ADVISING BEYOND GRADUATION: INCORPORATION OF
LIFE PLANNING CONVERSATIONS IN ACADEMIC ADVISING

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Since the start of this project, my grandmother, who never quite understood exactly what I was studying but was always so excited that I was going into education, passed away in September 2014. It is because of her unconditional love, laughs and inspiration that I have had the motivation to do all that I have, including this thesis.
Abstract

When undergraduates develop partnerships with their advisors, they are able to move beyond scheduling and degree audits to engage in discussions focused on post-graduation and life planning. Unfortunately, many undergraduates do not take full advantage of this aspect of academic advising and treat advising as a once-a-semester task required for registration. Thus many graduate from college without plans for attaining long-term goals. This study surveyed University of Hawai'i at Mānoa (UHM) undergraduates majoring or minoring in a life/biological science to see if those who receive life planning advice or engage in life planning with an academic advisor are more satisfied with advising and feel more prepared for life after graduation, than those who do not engage in life planning with their advisor. Results of the study found significant differences between undergraduates who reported high levels of life planning in advising on advising satisfaction and feelings of preparedness for life after graduation, than those who reported low levels of life planning in advising.
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Advising beyond graduation: Incorporation of life planning conversations into academic advising

CHAPTER 1
INTRODUCTION

As tuition costs continue to rise and job markets become increasingly competitive, the true value of higher education is often questioned. Potential undergraduates and their families are right to evaluate the value of a college education carefully and whether the high cost – in time and money – is a good investment for the future, given their current situation. This becomes an even more important consideration for individuals as increasing numbers of college graduates are completing degrees that leave them unprepared for life after college (Hunter & White, 2004). Because of these mounting concerns challenging the true value of higher education, faculty, staff, administrators and other stakeholders need to endorse and invest in the holistic – personal, academic, and professional – development of their undergraduates. The purpose of this study was to explore the influence of the incorporation of life planning concepts into academic advising influences undergraduate’s overall advising satisfaction and feelings of preparedness for attaining goals after graduation.

For any undergraduate, the college experience can be a very complex and confusing journey. Many start their college careers straight out of high school at the ripe age of 17 or 18 years old with no specific academic or career aspirations, while others come to college with some work experience under their belts. Yet, others know exactly what they want to do with a college degree. Too often, many still feel that college is a daunting venture regardless of their backgrounds and determination (Pedescleaux, Baxter, & Sidbury, 2008; U.S. Department of Education National Center for Education Statistics, 2012). This study, will focus on University of Hawai‘i at Mānoa (UHM) undergraduates majoring or minoring in a life/biological science to
see if those who receive life planning advice or engage in life planning with an academic advisor are more satisfied with advising and feel more prepared for life after graduation, than those who do not engage in life planning with their advisor.

**History and Context**

Within the past two decades, the focus of academic advising in higher education has moved from prescriptive advising and class scheduling issues to supporting the holistic development of undergraduates. Appreciative, developmental advising has become the preferred advising style of most advisors because it supports the academic progression of undergraduates, in parallel with their career aspirations, personal goals, overall learning and well-being (Robbins, 2012). Between transitioning to the new academic demands of college, taking on new personal responsibilities, and familiarizing themselves with a new environment, few are able to navigate the undergraduate experience entirely on their own. Unfortunately, the majority of undergraduates do not recognize or understand the potential a relationship with an academic advisor can give them at a time when they could use an advisor most (Sullivan-Vance, 2008).

To assist undergraduates with their collegiate journey, institutions provide resources for their student body in areas of student life, academic assistance (tutors, mentors, etc.), personal counseling, career development, and academic advising (Pizolato, 2006). Academic advising is provided to bridge-the-gap between undergraduates and the institution (Braskamp, Trautvetter, & Ward, 2008). The advisor’s role is to guide undergraduates in identifying their options and making decisions that are in their best interest. Advisors also serve as teachers to help students learn how to make objective decisions for their short- and long-term goals. One of the main lessons an advisor is able to teach his or her undergraduates is how to develop meaningful course work to achieve individual goals (White & Schulenberg, 2012). This process can sometimes
entail introducing the undergraduate to the wide range of – sometimes non-traditional – options to assist students in discovering new opportunities.

Advisors are also available to help undergraduates connect with the university community in a way that enables them to learn and discuss opportunities to be able to participate in organizations and activities that will also “nurture and support their success toward education, career, and life goal achievement” (Campbell & Nutt, 2008, p. 5). The advisor is in a prime position to encourage undergraduates to better connect with their field(s) of study to understand and apply concepts in and outside of the classroom setting. Advisors – one of the primary student affairs educators – “have many more opportunities than most faculty for informal interactions that can aid in developing trusting relationships [with undergraduates]” to assist them in a more in-depth and personal manner (Braskamp, Trautvetter, & Ward, 2008, p. 31).

It is essential that advisors focus on holistic advising when meeting with their advisees if colleges and employers in our increasingly global society continue to seek undergraduates who are well-rounded and multidimensional. Advisors have the advantage to become educators to “guide [undergraduates] through the transformation from external definition to self-authorship” (Baxter Magolda & King, 2008, p. 10). It is only after undergraduates are able to see their college career as part of a bigger picture that they will take initiative and search for ways to reach their personal, unbounded potential. Until undergraduates are able to recognize the role they want to play in their educational endeavors and assume full responsibility for their futures, it is challenging for them to craft and achieve a college experience with a multidimensional focus. Academic advisors need to know how to support their undergraduates with more than degree requirements to help them understand what one class or one set of classes means within a larger
scope – whether it be a course for a better understanding to use while pursuing a graduate degree, skills to be used in a future job, or global perspectives to use in their daily lives.

Research Focus

Many think of graduation to be the indicator of success for a college career. And unfortunately, it is often overlooked that the “ultimate measure of progress and success is whether undergraduates have learned what they need to know to be successful both professionally and in their personal and civic lives” (Campbell & Nutt, 2008, p. 4). If all advisors remember to maintain this frame of mind and teach their advisees how to ensure their college experience reaches beyond the walls of a classroom or the grades on a paper, more undergraduates will complete their bachelors degrees prepared for life beyond academia. This study focuses on two research questions: (1) Are undergraduates who receive life planning advice or engage in life planning conversations during academic advising more satisfied with the advising process?; and (2) Do undergraduates who receive life planning advice or engage in life planning conversations feel more prepared for life after graduation?

Key Terms

Academic advising: Helps undergraduates navigate and craft their academic journey; “bridges the gap” between undergraduates and their institutions; builds supportive undergraduate-advisor relationships (Braskamp, Trautvetter, & Ward, 2008; White & Schulenberg, 2012).

Self-authored undergraduate: “Self-authored undergraduates know that the best choice is made after consideration of multiple perspectives, in light of their own short- and long-term goals and values” (Pizzolato, 2006, p. 33).
**Life planning:** Teaches prevention and wellness over the entire life span, incorporates future implications into the present day decision making process; develops strategies to integrate personal and professional goals, while keeping social roles and responsibilities in mind (Smith, Myers, & Hensley, 2002, p. 91).
CHAPTER 2

LITERATURE REVIEW

Cultural, relational, and personal variables have been found to influence the career choices of undergraduates in previous studies (Booth & Myers, 2011; Peake & Harris, 2002). Booth and Myers (2011) found that career aspirations and multiple role planning is culturally based, which is closely related to conclusions of Peake and Harris (2008) regarding career and family planning. The results of these studies show that while undergraduates are in college, they are making decisions that are influenced by more than one dimension of their lives.

Undergraduates are engaged in and managing multiple roles that influence their academic goals and are looking for help from their advisors. When advising programs are focused on more than course scheduling and registration, and outcome-based advising curriculums are developed, “the conversation about what academic advising is and, in turn, how it is delivered” has the opportunity to change in order to establish a focus on holistic student development and student learning success (Campbell & Nutt, 2008, p. 6).

