Student Perceptions Toward a High School Advisory Program

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Abstract

The purpose of this quantitative study was to determine the impact of a high school advisory program in a large, diverse, midwestern, suburban, public high school, as measured primarily by a cross-sectional descriptive survey of student perceptions using a Likert-type scale. Specifically, this research study focused on student perceptions toward an advisory program. In addition, this research study correlated student perceptions toward an advisory program and an advisory teacher, toward an advisory teacher and belonging at school, and toward an advisory program and belonging at school. Lastly, this research study focused on student perceptions toward the intended outcomes of an advisory program. The literature review focused on the evolution of college and career readiness, the transformation in socio-economic dynamics, the proliferation of mental health issues, the implementation of social-emotional learning, the design of tiered support systems, the focus on personalized planning, and the efficacy of advisory programming. To measure student perceptions, a descriptive survey was distributed during one advisory period to 1,534 students in grades 9 -12 at Primus High School in the Pressman School District. From the results of 686 respondents, analyzed by ANOVAs for the hypothesis testing of RQs 1-4 and RQs 8-23 and Pearson product moment correlation coefficients for the hypothesis testing of RQs 5-7, the researcher has concluded several key themes about an advisory program: the value of an advisory program for minority students and academically at-risk students, the impact of the advisory teacher on an advisory program, and the positive relationship between student connectedness with an advisory program and student belonging at school.

Dedication

To the teachers who do good work and play from the heart.

To my girls Isela and Elina on which my entire world is built.

To my parents Marcus and Carla who taught me work, sacrifice, and unconditional love.

To Linds for life, love, and magic, for listening to the universe and for saving my life.

To the boy who got everything he always wanted and lived happily ever after.

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Chapter 1

Introduction

Because of the increased focus on College and Career Readiness (CCR) and Social-Emotional Learning (SEL), some school districts have responded by implementing advisory programs in secondary schools as a delivery system of supports for college preparation, career planning, community involvement, and personal development (Vander Ark, 2015). The Kansas State Department of Education (KSDE, 2018f) anchored this process with Social-Emotional Character Development (SECD) standards and required an Individual Plan of Study (IPS), defined as "a product and a process that students may use with support from school counselors, teachers, and families to help them define their career goals and postsecondary plans and make informed decisions about their courses and activities throughout high school" (KSDE, 2018a, p. 1). As of 2019, KSDE was one of only fourteen states with articulated K-12 SEL competencies (Collaborative for Academic, Social, and Emotional Learning, 2019a). Being one of the first states to fully implement SEL competencies through its SECD standards and the IPS, KSDE offered models of implementation on its website by providing examples from several school districts (KSDE, 2018b). Also, during the 2018-2019 school year, KSDE offered six SECD roadshows at various locations throughout the state and four SECD updates at KSDE curriculum leader meetings to support school districts in the implementation of the SECD standards and the IPS (KSDE, 2018c).

Four of the five measures for Kansas Education Systems Accreditation (KESA) were tied directly to the SECD standards and the IPS (KSDE, 2018g). In order to meet these state accreditation requirements established under the Kansans Can vision for

education, some school districts have bundled the SECD standards and the IPS into a collection of prepackaged lessons for teachers to deliver during advisory periods embedded within the school day.

The implementation of secondary school advisory programs as a means to encourage positive social behavior, to foster greater school engagement, to support increased academic achievement, and to promote post-secondary student success began in the 1990s at the same time schools and legislation began to advocate for more CCR and Career and Technical Education (CTE). Consequently, the first comprehensive literature on the effectiveness of advisory programs emerged at the same time (Ayers, 1994; MacIver, 1990; Manning & Saddlemire, 1996; Wilson, 1998; Ziegler & Mulhall, 1994). From the 1990s to the 2010s, the research produced mixed results on the effectiveness of advisory programs as measured by attitudes, grades, participation, behavior, and post-secondary success. The studies on the effectiveness of advisory programs typically focused on middle school environments (Demaray & Malecki, 2002; Shulkind & Foote, 2009; Weilbacher & Lanier, 2012), often in urban school districts (Botvin, Griffin, & Nichols, 2006; Gard, 2014; Montague, Enders, Cavendish, & Castro, 2011). With an increase in the implementation of Social-Emotional Learning (SEL) initiatives in the 2000s, advisory programs had been tasked with an additional level of responsibility for the education of the whole child (ASCD, 2020). Meta-analyses, such as those conducted by Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) and by Taylor, Durlak, Oberle, and Weissberg (2017), examined the findings of other researchers on the impacts of advisory programs on the social-emotional and character development of students.

Background

During the 2010s, as KSDE emphasized CCR and SECD, Pressman School District (PSD) experienced growth in subgroup populations. In 1998, the district had a population of 89.2% White students, 4.1% Black or African-American students, 3.7% Hispanic or Latino students, and 7.8% Free and Reduced Lunch students (PSD, 2018). By 2018, the district had a population 64.0% White students, 9.0% Black or African-American students, 17.0% Hispanic or Latino students, and 35.0% Free and Reduced Lunch students (PSD, 2018). In addition, the school district experienced a decline in graduation from 91.0% in 2011 to 88.5% in 2016 (PSD, 2018). In order to meet the state's new accreditation standards and to support the school's increasingly diverse population, PSD implemented an advisory program during the 2016-2017 school year, a program which articulated broad principles of college preparation, career readiness, community service, and personal development for students as documented by an IPS. The goal of an advisory program was to create opportunities for students to make more informed decisions about their post-high school transitions, for students to discover more ways to connect themselves to their school and local communities, and for students to better understand their own goals, values, strengths, and weaknesses as individuals (KSDE, 2018h).

Primus High School (PHS), within the Pressman School District, provided a representative student population for this study. Primus High School housed 1,534 students (PSD, 2018). Primus High School housed 396 freshman students, 369 sophomore students, 369 junior students, and 336 senior students (PSD, 2018). Primus High School housed a population of 66% White, 9% Black, 17% Hispanic, 4% Asian,

and 4% Multi-Racial students (PSD, 2018). In addition, Primus High School housed a population of 10% Special Education students (SPED), 10% English Language Learner students (ELL), and 27% Free and Reduced Lunch (FRL) students (PSD, 2018). Primus High School had a graduation rate of 88.1% (PSD, 2018). The Primus High School total student enrollment was representative of other total student enrollments in the Pressman School District (Table 1).

Table 1

Comparison of Primus High School Enrollment to Other District High School Enrollment 2017-2018

Pressman High Schools	Enrollment	SPED	ELL	FRL
A	1,790	5%	2%	8%
B	1,467	10%	12%	47%
C	1,653	9%	9%	28%
D	1,723	9%	14%	43%
Primus High School	1,534	10%	10%	27%
Total Enrollment	8,167			

Notes: SPED = Special Education students; ELL = English Language Learner students; and FRL = Free and Reduced Lunch students. Adapted from "Data Gallery Notebook," by Pressman School District, [redacted], KS.

The Primus High School ethnic demographics also were representative of the district ethnic demographics (Table 2). The Pressman School District is composed of five high schools with similar ethnic demographics in each school except for high school A, which housed a predominantly affluent, White population. Of the five schools in the district, Primus High School had the third most White students, Black students, and Hispanic

students, making the high school the median value in the district's three most populous ethnic categories.

Table 2

Comparison of Primus High School Ethnic Demographics to Other District High School Ethnic Demographics 2017-2018

Pressman High Schools	White	Black	Hispanic	Asian	Multi-Racial
A	85%	2%	7%	2%	4%
B	56%	7%	28%	3%	6%
C	64%	11%	17%	4%	4%
D	55%	15%	21%	2%	5%
Primus High School	66%	9%	17%	4%	4%

Notes: Adapted from "Data Gallery Notebook," by Pressman School District, 2018, [redacted], KS.

Primus High School also was chosen because of its representative student population size with other large high schools in the state (Table 3). With a population of 1,534 students, Primus High School was classified as a 6A public high school (PSD, 2018). This enrollment made Primus High School one of the 36 largest high schools in the state out of 353 total high schools.

