type of knowledge has allowed the creation of my questions prosper and to allow quality information to be collected.

Significance of the Study

Academic advising is ever changing and with this study, advisors and university faculty can understand the importance of quality academic advising and support. Students are often looked over as their transition occurs and with this study, there is potential to make an argument regarding the strong impact and role of an advisor. This study provides a voice and possible recommendations to university staff for the need of increased support to students in transition.

Research pertaining to academic advising does not include the difference of professional advisor and faculty advisor, therefore this study was conducted to shed light on some of these differences. In addition, this research will advance our knowledge when it comes to students benefiting from the support advisors can provide but it can add additional support to the Appreciative Inquiry and the benefits from it. Appreciative Inquiry can allow advisors the tools needed to set that healthy foundation from the first advising appointment to the last. Students look for connections with their advisor and

once gaining that connection students tend to open up, feel safe and comfortable and finally begin sharing life goals and aspirations with the advisor. Having that connection leads to better retention and the sense of belonging for the student (Astin, 1977). With this study there are some implications with finding out that there is a disconnect for students when transitioning to a faculty advisor. Implications such as faculty advisors believing that they are not doing a good job, but this study is not meant for that. While it may seem that could be a possible outcome for those inquiring about this study, this study is meant to provide support for bettering that transition for students.

Since Appreciative Inquiry is not a universal framework, this study would allow the basic understandings of the framework and allow readers to consider the framework. This study gives a glimpse into the life of a student while also considering the work advisors do. This study can also provide evidence to provide a stronger profession in academic advising and increase the knowledge needed to advisors about the transition period.

When it comes to faculty advisors, this study can provide new information, methods, tools and a positive framework to incorporate into their advising sessions to best support the students they interact with. Appreciative Inquiry can better prepare faculty advisors for any advising experience they tend to be a part of in their profession. Considering professional advisors, this study can provide more knowledge about what is happening once a student leaves their office including suggestions of how they can model and provide support and information to students to better support them during their transition.

Summary

This chapter has given detail and information of the problem, purpose of this research, research questions, limits to the research, and significance of this study. In the next chapter, a detailed review of relevant literature will be presented. Literature touching on the importance of quality academic advising, Appreciative Inquiry in an advising role and the history of this profession. Chapter three give detail to the research deign and methodology which includes the setting, participants, instrument, variables, depth into the research questions and analysis. Chapter four includes the finding to the research questions and the incorporation of Appreciative Inquiry. Chapter five considers the discussion of the findings, limitations of the study, and recommendations for professional practice and future research.

CHAPTER TWO: REVIEW OF LITERATURE

Student needs and advisor expectations are rising as times are changing with academic advising. In other words, the needs of today's college students are changing where they are requiring more support, which is prompting advisors to help students to alter their mindset (Travers, Marisano, & Locke, 2015). While recognizing these changes, advisors are noticing the transition struggles students are facing when leaving their first-year professional advisor to acquiring a faculty advisor.

In addition, students have a multitude of stressors throughout their college career, such as balancing their coursework with their personal lives. Given these stressors, professional advisors and faculty advisors can play a key role helping students who are transitioning from an undeclared to a declared major by providing a support system that challenges and supports them. Although academic advising frameworks exist, a limited number of studies have been conducted analyzing the advising frameworks of faculty, which demonstrates a gap in the literature. This study was designed to gain knowledge on student's transitions in comparison to Appreciative Inquiry and its effects on advising sessions and support.

Three streams of literature guided this study: (a) studies about appreciative education and advising, (b) studies about the need for positive academic mindsets, and (c) studies about academic support programs for high-risk students.

Appreciative Education & Advising

Appreciative education is built on the notion that knowledge is constructed through collaboration (Bloom et al., 2013). Professional academic advisors lead advising experiences through sparking an interest in student lives. Understanding where the

student has come from, what their goals and aspirations are and making them feel like they matter is the framework an advisor with Appreciative Advising training provides to their students.

Appreciative Advising provides advisors the necessary tools to provide students a safe, welcoming and professional advising environment needed for student success. Higher education professionals play a pivotal role in efforts to retain students and rather than holding students in place, higher education is positioned to help students become their best selves and achieve their dreams, goals and potentials (Bloom et al., 2013).

Appreciative education is presented as a framework for leading higher education institutions, delivering truly student-centered services and guiding higher education professionals' interactions with students (Bloom et al., 2013). Jennifer Bloom, Bryant Hutson, Ye He, and Erin Konkle provided a new framework that keeps the students first in the minds of higher education professionals. While most of professional advisors utilize this at the university considered in this study, the faculty advisors do not utilize this framework, and in which provides a different experience for students in the advising experience. The question arises about the disconnect for students and how it affects them holistically as a student and what is Appreciative Advising and how it can better accommodate academic success.

Appreciative advising is a framework for delivering high quality education on both an individual and organization level. It provides an intentional and positive approach to bettering educational enterprises by focusing on the strengths and potential of individuals and organizations to accomplish co-created goals. This interactive and transformative process functions by permeating education organizations (Bloom et al.,

2013). Appreciative Advising excels in forming strong relationships with students which leads to better engagement of students in the advising process. The framework touches on six different phases starting with disarm, discover, dream, design, deliver and lastly, don't settle (Bloom et al., 2013). Utilizing these six different phases provides an advisor the tools to continue support for students and to get them to understand their personal strengths and to hold them accountable while understanding the student holistically. This framework additionally adds information about advisor behavior while conducting these different phases and getting to know the student. Appreciative Inquiry is a good choice if the necessary skills and capacities are in place to manage and guide the process (Rogers & Fraser).

Appreciative Education, also known as Appreciative Advising in this study, is a powerful synthesis of the social constructivist, positive psychology, appreciative inquiry, and appreciative advising approaches (Bloom et al., 2013). Each phase of this framework is an integral part in understanding each student and providing a safe and welcoming advising environment. In phase 1, Disarm recognizes that power differentials do exist on both individual and organizational levels, so this phase emphasizes reminding participants to be especially cognizant of the importance of creating a safe environment where all members feel that their voice is valued and respected (Bloom et al., 2013). Appreciative Advising addresses creating a safe and functional environment through the disarm phase in hopes of providing students the needed support in these sessions. In phase 2, Discover emphasizes the importance of using positive, open-ended questions focused on learning other people's perceptions of their own personal strengths and the strengths of the organization of which they are a member (Bloom et al., 2013). The

discovery phase is important for developing the interdependence in the members of the organization. In phase 3, the Dream phase, the importance of uncovering personal and organizational visions. While goals tend to be more concrete and objective, dreams can include visions that are much bigger and sometimes may even be perceived as nebulous or unrealistic (Bloom et al., 2013). In phase 3, Dreaming can happen through the open-ended questions asked in the discovery phase and together, the members can decide if it is a realistic or unrealistic dream and can proceed with implementation if necessary. The dreaming phase is integral for the positive outlook on life which leads to the designing phase and creating that master plan. In phase 4, the design phase is typically described as an action plan where individual strengths are aligned to achieve both individual and shared dreams; the process is socially constructed and self-evolving (Bloom et al., 2013). While the design phase is the master plan behind the dreams created by members of the organization, it is important to consider how the student wants to reach this dream/goal. The actions of the design speak about the delivery phase (phase 5). The deliver phase entails thoughtful actions taken not only to carry out the individual and organizational plans created during the design phase; it emphasizes the importance of personal and organizational resilience as obstacles and challenges arise (Bloom et al., 2013). The delivery phase is important in the sense of gaining a better perspective of what needs to happen for the member to get from where they are now, stepping into their advising session, to obtaining the dream they set. The importance of a detailed design leads to a more solidified delivery and can assist in the last phase of this framework, don't settle. The Don't Settle phase (Phase 6) is "positive restlessness" within and among individuals and organizations (Bloom et al., 2013). Don't Settle is the continued mindset that

provides the members of the organization and group the want to keep dreaming, designing a plan of action and delivering those actions to accomplishing their new goal. Don't Settle can provide a student the mindset of furthering their goals, creating new goals and to keep dreaming without the support of someone.

Creating such a mindset will better prepare students in an educational setting because of the organizational aspect of this framework. Positive interactions of this framework are how advisors gain the trust and respect of students. While some frameworks may have different approaches, this one specifically focuses on the interactions between advisor and advisee in pursuit of getting to know one another. Having this better connection allows for valued opinions, a sense of feeling wanted and the sense of feeling important in an advising session. Students' needs are rising and when it comes to academic advising experiences, Appreciative Advising excels in providing the much-needed support students expect from their academic advisors. It is important that we create shared visions that can guide positive changes (Bloom et al., 2013).

Need for Positive Academic Mindsets

Positive academic mindsets are associated with the persistent academic behaviors that lead to learning (Farrington, 2013). While students need support from advisors, the mindsets of each student help develop good behaviors in academia. Considering what types of mindset, a student has is necessary in providing them quality advising and to help cultivate a new mindset. In an experiment designed to encourage growth mindsets in college students, researchers found that students in the treatment group had higher GPA's and reported higher levels of enjoyment and engagement in school following the intervention (Farrington, 2013). Importance of mindsets grow as we look for alternative

methods to help students succeed and to retain student. Student retention has been a main focus of universities around the United States and with that have come new practices to target students that would be likely to leave a higher education setting. Relating this back to student needs students also are needing more validation. When a task is not valued, students have to expend significantly more energy to focus their attention on it; further, they are much less likely to remember information related to it (Farrington, 2013).