Significance of Advising for the Institution

Though students may join the higher education community for a variety of reasons, the most basic measure of student success for the institution is often the number of degrees conferred. Therefore, institutions must make retention and graduation a priority and ensure they provide their students with the tools necessary to complete their degrees (Hale, Graham, & Johnson, 2009, p. 313). Often for new students, the first step in becoming familiar in the advising process is learning to whom they should talk and where to direct their questions. If a student does not know where to go to ask questions or find important details about their program, it can become a very trying process for the student to earn a diploma. Hunter and White (2004) emphasized the
essential role academic advisors have in student development concerning a student’s academic success, overall development, and graduation in the following passage:

Every year thousands manage to dodge advising systems. What is regrettable is not just that many [do] not graduate on time (an enormous burden) but also that they have missed an opportunity to shape a meaningful learning experience for themselves. Academic advising [when] well developed and appropriately accessed, is perhaps the only structured campus endeavor that can guarantee students sustained interaction with a caring and concerned adult who can help them shape such an experience. (p. 21)

With few opportunities available from the institution to give students individualized support, the institution reaps benefits when students take advantage of academic advising. Given the institution’s limited goals, it is even more essential for students to see the potential in academic advising and utilize it as a developmental tool rather than a burden or reactive management solution.

**Holistic Academic Advising**

When the advisor and advisee are able to have a mutual discussion, the advisor can adapt individual advising strategies to fit his or her student’s situations in order to best assist the student in future advising sessions. Academic advisors are often the frontline mentors for students and are able to encourage them to contemplate the purpose of their papers, tests, grades, degree, and the larger picture: their education (Yarbrough, 2002). They also assist students in refining goals, and “harnessing multiple ways of thinking and knowing” to transfer their skills beyond the university setting and achieve their goals (White & Schulenberg, 2012, p. 11).

When life-planning concepts are incorporated into academic advising, undergraduates are able to gain a better understanding of what to anticipate post graduation. Life planning teaches
prevention and wellness over the life span and incorporates future implications into the decisions made in the present. In academic advising, students are given the opportunity to discuss the decision making process with an advisor and weigh their options of whether they want to continue their education or find a full time job, or perhaps return to school after a few years. By comparing the benefits and costs, students can make informed decisions about which paths to pursue with an understanding of how their lives could potentially be structured for the coming years.

Pizzolato (2006) illustrated life planning in academic advising with the concept of the self-authored student:

Self-authored students know that the best choice is made after consideration of multiple perspectives, in light of their own short- and long-term goals and values, and the constraints of the situation . . . students will be reflective about how their decisions impact their own future and interpersonal relationships, and they will be able to see their individual decisions within a context of goals and situations that is larger than one in which they find themselves at the moment. (p. 33)

Life planning involves all types of life events and being able to adjust to the expected and unexpected, of which Peake and Harris (2002) found that undergraduate participants were evidenced to be actively participating in multiple role planning. “The Wheel of Wellness (Myers, Sweeney, & Witmer, 2000; Witmer, et al., 1998) is a holistic, multidisciplinary model of prevention and wellness over the life span,” and stresses decision-making made in the present to incorporate future implications (Smith, Myers, & Hensley, 2002, p. 91). The Wheel of Wellness Model involves developing strategies to achieve personal goals while keeping social roles and responsibilities in mind. Individuals are encouraged to plan and practice decision making that
allows for the highest degree of optimization with their personal wellness as a high priority. Life planning encompasses professional goals and obligations, and in turn – career planning (Smith, Myers, & Hensley, 2002).

**Career Preparation and Professional development.** Planning for a career requires undergraduates to engage in field exploration: What type of career do they want? In what environment do they want to work? At a time when they are facing many new opportunities, college is a pivotal time to begin thinking about their careers (Scott & Ciani, 2008). Though career decisions may seem like simple tasks for some students, for undecided individuals this exploration can be overwhelming without adequate support and proper guidance. Within the university setting some students may think they know exactly what job they want to pursue but graduate with a degree in an entirely different field of study. While others may start their college career anxious and undecided of where to begin their exploration. Given the proper assistance, students can develop their curiosities into passions that become lifelong careers.

College provides students an opportune time to explore and experiment with their different interests and strengths. Advisors are able to help students identify realistic goals, and create plans that align with their skills and interests to find a best fit major or majors – and in turn, a career path (Lepre, 2007). When students are able to view their selection of a major with a long term or career goal in mind, they can explore occupations with a general idea of their educational requirements and use their career aspirations to guide their choice of electives. It can also be beneficial for advisors to encourage undergraduates to get involved and become active members within the community.

McLaren (2004) found that students who utilized career counseling services reported they were convinced of the benefits and eager to seek further information and advice from similar
campus or student support services. Christopher Adams (2012) suggests that students may find difficulty in connecting their academics, career aspiration, and overall purpose:

Because many students may see college and work as “necessary evils,” they may not readily find meaning in their (current or future) work and academic activities. Consequently, they may need to be educated about the role of meaning in work/life satisfaction, and counselors should assist them in making meaning out of their current work or academic responsibilities. Counselors should assess the level of meaning students currently experience in their various life roles, including school and work. (p. 72)

In addition to assisting students with their career aspirations and plan out their time in college, advisors can help students to identify and align their professional and academic goals.

**Life Planning, Personal Development and the Self-Authored Student**

For many undergraduates, graduation will mark the start of their independent lives. This is often the first time when the primary focus in their lives is not centered around earning an education. There are many support systems and programs in place to help undergraduates transition into college, however, there is little being done to help students to prepare for life after graduation. Aside from family and friends who may or may not understand the transition out of college, there are very few individuals for an undergraduate to turn to or learn from regarding how to establish a career, how to determine what their next stage of life will entail, or how to manage the multiple life roles that may include living on their own or starting a family. It is for these reasons, Baxter Magolda (2008) advocates for a self-authorship development during the college experience, which she defined as “the internal capacity to define one’s beliefs, identity, and social relations” (p. 269).
Advisors are available to help undergraduates to develop into self-authored students. In his 2006 article, Pizzolato described the self-authored student:

A self-authored student will not blindly follow parental expectations or expect advisors to tell him or her the major that would be best, nor will a self-authored student single-mindedly follow a gut feeling or passion. Instead, a self-authored student will be open to and actively consider advice and input . . . but the student will not exclusively consider imposed expectations. Rather, the self-authored student will consider both external expectations and internally defined goals and values. (p. 32)

Though it would be ideal, it is also unrealistic to expect that every advisee will be able to leave his or her first advising session as a self-authored student. If an undergraduate continues to work with an advisor over the course of his or her college career, coupled with the support of mentors and peers, the student will likely be able to welcome their graduation with skills and experience to continue life long learning and develop into the self-authored individual he or she desires to be (Pizzolato, 2006).

Anyone who has gone or aspires to go to college talks about the experience as a whole - not just the exams, the pages of notes taken in lectures, or the grades on their transcripts. Similarly, it is to the benefit of all undergraduates and the institution that academic advisors and other student support personnel be able and willing to support undergraduates in all aspects of development including – and more importantly – extending beyond what is required graduation.

This literature review supports the purpose and guiding research questions of my study: (1) Are undergraduates who receive life planning advice or engage in life planning conversations during academic and career advising more satisfied with the advising process; and (2) Do undergraduates feel more prepared for life after graduation, than those who receive only
academic or career advising. The need for advising to support undergraduates with more than course scheduling and registration issues, and a prevalent preference amongst students for developmental advising is clear and compelling. While previous studies have addressed how students view life or multiple role planning and developmental advising incorporates the personal goals of students, to my knowledge, no previous study identifies relationships among life planning in academic advising, student satisfaction, or preparation for life after graduation.

It is hypothesized that University of Hawai‘i at Mānoa (UHM) undergraduates pursuing a major or minor in a life/biological science field who receive life planning advice or engage in life planning conversations (\textit{LPinA}) with an academic advisor are more satisfied with the advising process (\textit{Satisfaction}) and feel more prepared for life after graduation (\textit{Preparedness}), than those who do not receive life planning advice or engage in life planning conversations.