Table 3

Kansas State High Schools Classifications and Enrollments 2019-2020

KSHAA Classification	Enrollment	Schools
6A	1312-2431	36
5A	710-1305	36
4A	312-661	36
3A	172-305	64
2A	109-171	64
1A	14-108	117

Notes: Adapted from "2019-2020 Classifications and Enrollments," by KSHSAA, 2020, Retrieved from http://www.kshsaa.org/Public/General/Classifications.cfm.

In addition, Primus High School was chosen because of its representative ethnic demographics when compared to other high schools in the state (Table 4). Primus High School was almost identical in its ethnic composition to the overall state percentages, differing by only 1% in each category. The district, like the state, had experienced the largest growth in its Hispanic population from the year 1999 to the year 2019.

Table 4

Comparison of Primus High School Ethnic Demographics to State Public School Ethnic Demographics 2019

Schools	White	Black	Hispanic	Other
Primus High School	65%	8%	19%	8%
State Public Schools	64%	7%	20%	9%

Notes: Adapted from "Kansas Report Card 2018-2019," KSDE, 2020, Retrieved from https://ksreportcard.ksde.org/demographics.aspx?org_no=State&rptType=3

The Primus High School sample provided was 44.7% (686 of 1,534) of the high school population and 8.3% (686 of 8,167) of the school district's high school population. Table 5 provides the sample and populations for each grade level at Primus High School. More freshmen and sophomore students completed the survey than junior and senior students. The freshmen and sophomore students accounted for 74.5% of the sample.

Table 5

The Sample and Total Populations of Primus High School 2018-2019

	High School	
Grade Level	Sample	Population
Freshman	299	396
Sophomore	212	369
Junior	92	369
Senior	83	336

Notes: Adapted from "Data Gallery Notebook," by Pressman School District, 2018, [redacted], KS.

Primus High School is part of the Pressman School District, a large school district in a first ring suburb of Kansas City. Pressman School District housed 26,750 students, and Primus High School housed 1,534 students (PSD, 2018). The school district's population declined from 27,609 students in 2008 to 26,750 students in 2018 (PSD, 2018). Starting in the late 1990s, more families with school-aged children moved to the new construction of second ring suburbs farther south and west. From 1998 to 2018, Pressman School District consolidated elementary schools from 43 to 33 buildings and middle schools from 7 to 5 buildings (PSD, 2018). During that same time frame (Table 6), the district transitioned from an 89% White population to a 64% White population and from an 8% free and reduced lunch population to a 35% free and reduced lunch population (PSD, 2018).

Table 6

Pressman School District Demographic Changes 1998-2018

Year	Population	White	Black	Hispanic	FRL
1998	31,480	89.2%	4.1%	3.7%	7.8%
2003	29,371	82.9%	6.7%	6.8%	14.2%
2008	27,771	72.7%	8.2%	11.2%	27.1%
2018	26,750	64.0%	9.0%	17.0%	35.0%

Notes: The percentages reflect subpopulation percentage of total district population. FRL = Free and Reduced Lunch students. District data was not available for 2013. Adapted from "Data Gallery Notebook," by Pressman School District, 2018, [redacted], KS.

The Pressman School District (PSD, 2019) embedded a weekly thirty-minute advisory period into the district's high school modified block schedule (see Appendix A). Students attended all of their seven classes on Monday, Tuesday, and Friday. Students attended their odd hour classes (hours one, three, five, and seven) on Wednesdays, and students attended their even hour classes (hours two, four, and six) on Thursdays. An advisory period was embedded into the Wednesday schedule between hours one and three. A seminar period was embedded into the Thursday schedule between hours two and four. Students were assigned to an advisory class based on student last name and grade level. Building administrators wanted to organize students by grade level so that students would move through high school with a grade-level cohort and the same advisory teacher in order to promote the development of a safe space for positive relationships and school attachment. Building administrators wanted to organize students by last name so that students in each advisory would share the same administrator and counselor since Primus High School has designated certain sections of the alphabet to each administrator and counselor.

Primus High School's scheduling and rostering structure supported the school's Response-to-Intervention (RTI) program, a three-tier system designed to identify and support students with learning and behavior needs and which begins with high-quality instructional practices and universal screening of all children in the general classroom (see Appendix B). Primus High School's rostering and scheduling system also provided a stepstone for a Tier 2 schoolwide RTI intervention by utilizing an advisory class to direct students to a targeted seminar class where students could receive individual instruction, remediation, and extension. The building administration wanted to connect

advisory and seminar through a system similar to Mattos's (2018) Pioneer Middle School tutorial model (see Appendix C). By linking advisory and seminar, the building administration wanted to maximize its modified block schedule to provide interventions and enrichments within the school day for all students. By triangulating the advisory roster, the administrator roster, and the counselor roster, the building administration also wanted to create a more aligned and responsive approach to the academic and social-emotional needs of students.

To implement a guaranteed, viable advisory curriculum, the building administration of Primus High School established an advisory committee comprised of a representative sample of content-area teachers, instructional coaches, elective teachers, special education teachers, counselors, and administrators. The advisory committee met multiple times over the summer and periodically throughout the year to design pre-packaged lessons differentiated by grade. The lessons were shared with advisory teachers at least two days in advance of each weekly advisory class. The lesson topics included college and career research projects, goal setting activities, grade tracking assignments, school spirit competitions, financial literacy education, and personal well-being strategies. The lessons were populated into an open-source school calendar and shared with the staff. The lessons also were published on an open-source website to promote community involvement. The website included other resources, visuals, and supports for the advisory teachers. The school's administrative team shared the website link in a weekly newsletter to parents (PSD, 2019).

Statement of the Problem

Advisory programs are a means within the school day for schools to deliver both a CCR and SEL curriculum. Influential educational foundations, such as Edutopia, Great Schools Partnership, and Teaching Channel, which reach thousands of educators through website and social media platforms, promoted the practice of an advisory program as a way to build positive school culture and to promote higher levels of learning for all (George Lucas Education Foundation., n.d.; Great Schools Partnership, 2015; Teaching Channel, n.d.). However, research studies on advisory programs produced mixed results on the effectiveness of advisory programs through the analysis of student achievement data, student participation data, behavior data, and perception data (Galassi, Gulledge, & Cox, 2004; Gard, 2014). In addition, most research on advisory programs focused on middle school settings (Demaray & Malecki, 2002; Mizelle & Irvin, 2015; Shulkind & Foote, 2009), often in urban school districts (Botvin et al., 2006; Gard, 2014; Montague et al., 2011). By focusing on a high school in a suburban setting, the researcher of this study sought to contribute to the knowledge base related to student age and school environment. Through the descriptive survey of student perceptions, the researcher also sought to contribute to the knowledge base by examining student attitudes instead of academic and behavior data in order to better understand how the consumers of an advisory program perceive its impact.

Purpose of the Study

The purpose of this quantitative study was to determine the impact of a high school advisory program in a public high school as measured primarily by a cross-sectional descriptive survey of student perceptions using a Likert-type scale.

Specifically, this research study focused on student perceptions toward excitement about going to an advisory class, eagerness in participating in an advisory class, interest in the lessons from an advisory class, and the usefulness of ideas from an advisory class, and the analyses disaggregated the sample by student demographics (grade level, gender, and ethnicity) and by self-reported grades. In addition, this research study correlated student perceptions toward an advisory program and an advisory teacher, toward an advisory teacher and belonging at school, and toward an advisory program and belonging at school. Lastly, this research study focused on student perceptions toward the importance of their participation in school athletics or activities, the importance of their participation in volunteer work or community service, the usefulness of an advisory program for college and/or career plans, and the usefulness of an advisory program for social and emotional development, and the analyses disaggregated the sample by student demographics (grade level, gender, and ethnicity) and by self-reported grades.

