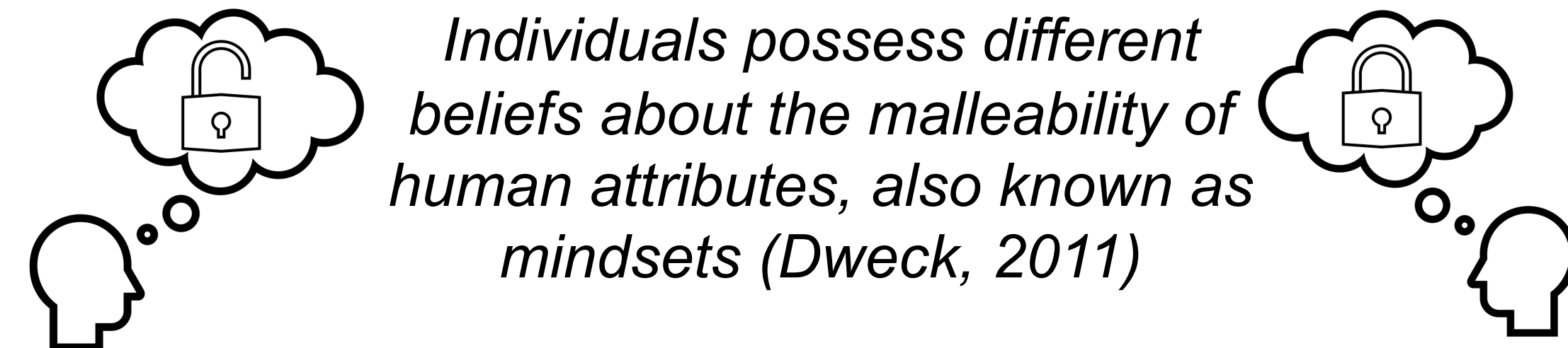


Examining academic advisors' beliefs about interest and ability and their influence on student academic decision making

Chellam Antony, Claire Braun, Tabetha Hurst, Julia Todd, Kristen Buford, M.A., & Dr. Matthew Kim

Background



Growth mindset
"I believe:
My ability can improve"
My interests can evolve"

Fixed mindset
"I believe:
My ability can't improve"
My interests are fixed"

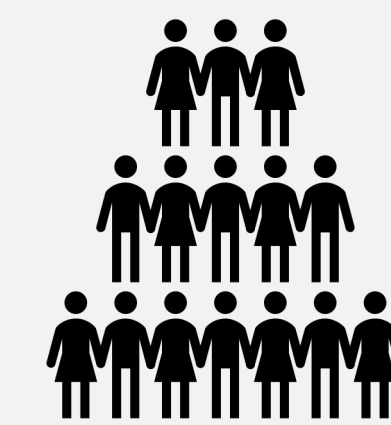
We know student mindset beliefs impact academic outcomes. But can the mindset beliefs of academic advisors also influence student academic decisions?



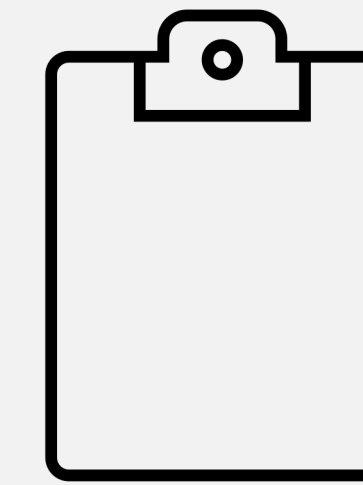
Research Questions

1. What beliefs do undergraduate students and their academic advisors possess regarding the nature and malleability of interests and ability?
2. To what extent are these beliefs reflected in the style of guidance that advisors provide to their students, and how do these beliefs and advising styles affect student decision making?