![Theoretical Model of Constructs](image)

\textit{Figure 1. Theoretical Model of Constructs}
CHAPTER 3

METHODS

Participants

The target population of this study was UHM undergraduates pursuing a major or minor in a life/biological science field. Fields considered to be a life/biology science include: Biology, Botany, Ethnobotany, Microbiology, Molecular Cell Biology, Marine Biology, and Zoology. Convenience sampling was used to obtain a sample of the target population. The sample consisted of 383 participants, which is approximately 25% of the undergraduate advising population of the Life/Biological Science Advising Office. Twenty-three participant responses were partially completed and were not used for consistency of analysis, leaving 360 complete responses to be analyzed. The participants represented each of the life/biological science majors listed above with 59.4% Biology, 21.7% Marine Biology, 5.8% Microbiology, 5.0% Molecular Cell Biology, 1.7% Zoology, 1.4% Botany, 1.4% Ethnobotany, and 3.6% \( (N = 13) \) of participants indicated a non-life/biological science major but received advising for a minor in life/biological sciences. The participants were asked to select at least one professional fields of interest and ranged in response (Figure 2), with 51% of participants indicating that they are pursuing a health profession. Participants that selected “other” reported professional interests in: business, conservation, culture studies, curatorial worker, Navy, pilot, and non-profit or public outreach.

The participants varied in age, relationship status, and housing status. Of the sample, 38.1% indicated “student housing” and 34.4% indicated “at home with parents and/or family” as his or her primary housing status. Participants consisted of traditional- and non-traditional-aged undergraduates ranging from 18 to 42 years, with a mean age of 20.88 years and 25.8% of
participants were 19 years. In the sample, 63.9% identified their relationship status as “single,” 23.9% as “in a long term relationship,” 5.0% as “in a casual/short-term relationship,” 3.6% as “married/in a civil union,” 0.6% as “divorced,” and 0.3% as “other” or no response.

Participants were of various ethnic backgrounds: African American, American Indian, Arabic, Asian, Caucasian, Filipino, Hawaiian, Hispanic, Latino, Mexican, Pacific Islander, Persian, South American Indian, and Turkish. Of the 360 participants, 66.4% indicated they started at UHM as an incoming freshman, 33.1% indicated they started at UHM as a transfer student, and 2 participants left the item blank. The participants ranged in class standing from freshman to senior (Figure 3), and 2 identified as unclassified.

Participants varied in the frequency of their academic advising experience (Table 1). Forty-two point eight percent of participants indicated it was their first advising experience with
the advisor he or she met with that day, while 50.6% selected “none of the above” indicating it was not his or her first advising experience in college, at UHM, or with the advisor he or she met with that day. When asked how many advisors the participant has met with at UHM, 40.6% had met with 2 advisors and the average number of advisors seen at UHM was 2.5. This is consistent with the dual advising system for pre-health undergraduates in the life sciences, with 50.5% of participants indicating health as their professional field of interest. Of the sample, 61.9% participants indicated that they had met with 1 academic advisor per semester with the average number of meetings with an advisor 1.5 per semester.

**Instrumentation**

An online, subject-completed survey composed of 51 questions was used to measure (a) undergraduate satisfaction of academic advising with and without life planning concepts; and

![Figure 3. Class Standing by Percentage](image-url)
Table 1.

Details about Academic Advising Frequency

<table>
<thead>
<tr>
<th>This was my first advising experience:</th>
<th>N</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>in college.</td>
<td>359</td>
<td>14 (3.9%)</td>
<td>345 (95.8%)</td>
</tr>
<tr>
<td>at UHM.</td>
<td>359</td>
<td>34 (9.4%)</td>
<td>325 (90.3%)</td>
</tr>
<tr>
<td>with the advisor I met with today.</td>
<td>359</td>
<td>154 (42.8%)</td>
<td>205 (56.9%)</td>
</tr>
<tr>
<td>None of the above.</td>
<td>359</td>
<td>182 (50.6%)</td>
<td>177 (49.2%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frequency I have met with ___ number of academic advisors at UHM.</th>
<th>N</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>58</td>
</tr>
<tr>
<td>1</td>
<td>146</td>
<td>(25.3%)</td>
</tr>
<tr>
<td>2</td>
<td>310</td>
<td>(8.3%)</td>
</tr>
<tr>
<td>3</td>
<td>34</td>
<td>(9.4%)</td>
</tr>
<tr>
<td>4</td>
<td>360</td>
<td></td>
</tr>
<tr>
<td>5+</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frequency On average, I meet with an academic advisor ___ times per semester.</th>
<th>N</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>12</td>
<td>(3.3%)</td>
</tr>
<tr>
<td>1</td>
<td>223</td>
<td>(61.9%)</td>
</tr>
<tr>
<td>2</td>
<td>87</td>
<td>(24.2%)</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
<td>(6.7%)</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>(2.2%)</td>
</tr>
<tr>
<td>5+</td>
<td>6</td>
<td>(1.7%)</td>
</tr>
</tbody>
</table>

(b) undergraduate opinions on how their academic advisors are helping them to prepare for life after earning an undergraduate degree. The survey used was modified from a previous version used during a pilot test in 2013 (Appendix B) approved through the UHM Committee on Human Subjects (CHS) for CHS #20890. Responses were collected in the form of yes/no, multiple choice, and five-point Likert scale ratings (Appendix A). Yes/no questions were used to collect data regarding past advising experiences. An example of such a question is: were you required to come in for advising today? For questions regarding life-planning concepts, participants were asked to indicate the extent to which they agree or disagree with a statement using the Likert scale format scaled from 1 to 10 with the prompt: Please answer the following questions by sliding the scale to the corresponding range that best fits your opinion. An example of a life-
planning construct question is: *I have discussed with an academic advisor how my personal goals fit with my academic and career goals.*

The web-based survey explored how UHM undergraduates pursuing a major or minor in a life/biological science distribute themselves on one or more variables. The survey assessed advising satisfaction, what undergraduates would like to discuss with their advisors, and current status regarding long-term and life planning. Specifically, the survey consisted of questions regarding demographics, past advising experiences, college life involvement, career development, and the 3 constructs: *LPinA, Satisfaction, and Preparedness* (Appendix C). *LPinA* construct consisted of 6 items: *dAcCGoals, researchLP, advConResources, fDiscuss, pDiscuss, advConField*. Each of the items selected for *LPinA* measured whether or not the participant felt they engaged in life planning conversations with their advisor, including discussions on how personal and professional goals align, and appropriate referrals to plan for life after college. *LPinA* had good internal consistency with a Cronbach alpha coefficient reported of 0.81.

*Satisfaction* consisted of 2 items: *advAtUHM and betterAtUHM*, while *Prepared* consisted of 4 items: *preparedPers, preparedAc, preparedC*, and *preparedLP*, with a Cronbach alpha coefficient reported of 0.78 and 0.94 respectively.

**Procedure**

The online questionnaire was administered with the assistance of the UHM Department of Biology advising office to solicit volunteer participants by asking the undergraduate who comes in for an advising appointment at the end of their appointment if they “have 10-15 minutes to complete a research survey” to obtain a convenience sample. The UHM Department of Biology advising office serves as the primary academic advising unit for all life/biological science majors. Advisors and peer advisors assisting to solicit participants asked only their
advisees whose student records had not yet indicated they came in for an advising appointment during the time of data collection. Approximately 650 advisees did not complete the survey during the time of data collection, either by choice not to participate or lack of time to complete the survey following the appointment. Students filing for graduation were not asked to complete the survey because they were asked to complete a different survey for the department. The survey was open to all with access to the link, but participants were asked to submit only one response. The study employed a cross-sectional survey hosted on a web-based survey software (SurveyGizmo.com) during the Spring 2015 semester from February 20, 2015 to May 1, 2015.

Ethical considerations. There are no direct benefits or anticipated risks for participants of the study. When participants visited the web-based survey, the first page presented an informed consent form prior to starting the survey and a statement of acknowledgement that participants have and will only complete the web-based survey once. Each participant was given the option to opt out at any time during the survey and no identifying information was recorded. By using a password protected web-based survey to collect the data, confidentiality was ensured. To ensure anonymity, the survey asked the participant for general demographic information, but did not ask for any information that would be able to be used to identify an individual. Participants were given the option to skip any of the survey questions. The undergraduates who received the link to the web-based survey were chosen based on their willingness to participate, and submittal of the survey was considered consent to participate.