Significance of the Study

The limited information on the impact of advisory programs in high school settings as well as the inconsistency of findings in the literature on the effectiveness of an advisory program gave significance to this study regarding the impact of an advisory program in a large, diverse, midwestern, suburban, public high school. Given the national and state push for more CCR as well as SEL, this study could have relevance to districts looking for a high leverage solution to meet state accreditation requirements and individual student needs. This study could contribute to the knowledge base where there are inconsistencies in the results and conclusions by examining multiple indicators of student perceptions toward a high school advisory program in grades 9-12. The potential

impact of an advisory program as an embedded intervention within the school day to help students better understand their college options, their career choices, their community opportunities, and their personal possibilities makes advisory a subject worthy of implementing, studying, and improving. The results of this study could contribute insights into the successful implementation of a high school advisory program in a large, diverse, midwestern, suburban public high school.

Delimitations

The delimitations of this study were determined to focus the study primarily on student perceptions toward an advisory program in a public high school setting in grades 9-12. The researcher sought student perceptions about the delivery of and connection to an advisory program. To gather and analyze data on student perceptions, the researcher chose a cross-sectional descriptive study by distributing a quantitative survey using a Likert-type scale at a single point in time to measure the perceptions of a representative sample of students from one large, diverse, midwestern, suburban public high school. The students surveyed had participated in a high school advisory program for one to three years.

Assumptions

The following assumptions were made concerning this quantitative, cross-sectional study of student perceptions toward an advisory program in a large, diverse, midwestern, suburban, public high school.

1. The advisory program was implemented with fidelity by the advisory teachers.
2. The students who participated in the research study understood the items on the survey.

3. The students who completed in the survey responded accurately, seriously, and honestly to the survey.
4. The interpretation of the survey results accurately reflected the perceptions of the students.

Research Questions

The following research questions guided this study of student perceptions toward an advisory program in a large, diverse, midwestern, suburban, public high school.

RQ1. To what extent is there a difference in perceptions toward an advisory program among students enrolled at different grade levels (freshman, sophomore, junior, senior)?

RQ2. To what extent is there a difference in perceptions toward an advisory program among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say])?

RQ3. To what extent is there a difference in perceptions toward an advisory program among students reporting different ethnicities (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say)?

RQ4. To what extent is there a difference in perceptions toward an advisory program among students based on the grades they report as usual in school (A, B, C, D, F)?

RQ5. To what extent is there a relationship between student perceptions toward an advisory program and student perceptions toward their belonging at school?

RQ6. To what extent is there a relationship between student perceptions toward their connectedness with an advisory teacher and student perceptions toward their belonging at school?

RQ7. To what extent is there a relationship between student perceptions toward an advisory program and student perceptions toward their connectedness with an advisory teacher?

RQ8. To what extent is there a difference in perceptions toward the importance of participation in school athletics or activities among students enrolled at different grade levels (freshman, sophomore, junior, senior)?

RQ9. To what extent is there a difference in perceptions toward the importance of participation in volunteer work or community service among students enrolled at different grade levels (freshman, sophomore, junior, senior)?

RQ10. To what extent is there a difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students enrolled at different grade levels (freshman, sophomore, junior, senior)?

RQ11. To what extent is there a difference in perceptions toward the usefulness of an advisory program for social and emotional development among students enrolled at different grade levels (freshman, sophomore, junior, senior)?

RQ12. To what extent is there a difference in perceptions toward the importance of participation in school athletics or activities among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say])?

RQ13. To what extent is there a difference in perceptions toward the importance of participation in volunteer work or community service among students reporting

different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say])?

RQ14. To what extent is there a difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say])?

RQ15. To what extent is there a difference in perceptions toward the usefulness of an advisory program for social and emotional development among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say])?

RQ16. To what extent is there a difference in perceptions toward the importance of participation in school athletics or activities among students reporting different ethnicities (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say)?

RQ17. To what extent is there a difference in perceptions toward the importance of participation in volunteer work or community service among students reporting different ethnicities (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say)?

RQ18. To what extent is there a difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students reporting different ethnicities (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say)?

RQ19. To what extent is there a difference in perceptions toward the usefulness of an advisory program for social and emotional development among students reporting

different ethnicities (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say)?

RQ20. To what extent is there a difference in perceptions toward the importance of participation in school athletics or activities among students based on the grades they report as usual in school (A, B, C, D, F)?

RQ21. To what extent is there a difference in perceptions toward the importance of participation in volunteer work or community service among students based on the grades they report as usual in school (A, B, C, D, F)?

RQ22. To what extent is there a difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students based on the grades they report as usual in school (A, B, C, D, F)?

RQ23. To what extent is there a difference in perceptions toward the usefulness of an advisory program for social and emotional development among students based on the grades they report as usual in school (A, B, C, D, F)?

Definition of Terms

The definition of terms includes terms which were essential to this study and terms which may vary depending on educational, cultural, or geographical context. According to Roberts (2010), "This section of the dissertation provides the definition for the terms used that do not have a commonly known meaning or that have the possibility of being misunderstood" (p. 139). The following terms were used in this research study. The researcher chose to use the definitions as provided by the cited organizations because the definitions provided the most accurate representation of the terms or concepts related to this research study.

21st Century Skills. Great Schools Partnership (2016) defined 21st Century Skills as including: critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information; research skills and practices, interrogative questioning; creativity, artistry, curiosity, imagination, innovation, personal expression; perseverance, self-direction, planning, self-discipline, adaptability, initiative; oral and written communication, public speaking and presenting, listening; leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces; information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer; civic, ethical, and social-justice literacy; economic and financial literacy, entrepreneurialism; and global awareness, multicultural literacy, humanitarianism programming.

Advisory. Great Schools Partnership (2015) defined advisory as a scheduled period of time, typically during the school day, when teachers meet with small groups of students for the purpose of advising them on academic, social, or future-planning issues. In some cases, other adults and staff members, such as guidance counselors or social workers, may act as advisors or participate in an advisory program. Advisories, as these meetings are commonly called, may be casual and loosely organized in some schools, or they may follow a prescribed curriculum and clear set of routines determined by school leaders, teachers, and students. Advisories may meet daily, multiple times a week, or only a few times a month. Advisory periods tend to be shorter than a typical class, perhaps as 20 or 30 minutes long, and they are often used as an alternative to more traditional homeroom periods. Advisories are one of many possible strategies that schools use to make sure that students don't fall through the cracks—that is, to ensure that their social,

emotional, and academic needs are not being overlooked or left unattended. For this reason, advisories are often considered to be a form of personalized learning or academic support focused on helping all students succeed academically, stay in school, and make more informed educational decisions that will help them prepare for the future.

Career and Technical Education (CTE). According to Advance CTE (2019), The Carl D. Perkins Career and Technical Education Act of 2006 called upon states to create sequences of academic and CTE coursework to help students attain a postsecondary degree or industry-recognized certificate or credential, otherwise known as programs of study (POS). According to the definition in Perkins, programs of study must: incorporate and align secondary and postsecondary education elements; include academic and CTE content in a coordinated, non-duplicative progression of courses; offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits; and lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

College and Career Readiness (CCR). According to Achieve (2019), College- and career-ready graduates should be able to enter and succeed in entry-level postsecondary courses without the need for remediation. Specifically, they should have a mastery of rigorous knowledge and skills in core academic disciplines, including English language arts/literacy, mathematics, history, civics, science, art, and music. The skills most demanded by colleges and employers were, by design, inherent in rigorous K–12 expectations—the ability of students to communicate effectively (both verbally and in written communications), to solve problems, to think critically and develop informed arguments, and to analyze information and data. Collaborating, communicating and

presenting information, and using research to make informed judgments are among the critical skills that impact success.

Deeper Learning. Vander Ark and Schneider (2013) defined deeper learning as an umbrella term for the skills and knowledge that students must possess to succeed in 21st century jobs and civic life. At its heart it is a set of competencies students must master in order to develop a keen understanding of academic content and apply their knowledge to problems in the classroom and on the job.