While we consider the topic of student validation, we have to think about the need to make students feel welcomed and giving them that validation allows them to believe they are completing the task correctly. Across a broad collection of studies and lines of research, the evidence strongly supports the relationship between positive academic mindsets, increased academic perseverance, and improved academic performance (Farrington, 2013). Farrington (2013) concluded, in her qualitative study, that students that developed mastery of core academic content, critical thinking and complex problem-solving skills, collaboration, communication and learning how to learn, over the course of their elementary, secondary and postsecondary schooling would be able to productively engage in work and civic life. Mindsets affect students holistically, in the sense that a poor mindset sets a student up for poor results and a positive mindset prepares a student for more success.

Growth mindsets can be taught through in-school or online programs in which students learn that intellectual abilities can be developed over time through hard work, better learning strategies, and help from others (Rattan, Savani, Chugh & Dweck, 2015). The consideration of mindsets can be broken down into a fixed mindset and a growth mindset. Fixed can be that poor mindset where the outcomes show poor quality, while a

growth mindset fosters learning and prepares students for success. Some students view intelligence as fixed, something that they cannot change, whereas others view intelligence as malleable, something that they can develop over time (Rattan et al., 2015). Growth mindsets especially benefit underperforming students, underrepresented minorities and women in math and science (Rattan et al., 2015).

Relating this to advising and the appreciative advising framework, advisors need to provide growth mindsets activities to students, intentionally to best prepare students for success. While not necessary, growth mindsets coincide with Appreciative Advising in a positive way. These two concepts link the importance of higher-level thinking practices and the need of support. Activities for Growth Mindset can prepare students for how to look at outcomes differently and in a more positive way. Students are more likely to feel that they belong when academic environments communicate growth mindsets and do not contain stereotypical objects and messages (Rattan et al., 2015). The successful nature of growth mindset can have students believing in personal abilities giving them the confidence to succeed with tasks.

When considering this to policies and the importance of positive mindsets, policymakers can advocate, prioritize and implement growth and belonging mindsets (Rattan et al., 2015). Proactive policy changes with every changing student need can prove beneficial in student outcomes. Policymakers can make effective academic mindset practices a funding priority in existing and new programs (Rattan et al., 2015) which in essence can give professionals of higher education the needed education and training in providing these teachings in their roles interacting with students. Often, when students stop working in school, parents deal with this by reassuring their students how smart they

are. We can now see that this simply fans the flames. It confirms the fixed mindset and makes students all the more certain that they do not want to try something difficult – something that could lose them their high regard (Hochanadel & Finamore, 2015).

A fixed mindset promotes sticking to the same tasks a student knows they can accomplish. The sense of venturing out and taking on difficult tasks seems to fall to the wayside. Promoting growth mindsets gives students the want to try new tasks, not fearing if they fail, but to acknowledge what they will learn from a failure. It appears that when educators teach students how to persist, a growth mindset develops, thus improving grit to overcome any challenges (Hochanadel & Finamore, 2015). Hochanadel and Finamore (2015) found that whether students see their intelligence as something that is fixed or something that can grow and change had profound effects on their motivation, learning and school achievement. This qualitative study highlights that a growth mindset can be taught to faculty, students and parents to foster this new intelligence. These mindsets can better prepare students that are targeted as high-risk have a better outcome when it comes to academia.

Academic Support Programs for High-Risk Students

Although colleges have implemented programs to assist academically under-prepared students since the late 1600s, controversy exists concerning their policies, their effectiveness, and whether they should continue to exist in higher education (Sriram, 2013). In this study, students in transition from first year advisor to faculty advisor are considered high risk. Students who are losing motivation, support, and satisfaction towards their experiences with their advisor gives a direct correlation to those that need more support and are considered "high risk" for this research. These students are at a

vulnerable stage in terms of feeling a sense of belonging on a college campus. The importance of programs for high-risk students is necessary in providing this population the tools they need for success. In relation to academic advising, advisors share the pursuit of this endeavor, targeting students that appear to hit the factors leading to be high-risk. Academic advising is important when communicating with students the importance of college, the differences in mindsets and the need for better support. These efforts are often labeled academic support programs, developmental education or remedial education, but whatever the label, this type of intervention requires high-risk students to take specialized courses meant to improve their skills related to a particular academic area or to improve general study skills (Sriram, 2013). While not necessary to provide students education on growth mindset, it is important to consider this topic as students will end up going down the same path as before without such an adjustment.

Current efforts to assist academically high-risk students are lacking in their effectiveness; therefore, institutions must find new methods for assistance that are more effective (Sriram, 2013). Sriram (2013), in his quantitative study, discovered that students who were taught to view intelligence as malleable reported significantly higher levels of the multivariate variable, academic effort and the univariate variable, study skills than did the students who were directly taught study skills. Students encountered numerous situations with peers or faculty members that highlighted their feelings of incompetence (Sriram, 2013).

The importance of belonging in a higher education setting provides students a positive experience that sets them up for success. When high-risk students did not feel smart or competent that ultimately led them to feel a lack of control over their academic

achievement (Sriram, 2013). To summarize, students' feelings of incompetence directly related to their failure or a poor academic experience. For advisors, it is necessary in providing frameworks, models and mindsets that can better support students and to provide students the tools necessary for success. Appreciative advising, a growing framework, may be that new method of support a student needs when having these one-on-one interactions with their advisors, professional or faculty. Positive mindsets, appreciative advising and other intervention tools for high-risk students, yield personal goals that lead to successful outcomes.

Some researchers have suggested that personal-growth goals represent a possible means of reconciling the two major categories of achievement goals into a single approach (Travers, Morisano & Locke, 2014). The importance of goal setting breeds high achievement in students and is in direct correlation to the importance of appreciative advising as the dream phase is exactly about setting goals and dreaming. If a growth goal is energizing and able to increase goal-relevant focus, effort and persistence, then theoretically, when used in the academic context, academic outcomes should improve accordingly (Travers et al., 2014). Growth goals lead to a higher level of work and in comparison, to success, it provides student needed dreams to keep student accountable.

High-risk students could benefit from such goal setting in essence to completing tasks. It has been suggested that the very process of setting personal-growth goals might induce a learning or mastery orientation, the benefits of which might generalize to other domains (Travers et al., 2014). This research speaks about the betterment of at-risk students and the positive outcome it had on these students after a semester of personal-growth goal setting. Travers et al. (2014) used a qualitative data collection approach and

discovered that, within the diary entries of their sample, students self-set goals directly related to academic growth and performance; students reported that these had a strong impact on their achievement both during and following reflective programs. While considering personal-growth goals as a turning point for academic success, we should consider the notion made through Appreciative Advising and its efforts in the dream phase. Growth mindsets and growth goal setting is incorporated into this method of advising. When considering the topic of advising, the transition from first-year advisor to faculty advisor, we have to bring into account the change we are cultivating with such a transition.

Student engagement with professors, peers, intellectually challenging subject matter, and supportive environments has been identified repeatedly as a significant factor facilitating students' success in college (Hulme, Green & Ladd, 2013). It is important to consider how students are led to success. Hulme et al. (2013) specifically discussed that student engagement is created by cultivating curiosity in the lives of students. In relation to advising, Appreciative Advising cultivates curiosity in the sense of dreaming and the designing phase. Emerging fields of positive psychology has provided a new perspective on the existing retention problem plaguing higher education by identifying curiosity as one of the character strengths that influence a person's drive and ultimately their level of academic engagement (Hulme et al., 2013). Important relations with student engagement can directly affect student outcomes, success and learning. As for advisors, it is their job to foster these mindsets to promote success. As colleges and universities focus on improving curricular engagement, higher education leaders should examine how to create environments that may best nurture a student's level of curiosity (Hulme et al., 2013).

Curiosity sparks a sense of growth mindset in students and can provide a link to pursuing more challenging tasks. Defined as a willingness to explore the unknown, embrace novelty, and accept uncertainty, curiosity has a significant effect on motivation and learning (Hulme et al., 2013). Curiosity is a staple for student learning and outcomes, providing students to push to accomplish more and take on more difficult tasks. Theorists argue that curious individuals possess the desire to explore and seek out new knowledge and experiences (Hulme et al., 2013). Students use different aspects of their own skills to accomplish goals set forth by them. Students use their mindsets that help them judge a task by the difficulty and possible failure of that task. Provoking curiosity in students provides a sense of need in pursuing tasks outside of their comfort zone.

Finding purpose and meaning in life is often a central motivating force in all individuals (Hulme et al., 2013). Appreciative Advising provides advisors with the tools for this searching phase for students who need to find internal motivation and meaning. Student seek out answers to their purpose and with that advisors with Appreciative Advising trainings can provide them that moment of clarity. Students are constantly watching the behaviors of those they hold in high regard as a means of shaping their own behaviors (Hulme et al., 2013). Hulme et al. (2013) performed a qualitative study to supply higher education institutions with their results and recommendations for how better to foster curiosity. Their findings suggest that student affairs professionals and faculty must model curiosity as a way of learning, challenge students to conceptualize failure as a valuable part of the learning process, allow students to experience uncertainty by not providing quick solutions to problems, orient students to the role of curiosity in the college experience, and develop an emphasis on discovering a sense of meaning in life.

Thus, student affairs professionals and faculty need to model a curious mindset, provoking those who look up to them to change their mindset to better support them academically. Developing curiosity in students may produce higher levels of engagement, thus increasing the desire to matriculate through the entire higher education experience (Hulme et al., 2013). While cultivating curiosity, we can start considering the cultivation of change using Appreciative Inquiry in a college setting.

Appreciative Inquiry provides student affairs professionals and faculty with the requisite skills and resources to build on institutional assets and to strive toward becoming high-performing organizations in which partnerships, cross-functional collaborations and responsive units are the rule rather than the exception (Fifolt & Lander, 2013). The importance of such an inquiry provides the tools necessary to further develop the necessary skills of students for successful college outcomes. In reference to high-risk students, such tools and mindsets can get them to graduation instead of dropping out. Looking at a university holistically, providing such support and tools can help improve retention in students. Appreciative Inquiry can, additionally, play into a higher education institution weakness, addressing them and planning to better them.