Issues of validity, reliability, and generalizability. Because the participants of this study were solicited through convenience sampling, the generalizability of the results are limited due to possible unknown selection bias. It is likely that the undergraduates who opted to participate provided different responses than those who did not to participate. To ensure results
can be appropriately interpreted, analyses include demographic and other characteristics of the sample. Because this study is an expansion of a pilot survey conducted in Spring 2013 of the same target population, results of this study were compared to the previous sample t-test results to test the hypothesis that: UHM undergraduate students who engage in life planning discussions with an academic advisor will be more satisfied with the advising process. By comparing the results, the “likelihood that the results [obtained are] simply a one-time occurrence” are decreased (Frankel, Wallen, & Hyun, 2012, p. 100).
CHAPTER 4

RESULTS

Descriptive statistics

Table 2 contains the item labels and descriptive statistics for the construct items: LP in A, Satisfaction, and Preparedness. Item means were particularly high for the Satisfaction ($M = 8.41$) construct and the construct’s items, advAtUHM ($M = 8.78$) and betterAtUHM ($M = 8.04$). AdvAtUHM reported a notably negative skewness value of -1.63 and exceptionally high kurtosis of 3.25 where majority of participants indicated they strongly agreed.

Life Planning in Advising, Advising Satisfaction and Feeling of Preparedness

LP in A was compared to Satisfaction and Preparedness independently to test the hypothesis: UHM undergraduates majoring or minoring in a life/biological science field who receive life planning advice or engage in life planning conversations (LP in A) with an academic advisor are more satisfied with the advising process (Satisfaction) and feel more prepared for life after graduation (Preparedness), than those who receive only academic or career advising. Scores on the LP in A constructs ranged from 1-10. The responses for LP in A were divided at the 50th percentile into averages in the “low” range of 1-6 that received low levels of life planning in advising ($N = 142$) and averages in the “high” range of 7-10 that received higher levels of life planning in advising ($N = 218$).

Comparison of Means of Satisfaction by LP in A. An independent-samples t-test was conducted to compare the mean scores of advising satisfaction (Satisfaction) for students who indicated low levels of life planning present in his or her academic advising experiences and those who indicated high levels of life planning present in his or her academic advising experiences. There was a significant difference in scores of satisfaction for students with low
<table>
<thead>
<tr>
<th>Label (Question)</th>
<th>N</th>
<th>Min.</th>
<th>Max.</th>
<th>M</th>
<th>SD</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LPinA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dAccGoals (I have discussed with an academic advisor how my personal goals fit with my academic and career goals.)</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>6.74</td>
<td>2.50</td>
<td>-0.50</td>
<td>-0.41</td>
</tr>
<tr>
<td>researchLP (Meeting with my advisor prompted me to research/learn more about my overall life plan.)</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>7.08</td>
<td>2.22</td>
<td>-0.71</td>
<td>0.25</td>
</tr>
<tr>
<td>advConResources (Meeting with my advisor has connected me with another office on campus that has helped me to plan for my life after college.)</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>6.84</td>
<td>2.57</td>
<td>-0.61</td>
<td>-0.40</td>
</tr>
<tr>
<td>fDiscuss (My advisor is the first person I have met with to discuss my plans after graduation.)</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>5.41</td>
<td>2.92</td>
<td>0.02</td>
<td>-1.15</td>
</tr>
<tr>
<td>pDiscuss (My advisor is the primary person I discuss my plans after graduation with.)</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>5.81</td>
<td>2.61</td>
<td>-0.16</td>
<td>-0.79</td>
</tr>
<tr>
<td>advConField (My advisor encouraged me [directly or indirectly] to connect with experienced individuals in my field of interest for mentorship/advice.)</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>6.43</td>
<td>2.64</td>
<td>-0.49</td>
<td>-0.57</td>
</tr>
<tr>
<td><strong>Satisfaction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>advAtUHM (Overall, I am satisfied with the advising I have received at UHM.)</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>8.41</td>
<td>1.61</td>
<td>-1.21</td>
<td>1.72</td>
</tr>
<tr>
<td>betterAtUHM (My experience at UHM is better because of my advisor.)</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>8.04</td>
<td>1.94</td>
<td>-0.91</td>
<td>0.49</td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preparedPers (As a result of my advising experience, I feel more prepared for my personal future.)</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>7.51</td>
<td>1.89</td>
<td>-0.83</td>
<td>1.02</td>
</tr>
<tr>
<td>preparedAc (As a result of my advising experience, I feel more prepared for my academic future.)</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>8.00</td>
<td>1.91</td>
<td>-1.02</td>
<td>1.37</td>
</tr>
<tr>
<td>preparedC (As a result of my advising experience, I feel more prepared for my future career.)</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>7.50</td>
<td>2.04</td>
<td>-0.78</td>
<td>0.63</td>
</tr>
<tr>
<td>preparedLP (As a result of my advising experience, I feel more prepared for my overall future.)</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>7.34</td>
<td>2.10</td>
<td>-0.81</td>
<td>0.73</td>
</tr>
</tbody>
</table>
Figure 4. Comparison of Satisfaction means by LPinA

life planning in advising ($M = 7.52$, $SD = 1.77$) and students with high life planning in advising ($M = 8.97$, $SD = 1.19$); $t (223.25) = -8.67, p < .01$ (two-tailed). The magnitude of the differences in the means (mean difference = -1.46, 99% CI: -1.90 to -1.02) was large (eta squared = 0.17).

The results of the t-test are consistent with the t-test results of the pilot study, $t (95) = -3.46, p < .01$, in that both results show a significant difference in means between students who reported low levels of life planning present in his or her academic advising experiences and those who indicated high levels of life planning present in his or her academic advising experiences.

**Comparison of Preparedness means by LPinA.** An independent-samples t-test was also conducted to compare participant’s feelings of preparedness for life after graduation ($Preparedness$) for students who indicated low levels of life planning present in his or her
academic advising experiences and those who indicated high levels of life planning present in his or her academic advising experiences. There was a significant difference in mean scores of preparedness for students with low life planning in advising ($M = 6.38, SD = 1.95$) and students with high life planning in advising ($M = 8.25, SD = 1.44$); $t(239.37) = -9.77, p < 0.01$ (two-tailed). The magnitude of the differences in the means (mean difference = -1.86, 99% CI: -2.36 to -1.37) was large (eta squared = 0.21).

**Interaction effect of LPinA and Satisfaction on Preparedness**

A two-way between-group analysis of variance was conducted to explore the interaction of LPinA and Satisfaction on levels of Preparedness. Responses were divided into two groups at the 50th percentile for Satisfaction according to the range to which the participant indicated he or she was satisfied with advising (“low” Satisfaction: 0-8.99; Group satisfied: 9-10). The main effect of LPinA yielded an $F$ ratio of $F(1, 356) = 47.20, p < .01$, indicating that the mean score of Preparedness was significantly greater for “high” LPinA ($M = 6.83, SD = 1.95$) than “low”
LPinA ($M = 8.25, SD = 1.44$). The main effect of Satisfaction was also significant yielding an $F$ ration of $F(1, 356) = 74.96, p < .01$ where “low” Satisfaction ($M = 6.57, SD = 1.83$) means were significantly lower than “high” Satisfaction ($M = 8.45, SD = 1.44$). As illustrated in Figure 6, the interaction effect was statistically significant, $F(1, 356) = 8.43, p < .01$ between LPinA and Satisfaction on Preparedness indicating that Preparedness is greater when LPinA and Satisfaction are “high.” However, the effect size was small (partial eta squared = .02).

![Interaction effect of LPinA and Satisfaction on Preparedness](image)

Figure 6. Interaction effect of LPinA and Satisfaction on Preparedness
CHAPTER 5

DISCUSSION

The purpose of this study was to explore how the incorporation of life planning concepts into academic advising influences undergraduate’s overall advising satisfaction and feelings of preparedness for attaining his or her goals after graduation. Results show a statistically significant difference in advising satisfaction and feelings of preparedness for life after graduation ratings when life planning conversations were present within academic advising than when life planning conversations were low or not present within academic advising in support of the study’s hypothesis. The results also showed an interaction effect of satisfaction ratings on feelings of preparedness when life planning was present in advising, where undergraduates who reported high ratings of advising satisfaction when life planning conversations were present in advising were statistically more likely to express feelings of preparedness for life after graduation.