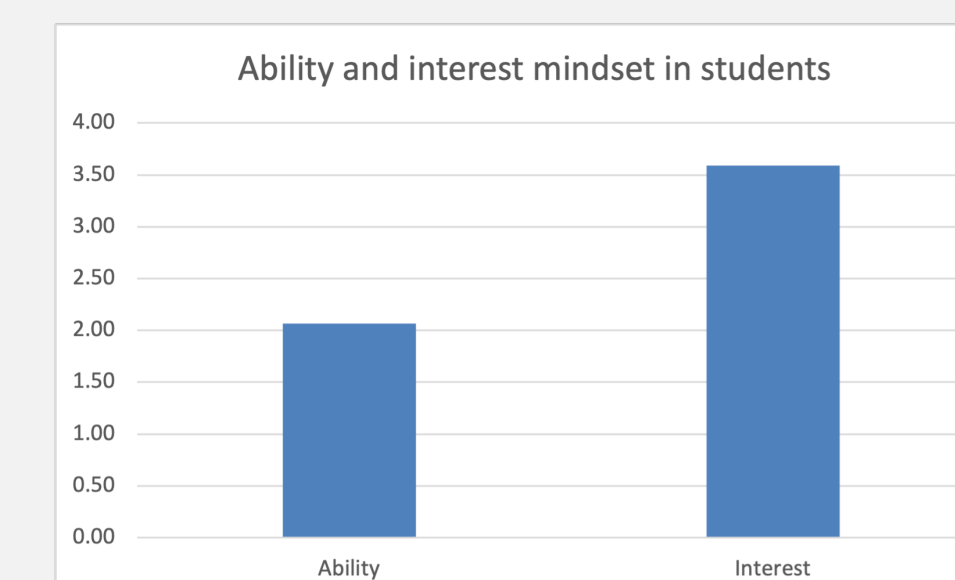
Methodology



Participants
68 undergraduate students
4 academic advisors (so far)

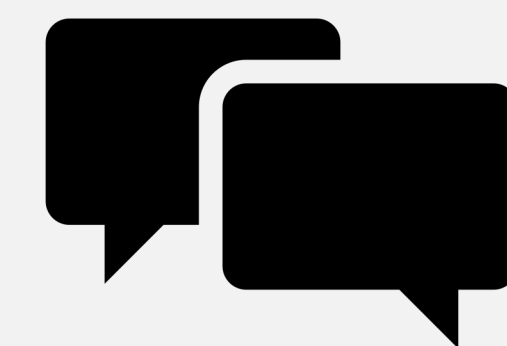


Surveys
Students: Interest and ability mindset scales (pictured right)
Current and preferred academic advising styles
Advisors: Interest and ability mindset scales



Sample questions

You can be exposed to new things, but your core interests won't really change.
Your intelligence is something about you that you can't change very much.

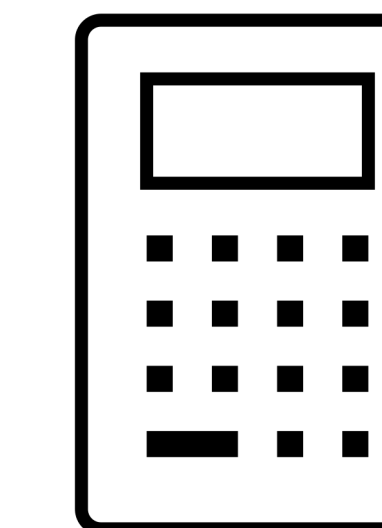


Interviews
Structured interviews with students and advisors to learn more about their interest and ability beliefs, and whether these beliefs are shaped by advising experiences

Sample question

Have you ever selected or changed a major because of a meeting with your academic advisor?

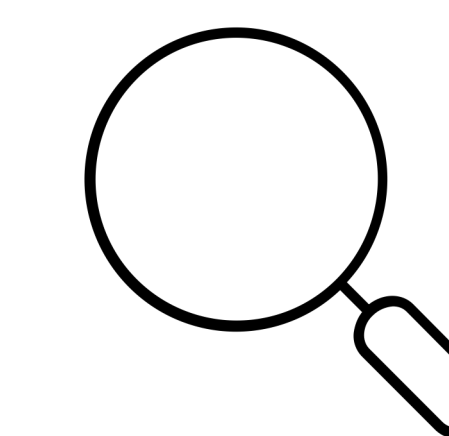
Data Analysis Plans



Quantitative Analysis – Surveys

Examine correlations between:

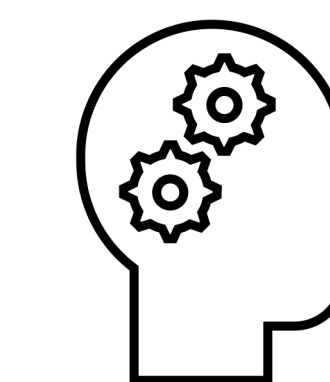
Advisor and student mindset beliefs
Student mindset beliefs and preferred advising style
Student current advising style and preferred style



Qualitative Analysis – Interviews

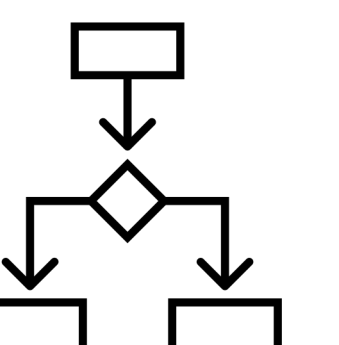
Code student and advisor responses for each question
Identify themes that emerge from interviews

Implications



Data will help us **better understand** how students and advisors think about the nature of ability and interest

Data will point to how student and advisor mindset beliefs shape student academic and career **decision making**



Data could also illuminate ways to **better match advisors with students**

TIMELINE

Baseline Survey Data Collection for Students
(ability and interest mindsets)

Mid March 2022

End of March 2022

Follow-up Survey Data Collection for Students
(actual and ideal advising styles)

Interviews with Students

Early April 2022

End of April 2022

Survey Data Collection and Interviews with Advisors
Begin analyzing student and interview data