Conventional strategic planning models emphasize overcoming one's weaknesses in order to achieve organizational success (Fifolt & Lander, 2013). Understanding the importance of having a clear set of goals and designing a plan for accomplishing those goals can be beneficial in creating a sound institution for student support. When professionals think about clear strategies of support, an institution can then use their plan to best support students. Without this discovery phase, professionals do not set clear goals and actions to accomplish them. Relating this to specifically Appreciative

Advising, this framework has us using the similar institutional model but with our students; addressing weaknesses and goals and setting up a plan to accomplish them. As a result of learning-focused conversations, leadership teams can develop a set of shared learning outcomes to articulate the skills, knowledge and behavior it wanted students to learn during their student experience (Fifolt & Lander, 2013). Fifolt and Lander (2013) analyzed two case studies from two universities, similar in location and student population/demographic, to help articulate and increase awareness of collective organizational values, facilitated through the Appreciative Inquiry process and how it led to increased support for organizational and institutional priorities at both institutions. The importance of an institutional universal framework for academic advising is crucial in the sense of transparency from all academic advisors and the necessary need for better support for all students, especially the students who are marked as high-risk.

In the college context, where students are being asked of more challenging and often unfamiliar tasks, often with less support, academic perseverance becomes particularly important (Nagaoka, Farrington, Roderick, Allensworth, Keyes, Johnson & Beechum, 2013). The importance of having proper mindsets allows students to seek challenging tasks. The support needed by students from advisors can help guide them into the direction for more challenging tasks and mindsets. Appreciative Advising sets a student up for those mindsets, helping students create a toolkit ready to accomplish any task. Students are also more likely to persevere at a given task if they feel efficacious and are more likely to bounce back when faced with adversity (Nagaoka et al., 2013). While the importance of meeting students where they are academically, professionals have a job as student affairs professionals to grow them, their mindsets and their work ethic into a

more diverse, challenge accepting attitude. While considering, mindsets, cultivating curiosity and change, professionals ultimately have to consider how we apply Appreciative Advising in our advising sessions and those benefits.

Instruction is mostly lecture driven and learning, to the extent that is occurs, is mostly a passive, receptive enterprise. In other words, students should come to class, listen carefully, take good notes and be grateful. Expectations and standards of excellence for students are often quite low; meeting them requires minimal student and faculty effort (Harrison & Hasan, 2013). The interaction with students in advising sessions with faculty advisors leads to a conversation that is more academic than personal in nature, registering for classes and soon the student leaves that office feeling like they are just another fish in the sea of other advisees. It is important to consider the topic of advising sessions and the transition from first-year advisor to faculty advisor, because the mindsets going into the sessions from the professional's role is completely different in each situation.

Focusing exclusively on the negative, however, does not inspire change (Harrison & Hasan, 2013). While professionals notice the negative feedback from students about these transitions, it is also necessary for student affairs professionals to consider some better options or positive outlooks to better these experiences for students. Appreciative Inquiry is a process of discovering and appreciating what is the positive core of the current experience and then using this information to imagine possibilities, and then to design how to achieve and create the desired future (Harrison & Hasan, 2013). Once understanding the positive notes of the current climate and experience, professionals can then better consider what a higher education institution needs to change or adapt to better support these outcomes. It is important to have students in mind when thinking about

these topics. While it is crucial in providing support for all students, it is also important in thinking about why specific trainings are necessary in providing that support for students. Appreciative Advising ties into this topic when considering what trainings are best for student support. High expectations alone do not translate into quality learning environments for students. High expectations increase the likelihood that faculty will encourage active participation rather than passive learning, but it takes more than wishful thinking to translate this good intention into action (Harrison & Hasan, 2013). When professionals think about the importance of high expectations, with that comes a higher level of support needed from someone who holds that expectation.

The shifts towards an appreciative paradigm are subtle but powerful; in addition to helping us create less stagnant, more generative learning environments for students, they provide some benefits to educators as well (Harrison & Hasan, 2013). The importance of this shift comes into effect when professionals consider providing the best environment for increased student learning. Whether this increase be in a classroom, advising session or other curricular activities, it is necessary to provide it for students. Learning does not occur in a vacuum; the culture of the institution where the learning takes place plays a role in determining whether a deficit of Appreciative paradigm will prevail (Harrison & Hasan, 2013).

Student affairs professionals serve as role models and standard bearers for students and student organizations regarding how to best approach organizational change (Lehner & Hight, 2006). While changes occur on college campuses, student affairs professionals are on the forefront of showing what these new policies and change look like. Considering specific topics within student affairs, when new trainings, support

efforts or anything relating to student success, can be modeled by student affairs professionals. Appreciative Inquiry offers student affairs a new focus and energy when considering change (Lehner & Hight, 2006). While the importance for change is high, Appreciative Inquiry gives higher education institutions the necessary focus needed to build new ideas in benefiting academic success. Once staff members generate the provocative proposition and action plan through the Appreciative Inquiry process, they can be used as accountability tools (Lehner & Hight, 2006). Accountability ranks high with importance in getting students to complete tasks they take on. Through Appreciative Inquiry, student affairs professionals create a sound work climate and foster student learning and development, which is not only the aim of the profession, but also a necessity for the future work conducted on campuses (Lehner & Hight, 2006). Fostering learning outcomes and student success provides the correct mindset in regard to what student affairs professionals should be seeking out to accomplish.

Summary

Academic advising is one of the key components in higher education institutions that directly impacts student development (He & Hutson, 2016). With the shift of academic advising focus from institution-centered information sharing to student-centered learning outcomes, there has been a growing need to assess the impact of academic advising beyond student satisfaction (McClellan, 2011; Taras, 2007). It is important when we consider student-centered instruction and advising sessions, that we are assessing based off of the experience's students have in each scenario. It is crucial to gain a better perspective on how advisors are doing and how the institution is doing in different circumstances. Some faculty advisors serve multiple roles as instructors,

counselors, academic affairs professionals, or student affairs professionals in addition to being an academic advisor. Therefore, they may be encouraged to adapt different theories and models to use for the particular student population they are working with in their unique postsecondary settings (He & Hutson, 2016). While instructors are faculty advisors, we see a lack in specific training that would prepare them to provide students with an appreciative approach. Providing such an approach to students, like first year advisors, would prepare students for better learning outcomes, increased student support and the sense of belonging. Strengths-based advising and appreciative advising are two major academic advising approaches that emphasize strength and asset building (He & Hutson, 2016). The importance behind such approaches builds students a toolkit of support and of personal skills they possess in completing tasks. These are also considered as student-centered approaches and can be used in the efforts to gain knowledge about the student, getting to know them and then better focusing on the needs of that student. With a similar emphasis on strength and asset building, appreciative advising offers a comprehensive education framework that promotes the cognitive, metacognitive, and affective development of students based on developing an appreciative mindset (Bloom et al., 2013; He & Hutson, 2016). The importance behind this type of approach is gaining a better understanding about students. Additionally, advisors use the six-phase approach to disarm, discover, dream, design, deliver and don't settle. These phases lead into a holistic view of the student in reference to their academic achievement.

The importance of an appreciative approach is evident in the efforts of better supporting students. It is without a doubt important to have a better understanding of where students are coming from when arriving to college. Appreciative advising gives a

six-phase framework that prepares the conversation and sets a healthy foundation for students to feel supported and comfortable talking to their advisor. This training is specific to first-year advisors, but not pertinent to faculty advisors. While we notice an importance for this framework, showing details for how it is truly helpful, student affairs professionals in first-year advising lose contact and the work they have put in with this approach once students leave their office and transition to a faculty advisor. The support should not stop with first-year advisors. The need for better training, frameworks, and models need to be incorporated if higher education institutions plan to have a student-centered, appreciative and an increased student support feel on campus where advisor meet students where they are at and help them grow into an individual with a curious mindset for further growth and higher achievement.

CHAPTER THREE: METHODOLOGY

There is a sense of disconnection when first year students transition to their faculty advisors (He & Hutson, 2016). This study sought to increase understanding of this disconnect and to share the affects it can have on students' experience. The importance of this study is a need for support for students who lose this connection with their advisor. First year students are a highly studied group for retention purposes. While first year advisors show a great deal of support and encouragement to their students, there is a gap in the literature of studies analyzing students' in transition from a professional advisor to a faculty advisor. Chapter 3 includes the Research Design and Methodology touching on the topics of the setting, participants, instrument, research questions and analysis.

This chapter presents the methods used in this research giving depth and appropriateness towards this qualitative study. A qualitative approach was the most appropriate method for this study because of its ability to gather an in-depth, experience-based phenomenon from the participants. The goal of this study was to hear testimonials from a sample of students about their academic advising experiences. Qualitative inquiry allows participants to openly discuss and share about their experiences, which allows for a connection on a personal level while giving more detail on the holistic picture of student experiences.