Advising Satisfaction for Advising Assessment

Advising satisfaction is an important factor when conducting assessment in advising. Students come to advisors with a wide range of questions and problems on a daily basis. By surveying advisee’s satisfaction ratings, advisors are able to determine if they are meeting the expectations of their advisees. If advisees are highly unsatisfied, the ratings could provide insight to a shift in the needs of the advising population to continually improve approaches for student success.

The results of this study support the points made by Anderson, Motto and Bourdeaux (2014) that it is equally important to provide quality advising as it is that student’s expectations of advising align with the purposes of advising. If advising is available, but students are not
aware of the functions or reasons to visit an advisor, they are likely to be unsatisfied with advising and can feel discouraged to maintain those relationships.

universities should be more concerned with the interaction between expectations and behaviors. Advisors should be equipped to provide either developmental or prescriptive advising based on students needs . . . Further, [students] may except role models and leaders to help them make decisions in their lives . . . (Anderson, Motto & Bourdeaux, 2014, p. 37).

By better understanding what experiences students have had and what expectations they have of academic advisors, adjustments can be made to expand on the methodologies advisors use with their students to encourage the multidisciplinary views of wellness and achievement (Anderson, Motto & Bourdeaux, 2014; Campbell & Nutt, 2008; Robbins, 2012).

**Seeking Assistance with More than Graduation**

The results of this study provide insight to the different aspects of development that students are seeking assistance from their advisors. Undergraduates are working towards graduation while proactively looking for help to prepare for their future careers and plan for the future. The undergraduate experience is perceived to be a pathway to a successful career by students, their parents and the wider public regardless of the type of degree or institution the student attends (Reitter & Fenneberg, 2011). Students who understand the potential transferability of their studies and take advantage of opportunities in college are more prepared to establish themselves and cope with the challenging and competitive workforce (Savickas, 2012).

Starting from the time students are selecting what college to attend, which major they would like to pursue, and all the way through graduation, “what students are doing in college and
how they are experiencing it” have been found to have a profound relationship to a person’s life and career (Gallup, Inc., 2014, p. 6). One of the study’s participants shared their interest in working with an advisor on:

…the possible classes I could take in order to get an idea about what the field deals with. A lot of time students think they want to go into a specific field based off of the notions that other people have painted. However, when they get that hands-on experience, often they realize this is not a field they want to pursue. I plan on following that advice and will be taking classes in different health fields, such as public health and food & nutrition, to see if I might be interested in them.

Inevitably, like this participant shared, career and life aspirations are likely to develop throughout an individual’s lifetime - either changing completely or a lesser degree. Undergraduates who engage in life planning with their advisors will be more prepared and able to adapt to such a change if they are able to see the broad range of potential in their college careers (Savickas, 2012).

Advisors need dynamic advising, critical thinking and communication skills to serve and advocate for students, but most importantly skills to promote and develop self-authorship and self-efficacy in students for college and beyond. This is not to suggest that advisors serve as the sole resource for any and all services that undergraduates request. Rather, advisors could instead serve as a point of contact to connect students with the appropriate resources – on or off campus (Braskamp, Trautvetter, & Ward, 2008; White & Schulenberg, 2012).

Planning for a Career. As multiple participants expressed in the open-ended response questions with answers such as: “How well does this degree program prepare me for _______ (career of interest)? How can I make the most of my time in this program, rather than just
many students are searching for academic and career advice through out their college career. Because academic advisors and career counselors may work in independent departments, depending on the organization of the institution, it is essential that advisors maintain good relationships with colleagues – including faculty who instruct or mentor there students – to stay up to date and appropriately refer their advisees.

While the results of the study show positive results when life planning conversations are present in advising, the depth and timing of the conversations will vary for each student (Leuwerke & Ergüner-Tekinalp, 2011). For example, one participant shared in their survey response to the open-ended question, “Do you feel comfortable discussing your long-term goals (professional and personal) with an academic advisor? If not, what would you like an advisor to do in order to start those conversations?”: Not especially because I just met the advisor today. Having a long-term relationship would make me more comfortable. However, of the responses majority of the participants expressed that they are comfortable “discussing their long-term goals (professional and personal) with an academic advisor.” One participant’s response stated:

I think that I would be comfortable discussing my long-term goals because they are trying to help me plan that area of my life. It is just at this moment I am unsure about the areas that I might want to pursue. But the advisors that I have met with suggest getting experience in that field and hopefully that will narrow down my choices.

While another participant shared:

I feel comfortable discussing my long-term goals (professional and personal) with my academic advisor. Often times I ask my advisor if I can talk about my goals because I fear that it seems like a hassle, nuisance, or a waste of time. I need to have as much
advisors or positive people to go to, in order to talk with them about future goals, in career and personal life. I always need a guide.

It is essential that the support and direction of advising is appropriate to each student’s needs relevant to their personal and professional aspirations (Barbuto, Story, Fritz, & Schinstock, 2011). It is important to acknowledge that these sentiments can only be directly applied to the study’s sample because many participant responses are assumed to be based primarily on experiences of the UHM life/biological science advising office.

**Considering “How will it Work Out” as Undergraduates.** As academic advisors help students to navigate their majors, results of this study show that undergraduate are also seeking details of their future careers. Career counseling serves as an ideal partnership with academic advising so that students are supported in career development while identifying the potential direction of their current goals. By integrating life planning into academic advising, advisors in collaborations with career counselors are able to encourage students to integrate factors such as career life styles to identify ways in which they can make the best use of their time (Mason, Goulden & Frasch, 2011).

Many undergraduates coming to college today have been told they can do anything and can expect to be able to do everything, but may not have done the research on how to achieve those dreams (Twenge, 2014). Of the participants surveyed, many seem to match this perception and have not developed the insight to realistically understand what needs to be done to accomplish those dreams. Depending on factors such as age, maturity, and experience, few undergraduates are likely to contemplate how their personal goals for family can be affected by the culture of their desired career. It is for this reason that life planning in advising can encourage students to consider long-term aspiration and connect with mentors in their fields of
interest while in college. If advisors are able to discuss life planning concepts with undergraduates, advisors are able to help their advisees to plan ahead – not only up to graduation – to develop better understandings of their potential options and variations in paths.

**Helping Undergraduates to Become Self-Authored**

The results of this study support the work of Baxter Magolda & King (2008) showing that undergraduates are working towards becoming self-authored over the course of their college careers and are looking to their academic advisors for guidance in this transformation. While student’s primarily concerns for seeing an advisor is to be sure they are on track for graduation, they are also seeking assistance outside of degree requirements and asking for help in ensuring that their short-term goals will help them attain their long-term, life goals, which is one of the top priorities of developmental advising (Campbell & Nutt, 2008). Advisors should engage in conversations with their advisees on ways he or she can create successful careers, develop skills and engage in learning for their personal development and curiosity for success in life, lifelong learning and adaptation (Gorham, 2015).

When conversations in academic advising allow the advisor and advisee to discuss future goals, the advisor is able to help craft a holistic educational plan that incorporates requirements for graduation, intentionally chosen electives, and co-curricular experiences. With primary prevention at the center of life planning for expected an unexpected life events, it is valuable for advisors to help students identify beneficial courses and opportunities for their professional, personal, and overall life goals. Or if students are exploring and unsure of what they would like to do, advisors are able to guide their advisees to understand the value of exploration and the ways in which each course and experience in college should teach them a skill, theory, or principle to build upon. It is important for undergraduates to purposefully select their general and
major electives, especially in highly structured academic programs where the number of electives a student is able to take are limited. Additionally, if students pursue courses and opportunities that relate to their passions and curiosities, previous studies have showed that those students experience greater levels of curiosity that lead to increased levels of engagement (Hulme, Green & Ladde, 2013; Gorham, 2015).

**Limitations**

The sample population primarily limits the results of this study. A possible selection bias of an unknown variable may also be present as the participants of this study were chosen using convenience sampling. All participants were undergraduates pursuing a major or minor in a life/biological science, the results of the study will be limited to the life/biological science major and minor population at UHM. Because all participants were of life/biological science majors or minors, the responses based on advising experiences are assumed to be of the advising at the Department of Biology. If a student has transferred, is part of a special program, changed majors, is pursuing multiple majors, a minor, or is a pre-health student, the student could have worked with multiple advisors of which their responses are based.