Individual Plan of Study (IPS). According to KSDE (2018b), the IPS is a roadmap, which included the development of a flexible career focus and an education plan that is clearly defined, rigorous, and relevant to assure a successful and efficient transition to postsecondary education and/or the workforce.

Local Education Agency (LEA). Cornell Law School (2019) defined an LEA as a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties are recognized in a state as an administrative agency for its public elementary schools or secondary schools.

Personalization. Yonezawa, McClure, & Jones (2012) defined personalization as the web of positive relationships cultivated among adults and youth in classrooms, schools, and communities that promotes learning by helping students feel competent in and connected to the world. The idea is that educators get to know their students well—not just their abilities and learning styles but also their interests and motivations—and

they use this insight to design more effective individualized instruction and guidance. But these relationships must be reciprocal: Students must also come to know their educators, to trust them and respect them.

Response to Intervention (RTI). According to the RTI Action Network (2019), RTI is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

Social and Emotional Learning (SEL). According to the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2019b), SEL is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. It centers on the education of the whole child with an emphasis on healthy development, high expectations, and positive outcomes as measured by five key competencies: self-awareness, self-management, responsible decision making, relationship skills, and social awareness.

Social-Emotional Character Development (SECD). According to KSDE (2012), the purpose of the SECD standards was to provide schools a framework for integrating SEL with character development so that students will learn, practice, and model essential personal life habits that contribute to academic, vocational, and personal

success. It was about learning to be caring and civil, to make healthy decisions, to problem solve effectively, to value excellence, to be respectful and responsible, to be good citizens, and to be empathic and ethical individuals.

Whole Child Approach. The ASCD (2020) defined the whole child approach as a means to ensure that each student is healthy, safe, engaged, supported, and challenged" and that it "sets the standard for comprehensive, sustainable school improvement and provides for long-term student success.

Organization of the Study

This research study was organized in five chapters. Chapter 1 presents the background of the study, statement of the problem, purpose of the study, significance of the study, delimitations, limitations, assumptions, research questions, definition of terms, overview of the methodology, and organization of the study. Chapter 2 presents a review of the literature, which includes the evolution of college and career readiness, the transformation in socio-economic dynamics, the proliferation of mental health issues, the implementation of social-emotional learning, the design of tiered support systems, the focus on personalized planning, and the efficacy of advisory programming pertinent to this study on student perceptions toward an advisory program in a large, diverse, midwestern, suburban, public high school. Chapter 3 presents the methodological information about the research study, which includes the research design, selection of participants, sampling procedure, measurement, data collection procedures, data analysis, hypothesis testing, and limitations. Chapter 4 presents a summary of the research findings and the analysis of the data. Chapter 5 presents a study summary, findings

related to the literature review, implications for action, recommendations for future research, and the concluding remarks.

Chapter 2

Review of the Literature

Achieve (2015), a bipartisan, nonprofit organization of governors and business leaders, conducted a national study of 767 college faculty and 407 employers in 2015 and found that 78% of college faculty felt that public high schools were not adequately preparing students for success in college and career, a number which had increased from 65% in 2004 (Achieve, 2015). The researchers also found that 62% of employers felt that public high schools were not adequately preparing students for success in college and career, a number which had increased from 38% in 2004 (Achieve, 2015). The findings from the Achieve (2015) study were supported by the findings of an ACT (2013) study which reported that 33% of college-bound students were not ready for English Composition, and 54% of college-bound students were not ready for College Algebra. The College Board (2014) reported the positive correlation between SAT and AP scores and college completion and argued for more exposure to rigorous coursework in high school, concluding that "it is important for students to engage in the college-preparation process early and regularly monitor whether they are on target for college and career readiness" (p. 8). The College Board (2014) emphasized the important role that middle schools and high schools played in the creation of a college preparatory culture anchored with tangible plans for post-secondary success. This early and continuous engagement tracked by a concrete, individualized plan would help match the abilities and interests of students with appropriate, corresponding college choices, another marker for higher rates of college completion (College Board, 2014).

The exigency of various business leaders and community stakeholders for improved post-secondary success of high school graduates has motivated local education agencies (LEAs) to find structural solutions for the delivery of academic interventions and social-emotional learning within the school day. Advisory programs have become the solution for some school districts to provide "personalized learning or academic support focused on helping all students succeed academically, stay in school, and make more informed educational decisions that will help them prepare for the future" (Great Schools Partnership, 2015, para. 4). This scheduled, embedded, guaranteed time within the school day in which teachers can meet with students to advise them on academic, civic, social-emotional, and future-planning issues is driven by the theoretical framework of SEL, which centers on the education of the whole child with an emphasis on healthy development, high expectations, and positive outcomes as measured by five key competencies: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness (CASEL, 2019b). SEL is based upon an integrated, responsive, and systematic approach to reducing risk factors and promoting positive adjustments in students. SEL is a framework similar to the whole child approach as advocated by the ASCD which seeks to ensure that "each student is healthy, safe, engaged, supported, and challenged…and…sets the standard for comprehensive, sustainable school improvement and provides for long-term student success" (ASCD, 2020, para. 2). In their white paper for the Digital Learning Now (DLN) national initiative, Ryerse, Schneider, and Vander Ark (2014) found that advisory programs provide the opportunity for increase student motivation through relationships and high interest curriculum; increased customization through personalized goals for college,

career, and community service; and increased equalization through opportunities for all students to explore colleges and careers.

Kansas is one state that has been at the forefront in seeking solutions to the issues outlined by Achieve (2015) and ACT (2013) through the implementation of individualized CCR programming, as discussed in the Great Schools Partnership (2015), and responsive SEL programming, as discussed in CASEL (2019b). In October 2015, the Kansas State Department of Education (KSDE) launched its Kansans Can initiative in order to create "a more student-focused system that provides support and resources for individual success" (KSDE, 2018g, para. 1). This vision for education in which Kansas leads the world in the success of each student promoted "academic preparation, cognitive preparation, technical skills, employability skills, and civic engagement" (KSDE, 2018g, para. 4). The Kansans Can initiative articulated five key measurements for accountability: kindergarten readiness, social-emotional growth, IPS, high school graduation, and postsecondary success (KSDE, 2018g). In addition, the KSDE had a clear set of social, emotional, and character development standards as part of its college and career readiness plan (KSDE, 2018f). In January 2018, the United States Department of Education approved the KSDE's plan for the Every Student Succeeds Act (ESSA), a plan which set a target of 95% graduation and a target of 75% proficiency on state exams across all students and subgroups (KSDE, 2018e). The KSDE had implemented these standards and measures in order to prepare its students for the 71% of all Kansas jobs which will require a postsecondary degree or certificate by 2020 (KSDE, 2018g). The KSDE's vision and initiatives for the students of the state correspond with the larger national landscape driven by a call from corporations, colleges, politicians, and families

for schools to better prepare students for post-secondary success. In fact, KSDE's school redesign principles focused on student success skills, personalized learning, real world application, and community partnerships with a movement toward social-emotional character development standards implemented throughout the state (KSDE, 2018g).

This chapter reviews the literature related to the motivation for and the effectiveness of advisory programs. The information is organized into sections which review the evolution of college and career readiness, the transformation in socio-economic dynamics, the proliferation of mental health issues, the implementation of social-emotional learning, the design of tiered support systems, the focus on personalized planning, and the efficacy of advisory programming.