Setting

This study examined the increased needs of students as they transition from professional advisor to a faculty advisor, including how Appreciative Advising did or did not play a role at a mid-sized, Division I, land-grant institution in the Upper Midwest. Using a qualitative approach, the setting of this study was crucial in providing a safe,

friendly, inviting, and conversational space for the interviewer and interviewee. The interviews were a face-to-face, one-on-one interview, held in a personal office on campus. The interview was meant to be relaxed and to be inviting for a conversational atmosphere. Students were given the option to choose their seat so they could feel the most comfortable in the interview. The office was designed for student support and success, with pictures on the walls to feel warm and inclusive. Additionally, the room was set up for increased dialogue, having a table in the room for one-on-one interactions and providing a neat and tidy space. The researcher in this type of setting provided a personal contact environment with the participant through in-depth interviewing and prolonged observing. The method of collecting the information in these interviews was an audio recording device. Using this device allows for further interpretation of content and allowing for future reference to the topics covered in the interview. Using an audio recording device allows for exact information given within the interview and allows the researcher time to transcribe the information and allows the interview to be more personal, not relying on the researcher to take down every note possible within the conversation of the interview. An audio recording device is reliable and gives a sense of structure and, in essence, a concrete tool for success within the study. Using such a tool provides accurate information for further use outside of the interview. Not putting all of the stress on the researcher to take down all information in the interview also allows for personal connections, furthering the topics covered and follow up questions that arise in the conversation without losing your information collection spot. The interviews also followed two data gathering methods, the interview and observations. Both the interview and observations were analyzed in reference to the audio recordings.

Participants

   The participants of this study included six undergraduate students from a mid-sized, Division I, land-grant institution in the Upper Midwest ranging from two students that were 19 and four students that were 20 years in age. There was one male student and five female students. All identifiable information, including names and identities were kept confidential. Students names are not referenced in the interview and will not be referenced in this study for anonymity purposes (see Table 1). Only the three researchers involved in this project have access to the data.

   Given that the purpose of the study was to specifically hear the testimonials of students who have transitioned from a first year advisor to a faculty advisor, the target population of the study included those who had completed their first year (i.e., freshman year) and were either finishing up their first semester with their faculty advisor or had finished their first semester with their faculty advisor. Purposive sampling was implemented to determine the participants. "Purposeful sampling attempts to include participants who have experienced the phenomenon under consideration and from those whom the researcher can learn the most" (Bogdan & Biklen, 1998, Pg. 67).

Table 1: Descriptions of the Participants

Participant	Gender	Age	Race	Year in School
Student MP	Female	19	White	Sophomore
Student MM	Female	20	White	Sophomore
Student KG	Female	20	White	Sophomore
Student TG	Male	20	White	Sophomore

Student BS	Female	20	White	Sophomore
Student AR	Female	19	White	Sophomore

These specific parameters allowed the study to target students having the experiences in question. Giving such parameters allowed for a sample that the study calls for, specifically gauging students during these key experiences. Academic Advisors in the First Year Advising Center recruited the participants of this study so that students would recognize an email from a professional employed in the First Year Advising Center and not an unfamiliar name, like a researcher's name. Additionally, considering this method of contact, the campus information's office was contacted to learn how to perform this correctly. No personnel were forced to send out this email but were asked to in the preparation of this study.

Informed consent was obtained from each participant. Participation in this study was 100% voluntary and participants were not coerced or influenced by instructors, coaches, teammates, or administration. Withdrawal from the study at any time was allowed as there were no known risks or direct benefits for subjects participating in this study. Student rights including the use of audio recording where there could be confidential slips, or for a lack of better words, when technology has the potential to not be one hundred percent safe and confidential were addressed. When conducting this study, the participants were made aware that their identities would remain confidential but was informed about the technological defects if one shall arise. An important note and demographic to add about this study is that five out of the six participants in this

study were white, female students. Demographic information will be analyzed further in how it leads to possible limitations of the research.

Procedures & Research Design

Institutional Review Board (IRB) approval was obtained prior to any information being sent to the participants of the study. After approval, the participants were contacted and provided a recruitment letter clearly stating the purpose of conducting this research and informing each participant that there were no risks or direct benefits from the study. The interviews ensued in the following weeks. The design of this study was that of a qualitative, narrative analysis of the participant's interviews. This design proved to be the most beneficial as it provided new trends and specific qualitative data being sought by the researchers.

For the researcher it was important to be quick in analysis and to have an idea for follow-up questions if there needed to be clarification or further explanation. This study provided specific questions, yet at times there were chances for the interviewee to talk in testimonial form. With that came additional questions to help gauge where the story was going so when there was future reflection on the audio recordings, there would be a more thorough explanation, also known as a semi-structured format. The location where the interview occurred in a consistent space to allow for the same interactions and experiences, however there were some variations within that. The space used in the interviews was the same for all six interviews, but the location where the researcher sat and where the student sat changed (Schmitt, 2010). This is not a significant variable when it comes down to importance, but worth noting as the topic of uniformity is considered in

this research. Factors are always changing in research, but it is crucial to be aware of the changing variables and to allow for further explanation for such changes.

Instrumentation and Data Collection

The questions within this study were intentionally designed to provide the researcher a clear framework to better understand students' perspective while allowing for optimum conversation. These questions were created to understand the experiences the student had with the professional advisor. These questions aided in understanding how their interactions with professional advisors went and to ultimately provide testimonials throughout the conversation. The questions were open ended questions to elicit response from the participants about their subjective experiences with their professional advisor. The interview was a semi-structured interview as it allowed the researcher to ask to follow up questions to further clarify the participant's experiences. Framing questions in this open-ended structure aided in the thorough research design while giving the interviewee the opportunity to formulate their complete thoughts and to pull from experiences they have had with their professional advisors.

After this series of questions were asked about their experience with their professional advisor, these same questions were asked about their experience with their faculty advisor. However, before asking these questions, we intentionally asked four questions pertaining to students' experience during their transition from a professional advisor to a faculty advisor.

These questions were formed to help understand how smooth or not smooth their transition was and what could have made it smoother for the experience's students shared while in advising sessions with a faculty advisor. These questions gave depth in the detail

of each experience, giving an open-ended question to allow in-depth answers, but specifically asking thoughtful questions. These questions were not created to allow for a one-word answer, but to give the student time and direction to reflect on personal connections (see Appendix A). Throughout this research there were some variables that should be considered on a larger scale; training, experience and time. All data collected will be stored on a secure campus server and can only be accessed by the researcher, and two advisors for this study.

Data Analysis

Data triangulation, member checking, and eliciting examples of interviewee accounts were conducted for validity purposes (Ritchie, Lewis, Nicholls, & Ormston, 2013). Data triangulation consists of collecting data on the same topic, multiple ways. It allows researchers to capture different perspectives of the same phenomenon and examine evidence and themes from other studies to confirm findings.

Phenomenology aims to provide accounts that offer an insight into the subjective "lived" experience of individuals. Given the emphasis, phenomenological studies do not attempt to generate wider explanations; rather their focus is on providing research accounts for individuals in a specific setting (Reeves, Albert, Kuper, & Hodges, 2008). Moreover, phenomenological studies gather data from unstructured or semi-structured interviews (Reeves et al., 2008). Throughout data triangulation, the head researcher analyzed the audio records and transcripts to find commonly used terms in each interview, thus creating themes, main codes and sub codes. Member checking was used to validate interviews by sharing a brief summary of the interview with the research participants. Five out of the six participants for this research has responded to the

member checking. All five participants have approved that the findings, themes and conclusions align with information shared within the interview. One student out of the participants did not respond to the emails being sent regarding the approval of the findings, themes and conclusions. All audio files were transcribed verbatim and the data themes were identified through conventional content analysis (Singer, 2008). The researcher and two experts were involved in data analysis, identified themes utilizing the Appreciate Advising framework to explain the phenomena under study. After analysis, the themes that emerged could only come from the personal narratives of the participants themselves as they have experienced the phenomena and challenges first hand.

Chapter three was specifically supposed to outline the methodology used in this research, touching on the participants, research questions, setting, research instruments and variables. The outline of these topics specifically introduces how this study was conducted. The goal of Chapter IV is to provide a clear demonstration that the methodology described in Chapter II was followed through analysis and discussion of study results.

CHAPTER FOUR: FINDINGS

Academic advising can be described as important and necessary, often leading to the betterment of students' college experience (Armstrong, 2011). Students deserve an overwhelmingly supportive individual who provides support and success tools as well as displays a genuine interest in the life of the student (Armstrong, 2011). Academic advising can be two different priorities on a college campus in relation to the type of advisor; professional advisor and faculty advisor. A professional advisor has the sole duty of advising, while a faculty advisor has courses to teach, research to conduct and a small advising load. While considering how advisors advise, trainings come into play. Professional advisors have formal training while most faculty advisors are trained through a trial and error experience over a period time. Formal training provides individuals the opportunity for increasing their knowledge on advising, as well as creating a foundation of knowledge not currently possessed. Armstrong (2011) speaks about the importance of advising and how it is necessary and leads to bettering the college experience through a qualitative analysis. Primary outcomes of college campuses include ongoing student success leading ultimately to their degree completion. Obtaining a degree comes with dedication, motivation, and a sense support from mentors along the way, in this case, the advisor. Advisors are meant to meet the student at their needs and to support them as they work towards their goals and aspirations (Astin, 1993).

The disconnect students are having with their transition from professional advisor to faculty advisor is leads to a feeling of a lack of support and sometimes pushes students to look elsewhere for support. Given the lack of research concerning the student disconnect that occurs during their transition to a new advisor, this study sought to

examine students' academic advising experiences. The Appreciative Advising framework was used in this study to form research questions. The research questions highlighted the satisfaction, motivation, support and relationship building students are having with professional advisors and faculty advisors. The research questions touched on all six phases of Appreciative Advising; Disarm, Discovery, Dream, Design, Deliver and Don't Settle. Within these six phases, evidence was shown to how students are experiencing advising relationships (Bloom et al., 2013).

This study examined students advising experiences. Through this study, nine themes arose from the research questions and interactions with interviewees. Patton (2015) explains that the theme identification process necessitates a careful approach to identify what is truly meaningful in the data. Themes that emerged from those responses were identified by the principle investigator and then grouped into appropriate categories. Data analysis revealed four major themes for professional advisors (e.g., satisfaction, motivation, support, & relationship building); four major themes for faculty advisors (e.g., student independence, lack of emotional connection, design/goal setting, & destiny/taking action); and one major theme related to students' transition (e.g., challenging emotions during transition).