**Future Research**

Due to the limitations of the study, it would be of interest to explore whether or not life planning in advising is appropriate at all stages of student development and types of advising. A mismatch between student expectations of the advising process and the true purpose of advising exists; therefore, it is important to clarify what students can reasonably expect from their advisors (Anderson, Motto & Bourdeaux, 2014). If students are seeking assistance outside of the expertise of advisors, it becomes essential that advisors and other areas of student affairs collaborate and develop partnerships to meet student’s needs.
When considering the academic timeline of a pre-health student and given that 51% of participants in this study reported to be pursuing a health profession, differences of life planning in advising effects between pre-health, life science and non-pre-health majors should be explored. Undergraduates likely are not considering when they would like to get married or start a family within their first couple of years in college during the major and career exploration process (Mason, Goulden & Frasch, 2011). If a student’s aspired profession entails overlapping career-building years and reproductive years, it would be interesting to investigate if the culture of a student’s aspired profession influences their decision to persist or modify their career or life plan.

And most importantly, more research needs to be done to examine the long-term effects of life planning conversations in advising.

Because students spend a significant amount of resources preparing for life outside of colleges, it is crucial to gauge whether the experiences they had in college have promoted a well-lived life. This includes if they perceive that the college was a great fit for them, having professors who cared and made learning exciting, and most importantly, feeling that their school prepared them well for life outside of college. (Gallup, Inc., 2014, p. 5).

If the presence of life planning in advising increases an undergraduate’s level of satisfaction with advising and feelings of preparedness for life after college, it is important to explore the ways in which those interactions with an advisor impacts the various aspects of life for advises after college. It would be interesting to conduct a longitudinal study of those who indicate high ratings of satisfaction and feelings of preparedness with life planning in advising to see how graduates progress throughout their life times. By the time a student graduates, they should be prepared to successfully leave academia with the necessary skills and knowledge base to then
create the lives they hope to build for themselves and their family or future family (Braskamp, Trautvetter, & Ward, 2008).

Conclusion

Life planning during college has significant impacts for student success in academia and beyond. One participant shared concerns in the survey that emphasizes the importance of life planning in advising throughout the college experience:

*If anything, I wish advisors provided me a multitude of options of what I can do after college when I was a freshman. I was already on the medical school track, not because I really, really wanted to become a doctor, but because I knew I could get the best grades as a science major and wasn't exactly sure what other career goals (medically related) were out there. Only when I'm about to graduate do I find out about a many other professions out there and I wish that I knew this earlier. Now, I cannot really change my path because I already invested so much time doing the required courses for medical school and it would be a waste to restart. I don't have the time or money to change majors etc. and figure out what I may enjoy doing in life.*

This becomes an increasingly important for advisors and administrators to consider as students continue to leave our institutions in greater numbers without jobs and faced with difficult times getting into entry level positions in their fields (Savickas, 2012). The incorporation of life planning conversations in academic advising provides institutions with the opportunity to better connect with students and encourage them to connect with opportunities to engage and further their learning in and after college (Campbell & Nutt, 2008; Anderson, Motto, & Bourdeaux, 2014). After all, the overall goal of advising is not simply to graduate students or award a degree, but to promote the holistic development and success of students in college and their overall lives.
Appendix A. Survey.

Advising Beyond Graduation

Informed Consent

University of Hawai‘i
Consent to Participate in Research
Academic Advising/Career Counseling Experience at UH Mānoa

My name is Cheri Kau, in addition to working as an undergraduate advisor in the Department of Biology, I am a graduate student at the University of Hawai‘i at Mānoa (UHM). A requirement of my Masters program is to complete a thesis for which I am conducting exploratory research in academic advising. The purpose of my project is to understand students’ advising experiences at UHM. Participation in this study will involve the completion of an anonymous on-line (Internet) survey. I am asking you to participate in this project because you are at least 18 years old and enrolled as an undergraduate at UHM.

Project Description – Activities and Time Commitment: Participants will complete a survey that is hosted on the Internet. Survey questions are primarily multiple choice. However, there will be an opportunity to expand upon your answer with an open-ended narrative response. Completion of the survey will take approximately 10 minutes.

Benefits and Risks: There will be no direct benefit to you for participating in this survey. The results of this project may contribute to a better understanding of the preferences and needs of UHM students related to academic advising, and student success and development. There is little risk to you in participating in this project.

Confidentiality and Privacy: This survey is anonymous. I will not ask you to provide any personal information that could be used to identify you. Likewise, please do not include any personal information, such as your name, in your survey responses.

Voluntary Participation: Participation in this project is voluntary. You can freely choose to participate or to not participate in this survey at any time, and there will be no penalty or loss of benefits for either decision.

Questions: If you have any questions about this study, you can contact me at cherikau@hawaii.edu or 808.956.6174. You can also contact my faculty advisor in Educational Administration, Dr. Ronald Heck, at 808.956.4117 or rheck@hawaii.edu. If you have any questions about your rights as a research participant, you can contact the UH Committee on Human Studies at 808.956.5007 or uhirc@hawaii.edu.

Submitting the survey will be considered your consent to participate in this study. Please print and keep this consent page for your reference. The survey begins on the next page.
Advising Appointment

**Page exit logic:** Page Logic

**IF:** Question "Did you meet with an academic advisor in the Department of Biology today?" #1 is one of the following answers ("No") **THEN:** Jump to page 4 - Demographics

**ID 37**
1. Did you meet with an academic advisor in the Department of Biology today? *
   - Yes
   - No

Advisor Evaluation

**ID 38**
2. Who did you meet with today? *
   - Cheri
   - Stephanie
   - Vyvy (MPA)
   - Robert (MPA)
   - Kristen (MPA)
   - Roxanne (MPA)

**ID 39**
3. Were you required to come in for advising today? *
   - Yes
   - No
4. This was my first academic advising experience: *
   (Check all that apply)
   - [ ] in college
   - [ ] at UH Manoa
   - [ ] with the advisor I met with today
   - [ ] None of the above

5. My overall evaluation of this advisor is... *
   - [ ] Excellent
   - [ ] Good
   - [ ] Fair
   - [ ] Poor

Demographics

6. What is your age? *
   
   [ ]

7. I started at UH Manoa as a: *
   - [ ] Freshman
   - [ ] Transfer
   - [ ] Other [ ]
8. What is your current academic major?  
- Biology  
- Botany  
- Ethnobotany  
- Marine Biology  
- Microbiology  
- Molecular Cell Biology  
- Zoology  
- Other (required)  

9. Are you currently pursuing a minor/certificate?  
- No  
- Please list the field of your minor(s)/certificate(s):  

10. Are you currently pursuing a double major or concurrent degree?  
- No  
- Please list the field of your double major/concurrent degree:  

11. What is your professional field of interest?  
- Exploring  
- Health  
- Education  
- Research  
- Other (required)  

11. What is your professional field of interest? *

- Exploring
- Health
- Education
- Research
- Other (required) 

12. Class standing *

- Freshman (0-25 credits)
- Sophomore (25-54 credits)
- Junior (55-88 credits)
- Senior (89 credits or more)
- Graduate Student
- Unclassified

13. Primary housing status: *

- Student housing
- At home with parents and/or family
- At home with family (independent of parents)
- Independent
- Independent with roommates
- Independent with a significant other
14. What ethnicity (or ethnicities) do you most identify with? *

☐ African American
☐ Asian
☐ Caucasian
☐ Filipino
☐ Hawaiian
☐ Pacific Islander
☐ Prefer not to answer
☐ Other (required)  

15. Relationship status: *

☐ Single
☐ In a long-term relationship
☐ In a casual/short-term relationship
☐ Married/Civil Union
☐ Divorced
☐ Prefer not to answer
☐ Other (required)  

16. Hometown *
(City, State OR Country if outside of the United States)
17. How long have you lived in Honolulu? *
   - all my life
   - graduated from a Hawaii high school
   - Moved to Hawaii for college
   - Other (required)  