The Evolution of College and Career Readiness

At the same time colleges and companies like Achieve (2015), ACT (2013), and The College Board (2014) reported that high school graduates were not properly prepared for post-secondary success, the job market itself was rapidly changing due to technological advances, economic shifts, and demographic changes. In *The Future of Jobs Report*, the World Economic Forum (2016) listed the top ten skills for jobs by the year 2020: complex problem solving, critical thinking, creativity, people management, coordinating with others, emotional intelligence, judgment and decision making, and service orientation. While three of the skills dealt with critical and creative thinking, the majority of the skills dealt with social-emotional learning and interpersonal skills. Similarly, Levy and Cannon (2016), the authors of the *Bloomberg Job Skills Report,* listed communication, collaboration, leadership, motivation, adaptability, decision making, risk taking, and mindset as eight of the fourteen skills that managers want in top

talent. Again, the majority of the skills for jobs required social-emotional learning and interpersonal skills. Such reports motivated a reimagining of the purpose of school, the structure of scheduling, and the profile of a graduate. No longer were critical and creative cognitive abilities enough; college and career readiness became more expansive to include communication skills and interpersonal competencies to prepare high school graduates for post-secondary success. In addition, students played a more active role in the development of their individualized plans of study: their personalized blueprints to navigate the high school experience and to design more purposefully and strategically their post-secondary plans (KSDE, 2018b).

Because the future of jobs was rapidly changing, many educational, corporate, and philanthropic entities invested funds into developing alternatives to traditional education. They sought personalization in the form of individualized pathways for students to plan more critically and intentionally for their futures beyond high school. Starting with the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, politicians and reformers began to make the push for higher academic standards, vocational-technical curriculum integration, state performance standards, and post-secondary transition opportunities (Pankake & Littleton, 2012). The educational philosophy underpinning the first Perkins act was bolstered by the Goals 2000: Educate America Act of 1994, which led to the development of The National Skill Standards Board (NSSB), and the School-to-Work Act of 1994, which introduced the concepts of career pathways, course sequences, and professional mentoring (Pankake & Littleton, 2012). Since the 1990s, Congress had reauthorized the Perkins Act numerous times with a progressively more targeted and focused definition of CTE (Pankake & Littleton,

2012). With the Carl D. Perkins Career and Technical Education Act of 2006, funds were provided to local education agencies (LEAs) based upon their offering of accredited programs of studies (POSs) that included at a minimum four criteria: align secondary and post-secondary standards, assessments, and credentialing; develop course pathways in coordinated, nonduplicative progressions; create opportunities for post-secondary credits; and lead students to an industry-recognized post-secondary certificate, credential, or degree (Pankake & Littleton, 2012). The Perkins IV Act also established sixteen Career Clusters to more clearly articulate the sequences or pathways of academic, career, and technical courses. With the evolution of CTE pathway programming came an increased need for districts to find a means to advertise and promote their pathway programs as well as for students to explore and identify individualized pathway programs.

The same societal impetus for the burgeoning of CTE pathway programming helped to usher in a broader educational wave of small learning communities, local business partnerships, and college and career integrated curricula (Kemble, 2008). For example, major philanthropic organizations—The Bill & Melinda Gates Foundation, the Carnegie Corporation, and The W.K. Kellogg Foundation Initiative—invested millions of dollars in the development of the Early College High School Initiative (ECHSI), a means for high school students to earn both a high school degree and a two-year associate's degree (or two years' credit toward a bachelor's degree) to increase access to a post-secondary education (Pankake & Littleton, 2012). Such philanthropic foundations and progressive organizations, through their political influence, financial assets, and community reach, motivated public school systems to be responsive and inventive in

their design of scheduling and programming to meet individual student needs and to provide accelerated credit opportunities.

In an effort to increase the academic rigor, professional opportunities, and interpersonal competencies of high school graduates, Jobs for the Future (JFF) partnered with a diverse range of influential business, education, and technology entities, such as Google, Department of Education, Bill and Melinda Gates Foundation, Walmart, and Department of Labor to become a leader in the research and implementation of deeper learning, an educational model which focused on rigorous instruction tailored to individual needs and interests; course credit or student grades based on demonstrations of skills and content knowledge; and an active student role in defining personal educational pathways (Mehta & Fine, 2015). The ultimate goal of JFF was to deliver a rigorous secondary school curriculum at an accelerated pace with more college access for more students (JFF, 2018). Cueves (2018), a senior policy manager at JFF, reported that JFF supported bipartisan legislation called The Strengthening Career and Technical Education for the 21st Century Act, which would overhaul federal support for CTE programs and make improvements to the existing Perkins Act. The JFF's platform, like the Perkins Act before it, wanted to:

> encourage the development of high-quality programs of study; emphasize the importance of work-based learning, encourage the expansion of dual enrollment and early college high school opportunities; require that CTE programs align with the skill needs of employers in in-demand industries and occupations; focus on transferable job skills. (Cuevas, 2018, para. 2)

In order to support their vision for the reimagining of education, the JFF cited research from Levine & Kawashima-Ginsberg (2014) who, in their analysis of a national survey of 18-24 year-olds, found that schools must provide opportunities for high-quality discussion of controversial issues to develop increased civic engagement. The researchers also cited Gandara (2015) who, in a report to The White House Initiative on Educational Excellence for Hispanics, argued that to improve economic outcomes for Latinas, school systems must reduce the need to incur debt to complete college, provide access to rigorous academic programs especially in STEM courses, and assist with more access to counselors for post-secondary planning and social-emotional wellbeing. Lastly, the researchers cited Conley (2015) who, in a synthesis of literature for the Educational Policy Improvement Center, advocated for districts to provide a clear and comprehensive definition of CCR, which could be articulated in a strategic plan or a profile of a graduate, and a multi-dimensional student profile, which could involve a comprehensive system of assessments tied to an IPS. This coordinated and individualized strategic plan for students is designed to facilitate deeper learning which Vander Ark and Schneider (2013) identified as:

> an umbrella term for the skills and knowledge that students must possess to succeed in 21st century jobs and civic life. At its heart is a set of competencies students must master in order to develop a keen understanding of academic content and apply their knowledge to problems in the classroom and on the job. (p. 66)

The intended educational outcome of the 6Cs of deeper learning—character, citizenship, collaboration, communication, creativity, and critical thinking—is transference, or when

"an individual becomes capable of transferring what was learned in one situation and applying it to new situations" (Pellegrino and Hilton, 2012, p. 5).

The policy work of JFF (2018) emphasized a vision for learning in which individualized planning, community partnerships, early college opportunities, civic engagement, and multi-dimensional assessments provided the most effective practices for increased CCR for high school students. The ideological framework of deeper learning paralleled the motivation for the implementation of advisory programs in high schools as a response to a rapidly changing cultural, technological, and economic landscape and influenced by corporate, political, and philanthropic influence. For some school districts, advisory programs served as an expedient vehicle for the delivery of individualized college and career plans, for social-emotional competencies, and for civic engagement opportunities (Great Schools Partnership, 2015).

The Transformation in Socio-Economic Dynamics

The rise in personalized career pathways, accelerated college initiatives, and deeper learning programming during the early 2000s paralleled a transformation in socio-economic dynamics. According to a TED Talk by Rosin (2010), changes in the economy, industry, and technology impacted gender and identity as well as the skills required by the workplace and the nature of the work itself. Rosin (2010) cited numerous statistics to demonstrate the demographic shifts in gender on college campuses and in office workplaces: three women to two men were earning college degrees; over 50% of managers were women; in the 15 professions projected to grow the most by 2020, all but two were dominated by women; men represented 3/4 of the 8 million job losses since the recession of 2008; in 1,997 of 2000 communities, young single women made more

money than young single men; and more women than men were earning doctorate degrees (Rosin, 2010). In addition, Rosin (2010) argued that our economy had gone from a manufacturing economy to a service economy and an information economy, which required intelligence, focus, close listening, open communication, workplace fluidity, team-building, and critical and creative thinking, skills which she argued traditionally had been strengths of women (Rosin, 2010). This new economy was dividing into high skill, high wage jobs and low skill, low wage jobs with middle wage jobs dropping out of the economy (Rosin, 2010).