Elements of Professional Advisor Experiences

The importance of having clear, concise, and transparent questions lead to a clear understanding through the interview. After reading through each transcription the four themes listed in Table 2 emerged. The numbers shown in Table 2 indicate the frequency of words and phrases that were related to each of the main themes that appeared in the transcriptions.

Table 2: Theme Frequency Words for Professional Advisors

Main Category	Main Codes	Sub Codes	Frequency	Frequency Total
Satisfaction	Characteristics of Advisor	Approachable Easy Listened To Transition Welcomed Personable Friendly Helpful	6 3 5 6 8 5 12 12	57
Motivation	Welcoming	Welcoming Comfortable Information Safe Warm	8 3 2 6 2	21
Support	Connection	Attention Helpful Feedback Thoughtful Transition	6 5 1 4 4	20
Relationship Building	Supporter	Achieve Friendly Communication Motivated	5 4 2 4	15

Theme 1: Satisfaction

Students' satisfaction of their advising sessions frequently came into topic throughout the questions conducted during the research interview. Sometimes, students viewed their interactions with their advisor as a time for gaining knowledge and gauges success by being satisfied with their time spent with the advisor. Appreciative education is built on the notion that knowledge is constructed through collaboration (Bloom, Huston, He, & Konkle, 2013). In other words, when an advisor takes the time to meet the student where they are, allowing them to run the interaction, providing the student power and ultimately constructing a collaborative environment will allow the student to feel a

sense of belonging and care. During the interview's students were asked, "What contributed to your satisfaction/dissatisfaction"? "One student stated, "my advisor just connected with who I was as a person. She gave suggestions to me for professional and life goals. She cared and was my own personal 'cheerleader' (Student MP)." This student felt that the satisfaction being felt was purely from the importance placed on the interactions from the advisor and student and the importance of success being shown through the advisor role. There is an importance that is outlined within this interview about feeling important and belonging when interacting with an advisor. While there seemed to be a trend when this question was asked, interviewees gave clear examples to why they were feeling satisfied within their advising experiences with professional advisors. "My advisor was helpful, super timely and organized and helped with any questions I had" (Student MM).

Students often highlighted personal emotions directly related to their levels of satisfaction. Specifically, four out of the six participants highlighted emotions in the interview. Evidence out of these interviews showed the importance of making the student feel important while being able to help them with whatever seemed to be on their mind or on the agenda for their meeting. "My advisor was super personable, willing to always help no matter what and was really friendly no matter where I saw her on campus" (Student KG). There, lies some understandings on how students perceive their advising sessions as being satisfied. Students rely heavily on the importance of making them feel important and being able to help them. Some evidence shows the importance of just being friendly no matter the place where the interaction occurred. Higher education professionals play a pivotal role in efforts to retain students and rather than holding

students in place, higher education is positioned to help students become their best selves and achieve their dreams, goals and potentials (Bloom et al., 2013). Professional advisors seem to mark this as an important aspect of their position and provides their advisees necessary relationships and feelings for success and furthering their support. The satisfaction students have towards their advisors derives from the support they receive, feelings they have and ultimately the knowledge they gain from their interactions. Professional advisors seem to provide their advisees that important aspect of their college experience, satisfaction.

Theme 2: Motivation

Motivation to meet with an advisor stems from the aspect of satisfaction and shows a clear connection in interview evidence. A theme of this study was to gauge motivation behind meeting with an advisor. An interview question for this study was, "What contributed to your motivation/lack of motivation to meet with your advisor"? This question was based with the importance of understanding why students sought out a meeting with their advisor and what lead to an increase in that motivation, continuing to meet with an advisor. Six out of six students felt a sense of safety in an advisor's office and shared that feeling in the interview. "I always felt like it was a safe zone and my advisor was always warm and welcoming" (Student AR). The importance to feel safe and important coincided with their motivation to meet an advisor repeatedly throughout a semester. There was a seriousness on the feel of importance and safety. These terms and feelings were relevant and kept showing up repeatedly throughout these interviews. "I was motivated to meet with my advisor because I wanted to plan ahead and wanted to feel comfortable with my degree plan" (Student MM). When students came into their

advisors' offices, often times they were there looking for support academically, degree exploration and planning or because of conflicts with their experiences on campus. This was another important factor within these opportunities of interaction.

Advisors have to be up-to-date on information about degrees, degree planning and degree exploration. Providing students, the information they are seeking provides them a feeling of being satisfied and motivates the student to come back for more information and support. In relation to support, support relies on academic mindsets, those being created in interactions with advisors. Positive academic mindsets are associated with the persistent academic behaviors that lead to learning (Farrington, 2013). Students are coming to universities for a reason, to succeed and to enjoy the experience along the way. It is important for advisors to notice the need for positive mindsets and to advise and teach throughout their interactions with students. Support is a common topic when it comes to the advising role, interactions with students and the feeling of support held by the student.

Theme 3: Support

A third common theme that came up frequently was the importance of support during student-advisor interactions. This study specifically sought out to determine the degree to which increased support is needed by examining the different types of support students were receiving within their different interactions with advisors. The literature (Bloom et.al, 2013) highlights that support affects students holistically and that this in turn leads towards their successful degree completion. Support changes with each new interaction a student has. When students seek support from an advisor, they are looking for information, emotional support and academic support. Advisors that lack in this

support system provide the student a lack of satisfaction and motivation that ultimately leads to a feeling of not having support. In this study a question was developed, targeting the support of professional advisors. The research question was, "In what ways were you supported during your advising sessions"? This question prompted dialogue in the steps taken by advisors to provide their student with adequate support. Support leads to success and, in this case, leads to degree completion for students. Support can be varied in essence that students receive support in different ways. Support can be shown through life goals and aspirations, academic support and often times seen as caring for the student.

In this study, all participants shared examples of support from their professional advisors. One participant shared, "One way I was supported in my advising role was that my advisor always inquired about how classes were going and the stress that came with those courses" (Student TG). There is a need for the exploration into how students are doing mentally throughout a semester. Discovering needs emotionally and mentally throughout the semester aids in providing students the necessary supports to accommodate that student in the rest of their studies and the rest of their semester, promoting success. Another participant similarly stated,

> Some ways I was supported in my advising sessions was mostly academic support, but my advisor also understood my schedule. My advisor helped with giving me advise for how to help with my lifestyle, changes and understanding my goals and what I am capable of. My advisor would express concern with some goals, but would leave it up to me to decide, but never discouraged me from taking an extra step (Student MP).

Thus, there is an important factor when an advisor acts an integral part in a student's academic experience. Advisors play a role of academic support but also as a believer for that student. There is an important aspect of an advisor when they can trust their student and know the conversation, they have had in their interactions that the student will follow through with. This topic comes back to the mindsets of students and the creation of them with their advisor. Across a broad collection of studies and lines of research, the evidence strongly supports the relationship between positive academic mindsets, increased academic perseverance, and improved academic performance (Farrington, 2013). Mindsets create the tone for advising sessions and future interactions with students. A lot of times, advisors create these types of mindsets through relationship building interactions.

Theme 4: Relationship Building

Students come to college and do not find themselves seeking a personal relationship with their professional advisor but find themselves in one. Considering the interactions students have with their advisor, it is not surprising that students form some sort of professional relationship with their professional academic advisor. In the Disarm phase of Appreciative Advising, there is a sense of getting to know the students, in essence students start to form a personal relationship as their advisor gets to know them more. Students are realizing that is happening, but soon find themselves in it. The research question to gauge the relationship building aspect of this study was prompted by; "Did you desire to build a personal relationship (beyond perspective relationship) with your advisor? If so, was that achieved and how"? Students' responses aligned with how their support lied in their advising session. Advisors under the training of

Appreciative Advising take time to build this rapport with their student, creating that relationship. "I didn't intend to build a personal relationship, but soon found myself to be in one. I noticed having connections allows for better communication and just felt free to talk" (Student BS). The importance of feeling free in their advising session allowed for honest and open dialogue. Students felt important and connected enough to share about themselves and their goals and aspirations while being motivated to come in for further communication. Having this connection allowed for students to feel important. This appeared like a trickle-down system where students felt satisfied (having more knowledge), which led to their motivation to go back to their advisor, and then allowed for increased support in those interactions and ultimately building that personal relationship. One participant stated:

> I was having some personal issues outside of my academics and I talked to my advisor about them, which motivated me to talk to someone about them. I would say my personal relationship with my advisor was achieved" (Student AR).

Students on a college campus come looking for academic support, but often advisors see the need for emotional support or support outside of the normal advising role. Being able to navigate through a conversation outside of academics can be crucial in creating that relationship with students. For a student to feel safe enough to talk to their advisor about some personal struggles in important in helping them get back to a healthy stage. At that point, advisors can point the student into the direction they need. Without this relationship, advisors would not be able to help students that seem to have situations like this that pop up outside of their academics. The relationship building aspect of these interactions lies within the want to get to know the other person. Literature (Bloom et. al.,

2013) supports that this becomes achievable through obtaining the correct training and

providing students an open and healthy foundation for dialogue.

Elements of Faculty Advisor Experiences

After asking interviewees questions about their experiences with their

professional advisor, they were then asked questions about their experiences with their

faculty advisor. After reading through each transcription four themes listed in Table 3

emerged. The numbers shown in Table 3 indicate the frequency of words and phrases that

were related to each of the main themes that appeared in the transcriptions.