18. I have met with ___ number of academic advisors at UH Manoa. *
   - 0
   - 1
   - 2
   - 3
   - 4
   - 5+

19. On average, I meet with an academic advisors ___ times per semester. *
   - 0
   - 1
   - 2
   - 3
   - 4
   - 5+

20. I am or will be involved in campus life this year. *

21. I know what major I want to complete my bachelor's degree in. *
22. I want to gain work experience while in college.

23. I want to gain work experience relevant to my future career while in college.

24. I have specific career goals.

25. I know what career I want to pursue.
26. I have spoken with an academic advisor/career counselor on how to reach my career goals.*

27. I have worked with an advisor for help with long range academic planning: * through graduation.*

...beyond my undergraduate degree (i.e., graduate school, professional school, job requirements after graduation, etc.). *

28. I understand the concept of life planning.*
29. I have discussed with an academic advisor how my personal goals fit with my academic and career goals. *

30. I have specific personal goals for myself. *

31. I have clear personal goals for my family and/or future family. *

32. I know how my academic, career, and personal goals work together. *
33. I would like someone at the university to help me:
   ...align my personal and professional goals. *

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Neutral</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

...align my academic and career goals. *

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Neutral</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

34. Overall, I am satisfied with the advising I have received at UH Mānoa. *

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Neutral</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

35. My experience at UH Mānoa is better because of my advisor. *

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Neutral</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

36. I know what I want my life to be like in 10 years. *

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Neutral</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>
37. I have taken proactive steps to make the most of my undergraduate experience. *

38. I have taken proactive steps to make the most of my undergraduate experience because of my advisor (direct or indirect advice). *

39. I prefer a proactive approach in planning for my life after graduation. *

40. Meeting with my advisor has connected me with another office on campus that has helped me to plan for my life after college. *
41. Meeting with my advisor prompted me to research/learn more about: *
   ...my career. *
   ![Bar chart]

   ...my continued education (through undergraduate graduation or beyond). *
   ![Bar chart]

   ...my overall life plan. *
   ![Bar chart]

Please briefly expand on the ways in which you have developed insight through your research.

Topics in advising

42. My advisor is the first person I have met with to discuss my plans after graduation. *
   ![Bar chart]
43. My advisor is the primary person discuss my plans after graduation with. *

Strongly disagree  Neutral  Strongly agree

44. My advisor encouraged me (directly or indirectly) to connect with experienced individuals in my field of interest for mentorship/advice. *

Strongly disagree  Neutral  Strongly agree

45. I have a clear understanding of why I am in college. *

Strongly disagree  Neutral  Strongly agree

46. I know how my short-term goals fit into my long-term goals/aspirations. *

Strongly disagree  Neutral  Strongly agree
47. As a result of my advising experience(s) I feel more prepared for: *
   ...my personal future. *
   Strongly disagree  Neutral  Strongly agree

   ...my academic future. *
   Strongly disagree  Neutral  Strongly agree

   ...my future career. *
   Strongly disagree  Neutral  Strongly agree

   ...my overall future. *
   Strongly disagree  Neutral  Strongly agree

Conversations and plans

50. As a college undergraduate student, what type of advice would you be interested in receiving from an advisor/career counselor regarding possible careers and life styles associated with your program/interested program of study? *
Goal types

51. What goal type do you consider the following to be? *
   Indicate which of the below you consider to be part of your long-term life plan (check all that apply).

<table>
<thead>
<tr>
<th></th>
<th>Academic</th>
<th>n/a</th>
<th>Professional</th>
<th>Personal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living location</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation date</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life style</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank You!

Thank you for participating in this study. Should you have any questions, please contact me at cherikau@hawaii.edu.

For more information on career services at UH Manoa, the Manoa Career Center (http://manoa.hawaii.edu/careercenter/) is available to students and alumni.

If you are majoring in (or are interested in majoring in) biology, botany, ethnobotany, marine biology, microbiology, molecular cell biology, or zoology student and would like to meet with an academic advisor, please feel free to schedule an appointment online at manoa.hawaii.edu/biology/advising.
Appendix B. Original Survey used during Pilot Test

<table>
<thead>
<tr>
<th>Advising/Counseling Exploratory Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University of Hawaii - Consent to Participate in Research</strong></td>
</tr>
</tbody>
</table>

My name is Cheri Kau, and I am an undergraduate student at the University of Hawaii (UH). A requirement of my undergraduate honors program is to complete a thesis for which I am conducting an exploratory research project. The purpose of my project is to understand students’ advising experiences at UH Manoa. Participation in this study will involve the completion of an anonymous on-line (Internet) survey. I am asking you to participate in this project because you are at least 18 years old and enrolled as a student at UH Manoa.

**Project Description:**

Activities and Time Commitment: Participants will fill out a survey that is posted on the Internet. Survey questions are primarily multiple choice. However, there will be an opportunity to expand upon your answer with an open-ended narrative response. Completion of the survey will take approximately 10 minutes.

Benefits and Risks: There will be no direct benefit to you for participating in this survey. The results of this project may contribute to a better understanding of the preferences and needs of UH Manoa students related to academic advising, career counseling, and life planning. There is little risk to you in participating in this project.

Confidentiality and Privacy: This survey is anonymous. I will not ask you to provide any personal information that could be used to identify you. Likewise, please do not include any personal information, such as your name, in your survey responses.

Voluntary Participation: Participation in this project is voluntary. You can freely choose to participate or to not participate in this survey, and there will be no penalty or loss of benefits for either decision. If you agree to participate, you can stop at any time without any penalty or loss of benefits to which you are otherwise entitled.

Questions: If you have any questions about this study, you can contact me at cherikau@hawaii.edu. You can also contact my faculty advisor, Dr. Loriena Yanoura, at (808) 956-2254 or loriena@hawaii.edu. If you have any questions about your rights as a research participant, you can contact the UH Committee on Human Studies at 808.956.5007 or uhirc@hawaii.edu.

To Access the Survey: Please continue to the following web page by clicking on the "next" button for the survey and instructions for completing it. Submittal of the survey will be considered as your consent to participate in this study.

Please print a copy of this page for your reference.

Note: Please do not complete this questionnaire more than once.
### Advising/Counseling Exploratory Survey

Please answer the following questions based on your previous formal experiences with academic advising.

1. **Was this your first advising appointment in college?**
   - [ ] Yes
   - [ ] No
   - [ ] Not Applicable

2. **Was this your first advising appointment at UH Manoa?**
   - [ ] Yes
   - [ ] No
   - [ ] Not Applicable

3. **I have met with ___ different academic advisors at UH Manoa.**
   - [ ] 0
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5 or more

4. **On average, I meet with an academic advisor ___ times an academic year.**
   - [ ] 0
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5 or more
Advising/Counseling Exploratory Survey

**5. Please answer the following questions by checking off the corresponding box that best fits your opinion.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what I want to major in.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am or will be involved in campus life this year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to get work experience while in college.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Advising/Counseling Exploratory Survey

**5. Please answer the following questions by checking off the corresponding box that best fits your opinion.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what I want to major in.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I am or will be involved in campus life this year.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I want to get work experience while in college.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
6. Please answer the following questions by checking off the corresponding box that best fits your opinion.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to get work experience relevant to my future career while working to earn an undergraduate degree.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have specific career goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know what career I want to pursue.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have spoken with an academic advisor/career counselor on how to reach my career goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Advising/Counseling Exploratory Survey**

<table>
<thead>
<tr>
<th><strong>7. Please answer the following questions by checking off the corresponding box that best fits your opinion.</strong></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have spoken to an advisor for help with long range academic planning.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>I understand the concept of life planning.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>I have discussed how my personal goals work with my academic and career goals with my academic advisor/career counselor.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>I have specific personal goals for myself.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>I have clear personal goals for my family and/or future family.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>I know what I want my life to be like in 10 years.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>I know how my academic, career, and personal goals work together.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>I would like someone at the university to help me align my academic and career goals.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>I would like someone at the university to help me align my personal and professional goals.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>I am satisfied with the advising I have received at UH Manoa.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
</tbody>
</table>
Advising/Counseling Exploratory Survey

8. What is your age?
Age: [blank]

9. What was your major?
[blank]

10. Student Status:
- Prospective
- Incoming
- Transfer
- Continuing

11. Class Standing:
- Freshman
- Sophomore
- Junior
- Senior
- Post-Baccalaureate
- Graduate

12. Which ethnicity do you most identify with?
- Hawaiian
- Caucasian
- Asian
- Filipino
- African American
- Pacific Islander
- Other (please specify)
[blank]
Advising/Counseling Exploratory Survey

13. Relationship status:

- Single
- In a relationship
- Married
- Divorced
- Other (please specify)
14. As a college undergraduate student, what type of advice would you be interested in receiving from an advisor/career counselor regarding possible careers and life styles associated with your program/interested program of study?
Appendix C. Reliability of Constructs *LPinA*, *Satisfaction*, and *Preparedness*.