Because low skill jobs were becoming more and more automated and dropping from the economy, as further documented in several reports (McFarland, 2017; Webber, 2018; Wingfield, 2017), school systems became increasingly responsible for providing students with the 6Cs of the deeper learning model—character, citizenship, collaboration, communication, creativity, and critical thinking (Fullan, Quinn, & McEachen, 2017). The deeper learning model extended the Partnership for 21st Skill's (P21) framework, endorsed by the National Education Association (NEA, 2020), which focused on the 4Cs—critical thinking, communication, collaboration, and creativity—as well as a need for life and career skills. Bishop (2010), the director of the Center for Transformation of Schools at UCLA and former senior policy advisor with the Learning Policy Institute, presented to the Institute of Museum and Library Services (IMLS) the P21 framework to serve as a catalyst to position 21st Century Skills at the center of U.S. K-12 education by building collaborative partnerships among education, business, community, and government leaders.

Affirming the findings of Rosin (2010) and the intended educational outcomes of the deeper learning model and P21 frameworks, Zlab (2019), a data analytics specialist at Garmin, presented the findings of a mixed methods study of 347 Gen Z interns and employees at the company. In her presentation at the Garmin Educator's Summit, Zlab (2019) reported that the company's Gen Z interns and employees had gaps in their in-person communication, critical thinking, collaborative projects, practical life skills, and professional life preparation. As a major international company, Garmin provided a representative example of an employer with a vested interest in the hiring of post-secondary students with the competencies articulated in the deeper learning model and the P21 framework. The findings from Zlab's (2019) study also affirmed the call by national think tanks, philanthropic organizations, and sociological researchers for post-secondary students to solve complex problems in critical, creative, and collaborative ways and to be life-long, self-directed learners who can adapt to a rapidly evolving job market. While high school graduates must possess the hard skills—the 21st Century skills as promoted in the research of Trilling and Fadel (2009)—high school graduates also must be able to apply these hard skills in context-sensitive ways and through an understanding of perspectives and ideologies as fostered by civic engagement programs (Levinson, 2012). Understanding this economic and social trend, the KSDE launched its SECD standards in 2012 and revised the standards in 2018, establishing an articulated set of standards from pre-kindergarten to twelfth grade meant to address the needs outlined in the research of Rosin (2010) and Zlab (2019). In fact, the KSDE was one of the first state departments of education to partner with P21 and to adopt such a set of SECD standards (KSDE, 2018c).

The Proliferation of Mental Health Issues

During the time of socio-economic shifts from the 1990s to the 2010s, our society also experienced a mental health crisis as documented in the rise of suicide and depression rates. Plemmons et al. (2018), using a retrospective analysis of administrative billing data from the Pediatric Health Information System database, found that the annual percentage of all visits for suicide ideation and suicide attempts among children 10-18 years old "almost doubled, increasing from 0.66% in 2008 to 1.82% in 2015" (p. 1). In addition, Curtin, Warner, and Hedegaard (2016), in a National Center for Health Statistics report to the United States Department of Health and Human Services, presented results that indicated that, while suicide rates had declined from 1986 to 1999, suicide rates from 1999 to 2014 increased 24% from 10.5 to 13.0 per 100,000 population. The Centers for Disease Control and Prevention (2017), in its Morbidity and Mortality Weekly Report, confirmed the findings of Curtin et al. (2016), citing the doubling of suicide rates from 2.4 to 5.1 per 100,000 for females in the years 2007 to 2015, the highest rate for females in the 1975 to 2015 period. The Centers for Disease Control and Prevention (2017) also provided evidence that the suicide rate for males aged 15 to 19 years increased 31% from 10.8 in 2007 to 14.2 in 2015.

The evident rise in adolescent suicide rates from the early 2000s to the late 2010s was an outgrowth of the rise in adolescent depression and anxiety rates during that same period. Twenge, Cooper, Joiner, Duffy, and Binau (2019), in an examination of survey data from more than 200,000 adolescents from the ages of 12 to 17 between the years 2005 to 2017, found the rate of adolescents reporting major depression symptoms had increased 52%, including 20% of female respondents reporting major depression

symptoms in the last year of the survey data. The National Institute of Mental Health (NIMH, 2019) corroborated Twenge et al.'s (2019) findings indicating that 2.3 million adolescents from 12 to 17 years old had experienced at least one depressive episode with severe impairment, which represented 9.4% of United States population 12 to 17 years old.

Additionally, the NIMH (2019) reported that in 2017, 60.1% of adolescents who reported major depressive episodes received no treatment. With the rise in suicide rates and depression and anxiety rates, combined with a lack of treatment for approximately 60% of the adolescent population, schools had been tasked by state agencies and community stakeholders to provide more strategic mental health services and professional partnerships as discussed in Ayasse and Stone's (2015) analysis of social work services delivered between 2000 and 2012 in a large urban school district. The researchers found that for social work services to be systemic and sustainable, funding must be aligned with a community needs survey and district data-based decision-making and must include the delivery of preservice training and ongoing professional learning for district staff (Ayasse & Stone, 2015).

The findings of Ayasse and Stone (2015) are important to the study of an advisory program because life-long mental health issues begin during the schooling years. Merikangas et al. (2010) found that 22.2% of adolescents demonstrated signs of mental health disorders, such as mood, anxiety, and behavior disorders, with the median age for the onset of such disorders primarily falling between 11-15 years old. However, Swick and Powers (2018) identified multiple barriers when referring students with mental health issues to community providers, such as "a language barrier, a lack of transportation or

health insurance, or lack of flexibility with their jobs leaving them unable to make appointments" (p. 129). In addition to barriers of language, travel, cost, and time, Swick and Powers (2018) also identified stigma as a reason for students not seeking help and receiving services. The feeling of stigma included shame, negative social judgement, and potential discrimination. This finding was relevant because the ultimate goal of an advisory program is, as Hertz (2016) posited, to be a "guiding force, safe space, and advocate" (para. 2).

The National Center for Injury Prevention and Control (n.d.), as part of their suicide prevention series, advocated for a population approach to preventing suicide, which included a peer, family, and community approach, with an emphasis on primary prevention, which focused on positive relationships, community connectedness, and early detection. Their campaign corroborated the work of Lane, Oakes, Crocker, and Weist (2017) who called for early detection in the form of self-reported high school mental health screenings. Lane et al. cited Wagner and Newman (2015) who found that students with emotional and behavior disorders faced negative outcomes, including "peer rejection, impaired interpersonal relationships, academic underachievement, limited school engagement, unemployment and underemployment, and high need for mental health supports" (p. 3). In combination with the findings of Merikangas et al. (2010) that life-long mental health issues begin during the schooling years, typically between the ages of 11-15, a growing demand arose for schools to provide not only prevention and intervention but detection as well. Most notably, in an interview with California Surgeon General Nadine Burke Harris, a pediatrician who developed screening tools to assess children's exposure to adverse childhood experiences (ACEs), Waters (2019) reported

that Harris worked on legislation for the screening of children and adults for ACEs and argued that "adverse childhood experiences and toxic stress constitute the major public health issue of our time" (para. 7). Harris's goal to screen children for ACEs is relevant to school districts who are utilizing advisory programs and investing in student self-reporting survey software to measure school climate, social-emotional learning, and student mental health.

The Implementation of Social-Emotional Learning

In order to combat the rising rates of suicide, depression, and anxiety in adolescent students, high schools implemented advisory programs not only to deliver a social-emotional learning curriculum, such as those promoted by organizations like CASEL, but also to make large high schools feel smaller by providing a grade-level cohort of students with which to navigate the high school experience and by assigning a consistent teacher from grades nine through to twelve to foster stability, trust, and connection. This approach to advisory was founded upon research like that of Bergin and Bergin (2009) who built from the concept that attachment is the foundation of social-emotional wellbeing and that social-emotional wellbeing is the foundation of school success. The researchers compiled an extensive review of literature on attachment in children with primary attachment figures. The findings from their review of literature were applicable and relevant to teacher behavior and modeling in an advisory program. Bergin and Bergin's (2009) review of literature emphasized that children develop internal working models based on memories and expectations which are carried into new interactions with others. Secure children see others as trustworthy, the self as valuable, and the self as effective in interacting with others (Bergin & Bergin, 2009). Bergin and

Bergin (2009) also reported that insecure students experienced less academic success, were less confident and able to handle frustration and stress, were less likely to be socially competent, struggled with emotion regulation, were more likely to be diagnosed with ADHD, and were at a higher risk for mental illness. Bergin and Bergin (2009) examined the issue of developing attachment in high school because students spend less time with specific teacher. The issue of student attachment to high school is important because Larose, Bernier, and Tarabulsy (2005) found that insecure students had lower rates of achievement during their first year of college.