Table 3: Theme Frequency Words for Faculty Advisors

Main Category	Main Codes	Sub Codes	Frequency	Frequency Total
Student Independence	Lack of Support	Becoming Independence Not Helpful Comfortable Relationships Support	1 6 2 1 3 2	15
Emotional Connection	Feeling of Belonging	Serious Quick Just a Number Hard No Purpose No Desire	2 3 2 3 2 2	14
Design	Helpful	New Ideas Information Options Practical	3 5 2 2	12
Destiny	Generated Ideas	Information Minors Courses End Goal	2 2 6 1	11

While this research sheds light on the job professional advisors are doing, the

interviewees shared areas where faculty advisors can do better. Four themes emerged: (a)

Student Independence, (b) Lack of Emotional Connection, (c) Design (Goal Setting) and (d) Destiny (Take Action). Each of these themes will be assessed and explained and analyzed on how they correlate to the experience undergraduates have when in contact with their faculty advisor. Faculty advisor codes touch heavily on their job of helping students academically; finding courses, degree completion and anything related to their academic success.

Theme 1: Student Independence

Having students that are taught to be independent can provide students a chance to discover information on their own and foster new knowledge, not depending on the support and help from their advisor. While necessary for professional advisors to cultivate this independence mindset with students, it often will take away from the interaction's students have with their faculty advisor. "I don't necessarily feel the need to meet with my [faculty] advisor. I have become more independent" (Student AR). While the students in this study were asked the same questions about faculty advising, the same as professional advising, the answers seemed a little different. Students were seeking out support from professional advisors but falling back on independence skills instead of working with their faculty advisor. A lack in connection can create this dynamic between advisor and student. That lack of support can affect how the student views their importance within the advisor's interactions with them, resulting in a student being more independent and willing to look elsewhere for support. A student in this sample shared: "I felt more comfortable talking to my professors. I have a different connection with my professors. I just felt like I had a different relationship with others that weren't my advisor" (Student BS).

Students felt like they were not being helped in their faculty advising role, and in turn, they were seeking help from other individuals that they were more comfortable interacting with. Students becoming more independent can be considered a transferable skill, yet it may also restrict them from seeking out information from their faculty advisor if there is not a connection established right away. Students are resilient in the sense that if they are not getting the support, they need from the source they are trying to get it from, they will look elsewhere and find that information on their own. "I don't have a motivation to meet with my faculty advisor, because I found someone more helpful to fulfill that role" (Student MP). This student in particular found a second source that can fill that void where they faculty advisor could have been. There was a lack of support and missing the mark as students see it when it comes to their experiences in advising with a faculty advisor. Their lack of motivation stems from how satisfied they are with their faculty advisor, in essence leading to a lack of support and becoming more independent and discovering their own information.

Theme 2: Emotional Connection

When asked what could increase the satisfaction a student had with their advisor the theme of Emotional Connection arose and in terms created an important topic to divulge into. Five out of six students reported this within the interview. An interviewee said, "if my advisor was more devoted, showed some sort of emotion and warmth connection my advising experience would be different" (Student BS). A common theme when it came to the satisfaction of faculty advisor to students was the lack of emotional connection the student felt. Research supports (Bloom et.al, 2013) that it is important for students to feel an emotional connection as then they are willing to share more,

increasing their satisfaction, be vulnerable because they feel they belong and are cared about. Students thrive off of feelings and when there is no connection to an individual, there is a sense of loneliness and soon a sense of regret. There was a mark being missed with students in reference to the lack of emotional connection they are having towards their faculty advising interactions. "My advisor lacks emotional support. Having this lack of support has driven me to look elsewhere for support and working to be more independent, even though I am not receiving any support in that as well" (Student MP). There seemed to be a generalized idea of a lack of support, specifically with an emotional connection/component. Students rely heavily on such connections in order for a feeling of support and motivation towards going back to their advisor later on in their degree.

Theme 3: Design

The amount of support needed to accommodate student needs is always changing. Each student requires a different kind of support and with that has a different perspective on how their academic advisor needs to support them. The Design theme directly correlates to a phase in the Appreciative Advising framework and was a styled question within the interview. Students in this study were asked the same questions about faculty advising as they were professional advising. Tell me about a time when you and your advisor considered the list of ideas/goals you generated and considered which of them were the most practical to begin implementing? Evidence varied in answers, but the common topic was similar. Some of the answers were different and shared similar thoughts per the evidence from the questions specifically about professional advisors. "During my advising sessions I was able to talk about some of my personal goals and how I would like my advisor to support me" (Student TG). There was some importance

behind this comment as it does change the trend in evidence from the other themes within

the study. There is a mark being reached when providing students, a design phase into

their advising session with faculty advisors. It seemed like faculty advisors do a good job

of providing academic support, but there is a lack of support on an emotional level. There

was a connection where faculty advisors do their job of academic support well but seems

to have a lack of emotional support based off of the evidence from how satisfied and

motivated, they are to meet with their advisor, but the kind of supports the students

receive seem to be strictly academic. All three of these topics, student independence, a

lack of emotional connection and design leads into the destiny building aspect of the

advisor to students' connection.

Theme 4: Destiny

The destiny aspect or taking action within advising sessions is integral when it comes

down to the motivation to go back to the student's advisor and to provide another form of

support to the student. The Destiny theme directly correlates to a phase in the Appreciative

Advising framework and was a styled question within the interview. In student and advisor

connections, defining destiny and a plan of action can prove to support students on a different

level and provide students a new form of support. Students were asked the same question

about faculty advising as they were about professional advising: Tell me about a time when

you took action on the ideas generated by you and your advisor. "Through self-reflection I

was able to get a start on my future. My [faculty] advisor helped me look for online supports

and take action with discovering more information" (Student MP). This student took a lesson

of self-reflection and adapted it to create a new skill of information seeking which allowed the

student to gain a new skill and take action. There is a trend with this theme. Students were

hesitant to build this relationship on their own, expecting advisors to make that move and interaction with them. There was an important factor that four out of the six students felt like they did not plan for the future with their faculty advisor but did learn new skills to foster some of that futuristic mindsets. "After the course advising portion of the meeting was over, my advisor took the time to look at information with me about my minors and showed me how to look at new information" (Student AR). This type of response indicated that the advisor was trying to foster a higher level of learning and ability to decipher information within the tools of the student. This is important in these transferable mindsets. Additionally, this comes down to some training. Do faculty advisors have training to help build these "taking action" connections? As we continue on this topic, we notice the importance of a positive conversation about the future and how to get there and how it impacts a student's college experience and degree completion. Within these themes of the study, there are clear similarities and differences that relate to professional advising and faculty advising.

Elements of Transition

Interviewees were also asked four questions directly related to their transition experience (see Appendix A). While the other eight themes address the differing levels of satisfaction, motivation, support, relationship building, emotional support from professional advisors compared to faculty advisors, a final theme that was discovered about the transition from professional advisor to faculty advisor. After reading through each transcription the one theme listed in Table 4 emerged. The numbers shown in Table 4 indicate the frequency of words and phrases that were related to each of the main themes that appeared in the transcriptions.

Table 4: Theme Frequency Words for Transition Theme

Main Category	Main Codes	Sub Codes	Frequency	Frequency Total
Challenging Emotions During Transition	Emotions	Nervous	1	
		Anxious	2	
		Hard/Rough	2	
		Disconnect	3	14
		Odd	1	
		Easy	1	
		Stressed	4	

Theme 1: Challenging Emotions During Transition

It is important to note that each student in the sample led the discussion about their emotions in relation to the transition. Some students found it "hard to adjust" and were feeling "nervous and anxious" within their transition to a faculty advisor. Noticing these emotions, there is a sense of urgency noticed within the start of students having this disconnect within their transition. Students in this study even noticed how and when advisors reached out to them to connect, saying "[my] professional advisor reached out right away and made an effort, while my faculty advisor didn't reach out until the end of the first semester [of transitioning]" (Student BS). Students are taking note for how their advisor makes them feel, the emotional connection, or for the experiences they are having with the advisors, professional or faculty. These emotions and disconnects lead to students not enjoying their college experience and not having a supportive experience throughout their degree. This theme relates all of the other themes together. The transition was the first exposure the students had with their faculty advisor and while making a split second, first interaction judgement, students already knew their thoughts of their faculty advisor. The transition is the culminating event, determining how the rest of interactions with faculty advisors will commence. Students also notice the importance of having an advisor that makes them feel important. Two students recognized their

transition as "rough" and found that their "new advisor was not as personable." Students are constantly looking for how they rank in importance in the life of their advisor. Some of these factors have driven students to avoid these experiences and ultimately provided emotions towards their satisfaction, motivation, feeling of support and the want to build a relationship with their professional advisor and this experience and the emotions towards being independent, lack of emotional connection, design and destiny conversations within the advising session.

Conclusion

This chapter may seem like there is a sense of who is doing their job better; but that is not what this is about. There is an important concept to consider when thinking about this topic; what type of trainings are each type of advisor having towards their advising role. The similarities and differences among these two different types of advisor interactions show a clear message behind how student experiences go. Ultimately, the goal is to establish the importance of support for students within their advising sessions. Support derives from multiple avenues within the advising relationship.

When the concept of importance of the advising interactions arise, there is a theme for the similarities for professional advising and faculty advising. In terms of professional advising, there is an importance for academic support and giving students the tools, they need to succeed in their academics. There is the same importance that has been shown with faculty advising. The faculty advising sessions and evidence shown has proven that there is an importance around providing students correct, accurate and needed academic support. Having this correlation within professional advising and faculty advising shows that there are goals that each professional hold in terms of advising.

Having common goals allows for a clear understanding of what is important for advisors and how that relates to their advising sessions. There may not be many similarities for professional to faculty advising roles, but there are some differences that can be said about the two different types of interactions.