*Means, Standard Deviations, and Internal Consistency Reliability of Variables by Constructs*

<table>
<thead>
<tr>
<th>Question Label</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>α</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>LPinA</em></td>
<td>365</td>
<td>38.41</td>
<td>11.18</td>
<td>0.81</td>
</tr>
<tr>
<td>dAcCGoals</td>
<td>365</td>
<td>6.74</td>
<td>2.50</td>
<td></td>
</tr>
<tr>
<td>researchLP</td>
<td>365</td>
<td>7.08</td>
<td>2.22</td>
<td></td>
</tr>
<tr>
<td>advConResources</td>
<td>365</td>
<td>6.43</td>
<td>2.64</td>
<td></td>
</tr>
<tr>
<td>fDiscuss</td>
<td>365</td>
<td>5.41</td>
<td>2.92</td>
<td></td>
</tr>
<tr>
<td>pDiscuss</td>
<td>365</td>
<td>5.81</td>
<td>2.61</td>
<td></td>
</tr>
<tr>
<td>advConField</td>
<td>365</td>
<td>6.84</td>
<td>2.57</td>
<td></td>
</tr>
<tr>
<td><em>Satisfaction</em></td>
<td>377</td>
<td>16.82</td>
<td>3.21</td>
<td>0.78</td>
</tr>
<tr>
<td>advAtUHM</td>
<td>360</td>
<td>8.78</td>
<td>1.60</td>
<td></td>
</tr>
<tr>
<td>betterAtUHM</td>
<td>360</td>
<td>8.04</td>
<td>1.94</td>
<td></td>
</tr>
<tr>
<td><em>Preparedness</em></td>
<td>360</td>
<td>30.05</td>
<td>7.58</td>
<td>0.94</td>
</tr>
<tr>
<td>preparedPers</td>
<td>360</td>
<td>7.21</td>
<td>2.20</td>
<td></td>
</tr>
<tr>
<td>preparedAc</td>
<td>360</td>
<td>8.00</td>
<td>1.91</td>
<td></td>
</tr>
<tr>
<td>preparedC</td>
<td>360</td>
<td>7.50</td>
<td>2.04</td>
<td></td>
</tr>
<tr>
<td>preparedLP</td>
<td>360</td>
<td>7.34</td>
<td>2.10</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix D. Descriptive Statistics for Non-Construct Survey Questions

<table>
<thead>
<tr>
<th>Label (Question)</th>
<th>Question Category Key</th>
<th>N</th>
<th>Min.</th>
<th>Max.</th>
<th>M</th>
<th>SD</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>involved (I am or will be involved in campus life this year.)</td>
<td>D-SE</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>5.94</td>
<td>2.42</td>
<td>-0.15</td>
<td>0.43</td>
</tr>
<tr>
<td>knowMajor (I know what major I want to complete my bachelors degree in.)</td>
<td>AcGoal</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>8.86</td>
<td>1.92</td>
<td>-1.91</td>
<td>3.31</td>
</tr>
<tr>
<td>workExp (I want to gain work experience while in college.)</td>
<td>ProfGoal</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>8.46</td>
<td>1.96</td>
<td>-1.28</td>
<td>1.31</td>
</tr>
<tr>
<td>workExpCareer (I want to gain work experience relevant to my future career while in college)</td>
<td>ProfGoal</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>8.91</td>
<td>1.71</td>
<td>-1.89</td>
<td>3.78</td>
</tr>
<tr>
<td>specCarGoals (I have specific career goals.)</td>
<td>ProfGoal</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>8.11</td>
<td>2.12</td>
<td>-1.02</td>
<td>0.41</td>
</tr>
<tr>
<td>knowCareer (I know what career I want to pursue.)</td>
<td>ProfGoal</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>7.80</td>
<td>2.37</td>
<td>-0.99</td>
<td>0.31</td>
</tr>
<tr>
<td>advCGoals (I have spoken with an advisor/career counselor on how to reach my career goals.)</td>
<td>SelfA</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>7.50</td>
<td>2.43</td>
<td>-0.91</td>
<td>1.15</td>
</tr>
<tr>
<td>wrkAdvGrad (I have worked with an advisor for help with long range academic planning through graduation.)</td>
<td>AcGoal</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>7.71</td>
<td>2.26</td>
<td>-0.94</td>
<td>0.41</td>
</tr>
<tr>
<td>wrkAdvBeyond (I have worked with an advisor for help with long range academic planning beyond my undergraduate degree (i.e., graduate school, professional school, job requirements after graduation, etc.)</td>
<td>SelfA</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>6.09</td>
<td>2.65</td>
<td>-0.30</td>
<td>-0.73</td>
</tr>
<tr>
<td>uLifeP (I understand the concept of life planning.)</td>
<td>UnderstandLP</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>8.00</td>
<td>2.02</td>
<td>-0.93</td>
<td>0.67</td>
</tr>
<tr>
<td>specPersGoals (I have specific personal goals for myself.)</td>
<td>PersGoal, SelfA</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>8.51</td>
<td>1.75</td>
<td>-1.13</td>
<td>0.85</td>
</tr>
<tr>
<td>specFamGoals (I have clear goals for my family and/or future family.)</td>
<td>PersGoal, SelfA, LP</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>7.84</td>
<td>2.13</td>
<td>-0.99</td>
<td>0.59</td>
</tr>
<tr>
<td>acCPersGoals (I know how my academic, career, and personal goals work together)</td>
<td>PersGoal, SelfA, LP</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>7.72</td>
<td>2.14</td>
<td>-0.91</td>
<td>0.60</td>
</tr>
<tr>
<td>alignAcc (I would like someone at the university to help me align my academic and career goals.)</td>
<td>SeekingLP</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>7.18</td>
<td>2.27</td>
<td>-0.57</td>
<td>-0.17</td>
</tr>
<tr>
<td>alignPersProfGoals (I would like someone at the university to help me align my personal and professional goals.)</td>
<td>SeekingLP</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>7.88</td>
<td>1.98</td>
<td>-0.82</td>
<td>0.32</td>
</tr>
<tr>
<td>tenYears (I know what I want my life to be like in 10 years.)</td>
<td>SelfA, LP</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>7.50</td>
<td>2.52</td>
<td>-0.77</td>
<td>-0.31</td>
</tr>
<tr>
<td>proact (I have taken proactive steps to make the most of my undergraduate experience.)</td>
<td>SelfA</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>7.22</td>
<td>2.13</td>
<td>-0.59</td>
<td>0.19</td>
</tr>
<tr>
<td>proactAdv (I have taken proactive steps to make the most of my undergraduate experience because of</td>
<td>SelfA</td>
<td>360</td>
<td>1</td>
<td>10</td>
<td>6.85</td>
<td>2.09</td>
<td>-0.49</td>
<td>0.32</td>
</tr>
</tbody>
</table>
my advisor [direct or indirect advice].) **SelfAwithA**
**proactPlan** (I prefer a proactive approach in planning for my life after graduation.) **LP**
**researchC** (Meeting with my advisor prompted me to research/learn more about my career.) **ProfGoal**
**researchEd** (Meeting with my advisor prompted me to research/learn more about my continued education (through undergraduate graduation or beyond.) **AcGoal**
**whyCollege** (I have a clear understanding of why I am in college.) **KT: SA**
**shortToLong** (I know how my short-term goals fit into my long-term goals/aspirations.) **KT: SA**
References


Hulme, E., Green, D. T., & Ladd, K. S. (2013). Fostering student engagement by cultivating curiosity. *New Directions for Student Services, 143* (1), 53-64.