To foster student attachment, Bergin and Bergin (2009) identified several key teacher behaviors. Bergin and Bergin (2009) found that teachers who were well prepared for class, showed their "real" self, granted student autonomy, and held high expectations created classroom environments that promoted student attachment. Yonezawa et al. (2012) confirmed Bergin and Bergin's (2009) findings on effective teacher behaviors, concluding "positive teacher-student relationships can help buffer students against a host of problems, from disengagement in a specific academic subject to engaging in risky social behaviors such as smoking or alcohol abuse" (p. 6). However, Yonezawa et al. (2012) also acknowledged the limitations of studies involving teacher attachment because most of the studies have focused on elementary school contexts.

Demaray and Malecki (2002) studied the relationship between social support and behavior indicators. The researchers focused their study on at-risk Hispanic students in a midwestern urban middle school. Through a quantitative survey design, the researchers measured the correlation between social support as measured by Child and Adolescent Social Support Scale scores and maladjustment indicators as measured by Behavior

Assessment System for Children Self Report of Personality scores. The researchers predicted a significant positive relationship between social support (parent, teacher, classmate, friend, and school) and positive adjustment indicators as well as a significant negative relationship between social support and maladjustment indicators. The researchers also predicted the highest correlation between parent support and maladjustment indicators. In their analysis of the quantitative survey data, the researchers found a moderate significant relationship between overall social support and maladjustment indicators. In addition, the researchers only found significant relationships between parent support and maladjustment indicators as well as classmate support and maladjustment indicators. However, Demaray and Malecki (2002) found no significant relationship between teacher support or school support and maladjustment indicators.

While Demaray and Malecki (2002) studied the relationship between teacher and school support and behavioral adjustment, Gard (2014) studied the relationship between teacher and school support and academic achievement by analyzing archived achievement data from the Explorer exam to measure the specific academic performance of students in English and math and to rank the students into three performance categories—top, middle, and bottom. Similar to Demaray and Malecki's (2002) findings related to behavior, Gard (2014), who analyzed the testing data three years before the implementation of an advisory program and four years after the implementation of an advisory program, found no significant relationship between teacher and school support and academic achievement. The results of these two studies, limited by urban

populations of primarily Hispanic students, created a need for further research on diverse populations in suburban settings.

The Design of Tiered Support Systems

In order to foster attachment, increase engagement, and improve achievement, schools have attempted to identify the effective structural components of a systemic and sustainable environment that fosters support, hope, engagement, and achievement for students. By studying the perceptions of 423 students across five secondary schools in the Midwest, Van Ryzin (2011) affirmed the importance of school engagement for academic achievement. Van Ryzin (2011) concluded that interventions that increase student perceptions toward autonomy, that provide teacher and peer support, and that develop student goal setting may create the environmental conditions to positively impact student academic achievement and behavior performance over time. Less clear from the research was the way in which schools and districts can structurally maintain and systemically continue the positive impacts over time as students graduate, populations shift, and demographics change (Van Ryzin, 2011).

Solution Tree (2020), an influential education consulting organization that advertises its global reach to include 515 publications and 42,984 educators attending its 4,260 annual professional learning events, has offered a framework for addressing the Van Ryzin (2011) question through a Response to Intervention (RTI) system. RTI begins with quality Tier 1 academic instruction and behavior expectations, which involves a guaranteed, viable curriculum delivered to all students (RTI Action Network, 2019). The RTI system provides follow up Tier 2 remediation and reteaching for students who have not mastered Tier 1 instruction, and it provides extension and enrichment for students

who have mastered Tier 1 instruction (RTI Action Network, 2019). Tier 2 interventions, for both academics and behavior, are targeted, individualized, and typically delivered by a push-in, within the classroom model or through an intervention period embedded within the school day (RTI Action Network, 2019). Finally, the RTI system provides a Tier 3 support system for students in need of intensive services for academic deficiencies and/or behavioral issues, typically delivered in a pull-out model with the aid of a specialist (RTI Action Network, 2019). Students eligible for Tier 3 academic and/or behavioral services have not responded effectively to Tier 1 and Tier 2 instruction and typically have been referred through a faculty intervention team composed of administrators, counselors, and teachers (RTI Action Network, 2019).

For example, in the context of this RTI framework, the advisory program in Gard's (2014) study was implemented to provide a guaranteed academic support within the school day, a concept supported by the RTI research of Mattos (2018), in order to improve student academic success as measured by testing data, graduation rate, and grade distribution. The advisory program was an intentional strategy to improve human relationships and school culture, thus increasing engagement and achievement, by providing an intervention period within the school day to maximize student reach by avoiding the before school and after school conflicts of motivation, transportation, and extracurricular activities. However, Gard (2014) found no significant improvement in academic achievement after the implementation of an advisory program.

Solimene (2012) also studied the effectiveness of advisory on a targeted population, utilizing a mixed methods study in order to investigate whether an advisory program impacted the student achievement, connectedness, and belongingness of ninth

grade students. Solimene (2012) documented the evolution of Smaller Learning Communities (SLC) in the American educational system. Similar to Gard (2014) and Meloro (2005), Solimene (2012) sought answers to questions about the effectiveness of an advisory program on school climate and culture, about the effectiveness of activities within an advisory program, and the effectiveness of an advisory program on student academic achievement and future planning. Solimene (2012) also studied the role of leadership in the successful implementation of an advisory program.

In order to develop a successful and sustainable advisory program, Solimene (2012) found, as with the PLC research of DuFour and Marzano (2011), that a strong, effective guiding coalition is essential. Solimene (2012) utilized a mixed methods study through interviews with students and teachers about advisory structures, schedules, and relationships as well as an online survey to collect data on student demographics and perceptions. Solimene (2012) conducted the study at two high schools – one school with an integrated, scheduled advisory and one school with an additive, bi-weekly advisory. Based on the qualitative responses of School B, the twice-a-month advisory lacked consistency and continuity, creating difficulty for student and teacher acceptance. Solimene (2012) further suggested that challenges in scheduling classes, in creating resources, and in offering professional development must be anticipated by district and building leadership.

Advisory as an RTI strategy embedded within the school day also has roots in the small schools movement. Darling-Hammond, Ancess, and Ort (2002) reported that schools have higher levels of achievement when they create smaller units within the school and keep students together over multiple years. Among Darling-Hammond et al.'s

(2002) seven factors influencing school success, the researchers identified personalization, relationships, flexible supports, and teacher quality, all of which are foundational components of an advisory program. Legters, Balfanz, and McPartland (2002) supported Darling-Hammond et al. (2002) by identifying the shortcomings of traditional comprehensive schools and advocating for structural reforms founded upon high standards, personalization, relevance, flexible supports, and multiple opportunities for success. As part of their personalization discussion, the researchers promoted an advisory program as a means to provide students with consistent and multi-faceted adult support throughout high school (Legters et al., 2002). In addition, the researchers endorsed the inclusion of real-world activities, career themes, and community service opportunities to engage and connect students (Legters et al., 2002). The conclusions of Legters et al. (2002) align with the conclusions of Rosin (2010)—as well as the conclusions of Fullan et al.'s (2017) deeper learning model and Bishop's (2010) P21 framework—in that the economy of industrialization and conformity has shifted in dynamic ways requiring a new set of skills and structures from high school graduates. It also has created a need for schools to build communities, not control behavior (Darling-Hammond et al., 2002).