Student engagement with advisors, professors, peers, intellectually challenging subject matter, and supportive environments has been identified repeatedly as a significant factor facilitating students' success in college (Hulme, Green & Ladd, 2013). Student success is an overarching goal for students when they are at a higher education setting. The way to produce positive outcomes, successful mindsets and support methods is for advisors to interact with students at a different level instead of just superficial/shallow interactions. Some differences were lined in the evidence of this study and were evident to how training affects the method of advising and total outcome for student support. While the sample of this study had a better satisfaction, motivation and overall support from their professional advisors, there has to be some clear differences behind the evidence. Students felt safe, had adequate academic support, but most especially felt an emotional connection to their professional advisors. The interviewees did not feel an emotional connection or a personal relationship with their faculty advisor. There was an underlying issue as we saw students not having similar or any positive experiences when transitioning to their faculty advisors. As students noticed this difference, there was a disconnect, a lack of support and a sense of not belonging as they continue onto their educational path. Professional advisors have specific trainings that prepare them for their role in a student's undergraduate experience.

In this case, Appreciative Advising is what sets apart the professional advisors to the faculty advisors. Professional advisors use the six-phase framework to build a relationship with their students, making them feel safe, important and provides a positive atmosphere for continued dialogue. This framework provides a clear example of an advising model to accomplish a goal, to get to know your student, and to provide comfort in the advising sessions. When thinking about the differences in advising roles from professional to faculty advisors, the training is what sets them apart the most. While there are opportunities to pick at what each party is doing poorly, we have to consider how they could do better with more training. When we consider their roles on campus, professional advisors are there for strictly that, while faculty advisors have other roles to accomplish as well. This does not mean that professional advisors have an easier job, but it means they get more exposure to perfecting their understanding of student support and adapting to changing student needs. Having more exposure to students in an advising setting allows for changing methods and accommodating on a much larger scale. Faculty advisors do not have as large of student interactions in an advising role but can still work towards bettering their student support. A trend in the evidence is that faculty advisors lack an emotional connection to their students which inhibits the personal relationship students are looking for in their advising sessions. This lack of emotion leads to students feeling alone, not supported and ultimately having a poorer college experience. Professional advisors under the Appreciative Advising framework are trained to ask personal questions, get to know the student and build relationships to set a health and positive communications foundation, while faculty advisors do not take the time to accomplish that as a goal. There are differences that set apart a professional and faculty

advisor and the evidence provides a better understanding to how these two positions differ in interactions with students.

While students are in their advising sessions, they become observers. Students watch how you act, ask questions, answer their questions and ultimately how they feel in the presence of their advisor. Students work off of feelings, and those feelings is what gauges them for support, belonging and academic success. This study touches on some important themes that impact a student's feelings towards their academics, success and advisor interactions. Satisfaction, motivation, support, relationship building, student independence, lack of emotional connection, design and destiny are incorporated into how students perceive their interactions with their advisor. Professional advisors work to build relationships, acquiring knowledge about their students and working to foster new relationships. Faculty advisors, with a lack of time, struggle to mind common ground, showing emotion and connecting to students past a superficial/shallow level. Training supports advisors with their knowledge and skills towards supporting students. With a lack of training, students are not acknowledged and receive less support, ultimately hindering their success and outlook on their college career.

CHAPTER FIVE: DISCUSSION & CONCLUSION

This study reveals that there is a disconnect students are facing as they transition from a professional academic advisor to a faculty academic advisor. The disconnect drives students to feel a lack of support and ultimately a sense of not belonging. There is a need for increased support with college students as they continue throughout their college experience. The importance behind this study is to demonstrate this vulnerable time in students' academic journey. It is important that advisors are getting the training needed to support, make connections and assist students while they continue on their academic journey. Students today, have changing needs, advisors have an important role of staying on top of the changing needs and to adjust and adapt as they see fit. Academic advising is ever changing and with this study, professional advisors and university faculty can better understand the importance of quality academic advising and support. Students are often times looked over as their transition occurs and with this study, there is a potential to make a strong impact on the role as advisor. This study provides voice to this difficult transition leading to important implications to those who support these students. Research pertaining to academic advising does not truly touch on the aspect of the difference of professional advisor and faculty advisor and with that does not truly allow depth in conversation on a university level trying to best support students. The importance behind a study like this is unwavering as we continue to be supportive towards our students, our staff/faculty members for being learners and our higher education system as we provide a service.

Implications

The findings of this study demonstrate strengths and potential areas for growth for professional advisors and faculty advisors. Specifically, because professional advisors have a sole job of interacting with students in an advising role. While faculty advisors may seem like they are truly not doing well at advising, there is an important factor to consider that professional advisors are meant to do this work and have the time to do this work. Faculty advisors will constantly be the underdog when put up next to a professional advisor while being assessed experiences from the student perspective. Another topic to think about is the jobs a professional advisor has compared to a faculty advisor. While considering this topic, there has to be something said that professional advisors spend day after day perfecting their role in a student's life, teaching them how to be independent and willing to discover their own answers. While students transfer to faculty advisors, they have this new sense of knowledge and structure with independence that leaves the students not always needing support from their faculty advisor. Some may view this as setting up faculty advisors for failure as a student doesn't need their help or who are not motivated to meet with them. Additionally, looking at faculty advisors, there is an important aspect to consider. Faculty advisors do not have the sole job of advising. Faculty conduct research, teach courses, grade coursework and advise. There is a larger plate of different tasks that faculty do while advising is a small portion of it. Ultimately, this research is not meant to be negative towards faculty advisors or professional advisors, but to share how different their roles are and some needed recommendations to better support students.

In Chapter 4, the findings that came across through the evidence was blunt and to the point; professional advisors provided students a different type of experience when it

came down to supporting them holistically, this was to be expected as professional advisors sole task is advising. It was important for students to have an emotional connection to their advisor, as it allowed for a better connection and allowed for a better relationship. Professional advisors provided their students that. Students were faced with transitioning to a faculty advisor after their first year of college and came across a new hurdle to overcome. Students saw a disconnect that they did not have with their professional advisor. In reference to the support needed for students to be successful, a common theme was that faculty advisors were missing the mark, and specifically with this transition. Chapter four professional advisor themes were student satisfaction, motivation, support, relationship building and the transition between advisors and faculty advisor themes were student independence, a lack of emotional connection, design and destiny, all in relation with their experiences with professional advisors and faculty advisors. In terms of satisfaction, students noticed that the emotional connection is what allowed them to be truly satisfied with their advisor. Having an advisor take time to get to know them, make connections and to share a similar thought allowed them to feel important and became satisfied with their advising experience. Students did not feel the same way in reference to their faculty advisors. Students felt like they were "a number" when they came into their faculty advisor's office. Motivation was important when students were thinking about going back to their advisor for additional support. Motivation was not lacking in terms of professional advising but seemed to be missed when students were conversing about faculty advising. Students felt the same amount of academic support with professional and faculty advisors but had a lack of emotional support with their faculty advisor. When it came down to relationship building, students

felt as if professional advisors pushed for those relationship as they were getting to know them. Having a personal relationship allows for connections to be made, allowing for comfortable dialogue and feeling important in the advising setting. Students felt that there was a missed mark when it came to build those relationships with their faculty advisors. When it comes down to supporting students in an advising role, training seems to be the aspect for what sets apart professional and faculty advisors. Professional advisors, through rigorous and informational trainings, can support students to a higher degree than how students are feeling with their experience of faculty advising.

From student success, academic performance and academic planning, academic advising is a key aspect to the success of students in higher education systems. Are students experiencing a difference from their interactions with a professional advisor compared to their interactions with their faculty advisor? To answer this question, students are experiencing a difference within their interactions with professional and faculty advisors. This study shows evidence behind the notion that professional advisors are providing students better support and a better advisor to student relationship. Speaking specifically about satisfaction within the advising sessions, students are more satisfied with their professional advising experience than their faculty advising experience. This is heavily ranked on the connection's students have with their advisor. Professional advisors are making more personal connections to their students, which in terms, are making students more comfortable in the advising session. Being more comfortable promotes dialogue and a healthy and safe atmosphere for support. Students are leaving a professional advisors office more satisfied than when they leave a faculty advisor office. Higher education professionals play a pivotal role in efforts to retain

students and rather than holding students in place, higher education is positioned to help students become their best selves and achieve their dreams, goals and potentials (Bloom et al., 2013). It is worth noting that students also see the importance of being well versed in academic type support. The students in this sample spoke occasionally about professional advisors making sure they know the ins and outs of the majors they work with and new majors they take on (Student BS). The importance lies on the shoulders of how advisors are trained to be supportive in their role. Students notice the need for academic support, but also see the need to be supported on an emotional level. Professional advisors make the effort to be more vulnerable and make personal connections, while students are missing that from their faculty advising experiences. Students felt more motivated to meet with their professional advisor rather than their faculty advisor. Students made the connection that their professional advisors made them feel like they were the most important aspect of their day, while faculty advisors made them feel like a number coming into their office. Students motivation lacked when meeting with faculty advisors. It is important that we create shared visions that can guide positive changes (Bloom et al., 2013). Students saw their advising session with their professional advisor as fun and important, creating a shared vision of support. That shared vision was not translated to their faculty advising experience as they lacked motivation to attend. In terms of support, students felt similar support from their professional advisor as they felt with their faculty advisor. Both entities were good at providing academic support to their students. One aspect where faculty advising missed the mark was providing students emotional support. Students saw the disconnect from professional to faculty advisor as they noticed the lack of emotional support. Emotional

support promotes for open dialogue and creates a foundation for a safe environment to talk and ask anything. Providing that type of environment allows for student's satisfaction and motivation in the advising session.

Lastly, students felt that their professional advisor was willing to create personal relationships with their students and even welcomed it. Professional advisors took the time to ask questions about student pasts, life goals and major achievements to advance their knowledge of their student, but to also make connections for better interactions. This brings into account mindsets and how mindsets and academic performance change when students have advisors that take time to build relationships. Across a broad collection of studies and lines of research, the evidence strongly supports the relationship between positive academic mindsets, increased academic perseverance, and improved academic performance (Farrington, 2013). There is a need for students to have adequate support from their advising experiences. For students to succeed, it is crucial for advisors to be trained and to lead their advising role through a growth/supportive, student centered, mindset.

Limitations & Future Recommendations

Limitations of this study exist. This study focuses on a qualitative approach to finding new trends of how students are experiencing their advising sessions. While the sample was small, there are new trends discovered in this research. This qualitative study provides a structure for further research as this topic is explored more. This study could be adapted into a quantitative study looking at how many individuals this type of experience is affecting. This study abides by the factors of a qualitative study and hence has those limitations associated but prepares future research an excellent starting point. A

strong limitation in this study is the lack of diversity in the research sample. While the sample consisted of six students, it is important to note that all six students were white. This leads to a lack of diversity in the study and ultimately shows a lack of depth within reaching other populations. While the diversity in student culture was prevalent, there was diversity within the major each student is obtaining. Each student out of the sample had a different major which aided in a new diversity factor coming clear. The lack of diversity in ethnicity provides this study a lack of experiences from other populations, but gains experience within different major populations. There is also another important factors to consider for future research, gender. There was a lack of diversity in gender within this sample and would strengthen future research having a more split participant sample. Overall, there are limitations to this study that would be interesting and important to tie in, but also leads to the importance of a future study. This research allows for a clear foundation of knowledge and support for future research and provides an excellent starting point.

Despite these limitations, this study illuminates that undergraduate students need more support during their transition from professional advisor to faculty advisor. Appreciative Advising can provide faculty members the information and knowledge to better support their students. It is important as we continue our own learning, that student needs are always changing, and we need to change with it. Faculty advisors should be observed by professional advising faculty to allow for feedback and support as they continue to support students in an advising role. Providing this service will allow open dialogue for best practices and how-to better support students or tailor practices for better support. Not allowing this type of support will lessen the satisfaction, support and feeling

of importance students have towards their experience with campus life. It is also crucial to consider the importance of being a learner as a professional and being willing to better one's own practices.

In terms of future research, this study could be adapted into a quantitative study in terms of understanding how many students are being affected by poor advising experiences in relation to professional and faculty advising. A future quantitative study will allow for depth in numbers, showing data on the importance of change while still referencing this study to gauge student testimonials in a cross reference. The need for further research is evident as we notice that in just this small sample, these students are noticing the change in advising roles and how it is affecting them holistically as they continue through their college experience. Additionally, there is a need to attract students of other populations to be a part of this research to aid in diversity and help understand how other students, not of white heritage, are experiencing their advising sessions. Increasing the diversity in future research will allow for a larger picture to be formed and assist in creating a larger dialogue for how to better support all students. Ultimately, training, education and further research can provide higher education more knowledge on how to better support their students on a much larger scale. Student support is always changing, we need to change with it.

Conclusion

This study found that students differed in their degree of satisfaction and levels of motivation to go back to their professional and faculty advisors, with professional advisors being rated higher in those services. In addition, this study found the importance of a student-advisor relationship especially during students' transition from an undeclared

to a declared major. While there are some limitations of this study, the findings of this research add to the body of literature by highlighting the need and importance of support and quality academic advising during students' transitional period from a professional to a faculty advisor.

To summarize, there is a need for an increased level of student support out of faculty advising sessions. There is also a need for professional advisors to help prepare students to be more independent and willing to discover information on their own. While this is not saying that all faculty advisors are missing the mark with supporting their students, it has to be said that the students in this study, collectively, are not having adequate experiences with their faculty advisor. It is important that students feel safe, important and ultimately supported in the advising role.

This study touches specifically on the satisfaction, motivation, sense of support and the relationship building opportunities professional academic advisors and faculty academic advisors provide to their students. It is necessary to allow students the opportunity for the best type of support they can receive during their college experience. Students deserve the support needed for them to succeed, being able to have a connection with their advisor allows for that opportunity to arise. While considering the topic of academic advising, training comes into account as we focus on how to best interact with students. Appreciative Advising Framework provides advisors a six-phase model to promote students support. The model educates about disarm, discovery, dream, design, delivery and don't settle. Each phase is tailored specifically to each student and is used by professional advisors to make their students feel important, while making personal connections with their students. Allowing for personal connections keeps students

satisfied with their advising session, making them feel important. This model sets a foundation for a healthy and safe space for student interactions and promotes a dialogue for advisors to learn about their student. Thinking about the changing need of students, advisors have to consider what can properly prepare them to better support their students. In some cases, there are growing numbers of first-generation college students which means that they most likely have limited support from their families regarding college and college life. Consequently, a supportive advisor is critical for student's adjustment and academic success in college. Student mental health issues among college students is changing and for these students having personal and supportive relationships with their advisors may prove to be critical for their success (Russo, Fallon, Zhang, & Acevedo, 2014). Changing needs means that advisors have to be willing to learn, educating themselves and to adapt their theories and skills to best provide a service for those they interact with.

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Appendix A

Research Questions
Interview Guidelines and Questions

The interview will be face-to-face with students that are freshman and sophomore standings. The following questions will be asked during the interview. The wording of the questions will be adapted to be appropriate context for the interview. Parallel questioning/the same set of questions will be objectively asked twice to gather information about students' experience with (a) their professional advisor in First Year Advising and (b) their faculty advisor within their declared major.

Demographic Questions

1. What is your major?
2. How many semesters have you completed at SDSU?
3. During which year and semester did you transition from having a professional advisor with First Year Advising to having a faculty advisor?
4. How long have you had a faculty advisor?
5. What is your race?
6. What is your gender?
7. Are you a domestic or an international student?
8. What is your age?
9. Are you a traditional or nontraditional student?
10. Have you transferred from another institution to SDSU? If so, when and from what institution(s)?

Professional Advising Questions
1. How often did you meet with your professional academic advisor in First Year Advising?
2. On a Likert satisfaction scale ranging from 1-5 how satisfied were you with your advisor? (coded as: 5 = Very Satisfied, 4 = Satisfied, 3 = Neutral, 2 = Dissatisfied, 1 = Very Dissatisfied).
3. What contributed to your satisfaction/dissatisfaction?
4. What could have increased your satisfaction with your professional advisor?
5. What supports do you think your professional advisor may need to better satisfy your needs?
6. What expectations did/do to you have your advisor?
7. How would you describe the environment where your advising sessions occurred?
8. In what ways were you supported during your advising sessions?
9. On a motivation Likert scale ranging from 1-5 how motivated were you to meet with your advisor? (coded as: 5 = Very Motivated, 4 = Motivated, 3 = Neutral, 2 = Not Motivated = 1 Not Motivated at All).
10. What contributed to your motivation/lack of motivation?
11. Did you desire to build a personal relationship (beyond perspective relationship) with your advisor? If so, was that achieved and how?

12. How do you perceive the role they have as an academic advisor ranks in importance in their lives? What evidence do you have to support this?
13. Tell me about a time when you and your advisor discussed your past academic successes and accomplishments that brought you a special sense of pride and achievement. (Discovery)
14. Tell me about a time when you and your advisor discussed your dreams and/or ideal hopes (e.g., academic goals, career goals, personal/life goals)? What would be the perfect tools to assist you? (Dream)
15. Tell me about a time when you and your advisor considered the list of ideas/goals you generated and considered which of them were the most practical to begin implementing. (Design)
16. Tell me about a time when you took action on the ideas generated by you and your advisor. (Destiny)

Faculty Advising Questions:

Transition Questions:
- How would you describe your transition from moving to having a professional advisor to a faculty advisor?
- Describe your emotions during this transition?
- On a Likert scale ranging from 1-5, how smooth was your transition? (coded as: 5 = Very Smooth, 4 = Smooth, 3 = Neutral, 2 = Not Smooth, 1 = Not Smooth at All).
- What made it smooth or what could have made it smoother?

1. How often do you meet with your faculty advisor?
2. On a Likert satisfaction scale ranging from 1-5 how satisfied are you with your faculty advisor? (coded as: 5 = Very Satisfied, 4 = Satisfied, 3 = Neutral, 2 = Dissatisfied, 1 = Very Dissatisfied).
3. What contributes to your satisfaction/dissatisfaction?
4. What could increase your satisfaction with your faculty advisor?
5. What supports do you think your faculty advisor may need to better satisfy your needs?
6. What expectations did/do to you have your faculty advisor?
7. How would you describe the environment where your advising sessions occur?
8. In what ways are you supported during your advising sessions?
9. On a motivation Likert scale ranging from 1-5 how motivated are you to meet with your advisor? (coded as: 5 = Very Motivated, 4 = Motivated, 3 = Neutral, 2 = Not Motivated = 1 Not Motivated at All). What contributes to your motivation/lack of motivation?
10. What contributes to your motivation/lack of motivation?
11. Did you desire to build a personal relationship (beyond perspective relationship) with your advisor? If so, was that achieved and how?
12. How do you perceive the role they have as an academic advisor ranks in importance in their lives? What evidence do you have to support this?
13. Tell me about a time when you and your advisor discussed your past academic

successes and accomplishments that brought you a special sense of pride and achievement. (Discovery)

14. Tell me about a time when you and your advisor discussed your dreams and/or ideal hopes (e.g., academic goals, career goals, personal/life goals)? What would be the perfect tools to assist you? (Dream)

15. Tell me about a time when you and your advisor considered the list of ideas/goals you generated and considered which of them were the most practical to begin implementing. (Design)

16. Tell me about a time when you took action on the ideas generated by you and your advisor. (Destiny)