The idea of a teacher serving as an advisor to assist students with academic and social-emotional issues during a protected time embedded into the school day is not only ideological but practical. Fuschillo (2018) reported that, although the American School Counselor Association recommended student-to-counselor ratio is 250-to-1, it was actually 482-to-1. Teachers have been tasked with covering this academic and interpersonal gap through the RTI model, which includes interventions such as an

advisory program. For an advisory program to be successful, as Solimene (2012) concluded, schools must have strong guiding coalitions to build positive momentum for the implementation of an advisory program. Because an advisory program comes with additional responsibility and potentially additional emotional stress for teachers, schools must have clear communication, sound justification, and seamless organization for the intervention system and advisory program (Yonezawa et al., 2012). In addition, teachers must have adequate training. Jordan (2015), in an evaluation of a rural high school advisory program using a mixed methods approach, found an overall positive perception of the advisory program, especially in the area of teacher connectedness and parent communication. However, Jordan (2015) also found that teachers needed more training in order to feel confident and competent in handling sensitive topics and personal issues with students.

The Focus on Personalized Planning

The concepts of intervention and advising as part of a school-wide support system merge into the movement toward personalization. In their synthesis of research, Yonezawa et al. (2012) advocated for personalization in schools, which they defined as "the web of positive relationships cultivated among adults and youth in classrooms, schools, and communities that promotes learning by helping students feel competent in and connected to the world" (p. 1) in order to combat the "anonymity, irrelevance, and disengagement" (p. 1) that some students feel in large high school environments. Specifically, the researchers wanted to find evidence of the impact of personalization programs on academics and for low-income and minority students. They articulated in their research questions that they wanted to study the history of personalization programs,

the outcomes of student-teacher relationships, the success of intervention programs, the best practices for low-income and minority students, and the next steps for increasing personalization in schools.

In order to establish the context of personalization, Yonezawa et al. (2012) pointed to Theodore Sizer and his Coalition of Essential Schools as the contemporary progenitors of personalized education. The findings of their work have been driven by millions of dollars in investments from the Bill and Melinda Gates Foundation and the Annenberg Foundation in smaller schools and personalization programs. Yonezawa et al. (2012) acknowledged many social-emotional benefits of personalization—students less likely to engage in risky behavior, students more likely to matriculate smoothly through grades and between schools, students less likely to be disengaged with class. They further distinguished between warmth and conflict in student-teacher relationships. They defined warmth as involving "teacher interest, high expectations for student achievement, praise, and willingness to listen to students" (p. 6) and conflict as involving "coercive disciplinary practices, unwillingness to incorporate student choice, and low expectations for student achievement" (Yonezawa et al., 2012).

However, Yonezawa et al. (2012) also discussed the limitations of research on advisory programs. The researchers noted that much of the literature on personalization has been limited to elementary and middle school populations. The researchers further discussed that personalization programs in high school face two key challenges that differentiate high schools from elementary schools: structural (fifty-minute classes with seven teachers) and personal (independent young adults who broker power and control dynamics with authority figures). Yonezawa et al. (2012) also discussed potential

resistance from teachers who see advisory as a forced, mandated, extra responsibility, leading to lack of fidelity in the implementation of advisory. The researchers recommended a need for developing a functional and effective advisory program for specific student populations as well as embedded and consistent professional development for teachers. This finding was confirmed by Van Ornum (2014) and Jordan (2015) whose descriptive surveys from advisory teachers found that advisory teachers need more training and support to teach advisory effectively. Yonezawa et al. (2012) recommended Professional Learning Communities (PLCs) as a delivery system to support these goals, which was supported by Legters et al. (2002) who found that for small school initiatives to work teachers must be collaborative and have shared plan time. Yonezawa et al. (2012) ended their study with a concern about the financial sustainability of reform and redesign for personalization programs and the need for more studies that demonstrate measurable quantitative academic benefits of advisory programs.

In another study involving the impact of personalized programming, McClure, Yonezawa, and Jones (2010) studied the relationship among student perceptions toward personalization, student opinions of advisory, and student outcomes of academic performance. In order to analyze this relationship, the researchers correlated student survey data with grade point averages and standardized test scores English Language Arts (ELA scaled scores) subtest of the California Standards Test (CST). Their study was conducted in a large, urban school district in California over three years in 14 schools, and it involved 10,044 total collected surveys. McClure et al. (2010) attempted to address gaps in the literature on advisory programs by focusing their study on an advisory program's relationship with specific, quantitative academic outcomes. The researchers

found that more positive feelings about advisory period were associated with worse academic outcomes. Their finding about the perceptions and outcomes with an advisory program complicates the picture of an advisory program.

The findings of McClure et al. (2010), limited by a population in one urban school district, also prompted new research questions: Do high-achieving students have lower opinions of advisory because advisory is not driven by specific, practical academic outcomes, or do high-achieving students see advisory as unnecessary because many high-achieving students already feel intrinsically motivated and personally connected at school? Do low-achieving students have higher opinions of an advisory program because an advisory program provides these students with a safe, supportive space to help with social-emotional development and coping strategies? In their discussion section, the researchers provided their interpretations on their advisory program findings and on these research questions, suggesting that the students who needed an advisory program the most valued it the most; that an advisory program is too artificial, institutionalize, and generic for authentic personalization; that advisory programs are unevenly and poorly implemented without consistent fidelity; and that schools should work on organic, embedded, authentic personalization throughout their classes and culture (McClure et al., 2010).

The Efficacy of Advisory Programming

Besides the goals of increased student achievement and personalization, the goals of increased student connectedness and engagement have been factors in the overall evaluation of the effectiveness of advisory programs. Meloro's (2005) study provided a bridge between these goals as she examined components related both to individualization

and belonging. Meloro's (2005) study, a single school quasi-experimental design, which examined the relationship between an advisory program structure, student perceptions toward an advisory program, and student sense of school belonging, yielded results which more specifically defined which populations were best served by advisory programs, thus extending the research of McClure et al. (2010). Meloro formulated her research questions based on three key points in the definition of school personalization: every child has an advocate, every child has an individual plan of progress, and every child has goals and expectations for success. Meloro (2005) further defined a personalized advisory program as including "recognition, trust, respect, acceptance, confirmation, and relevance" (p. 6). Together, these two definitions form the foundation of Meloro's research which used the review of literature to define other essential terms, such as school connectedness, school membership, and social support.

Meloro (2005) sought answers to questions on the student and teacher advisory program experience based on the types of activities completed, on the perception of the activities, on the sense of belonging, and on the consistency between student and teacher perceptions of an advisory program. To answer these questions, Meloro (2005) selected a diverse high school in Rhode Island with 1,580 students and 123 teachers. Meloro (2005) used a single school quasi-experimental design measured by two school belonging instruments and by the primary independent variables of student demographic characteristics and student perceptions toward the advisory program and the advisory teacher. Meloro (2005) concluded that there was variability in the delivery of the advisory programs, that freshman advisory programs focused more on academics, that students did not view an advisory program as positively as the teachers, that female

students liked an advisory program more than male students, that freshman students liked an advisory program more than students in other grades, and that students with a more positive perception of an advisory program had a more positive connection to school.

Weilbacher and Lanier (2012) extended the work of Meloro (2005) by focusing on the effectiveness of an advisory program with specific populations. In this qualitative study, using interview data from student focus groups and teacher focus groups, Weilbacher and Lanier (2012) approached the study of an advisory program in two original ways: by examining the implementation of an advisory program in a model middle school for exemplary practice and by examining the implementation of an advisory program with students separated by gender. The researchers studied the impact of gender separation on the perceptions of trust, openness, and confidentiality within an advisory program. The researchers chose qualitative interviews with semi-structured focus groups to replicate an advisory setting, to describe perceptions openly and interactively, and to create a student-centered research process.

Weilbacher and Lainer (2012) provided a succinct definition and history of advisory programs; in addition, their study provided a framework—advocacy, community, skills, invigoration, academic, and administrative—for an advisory program. However, the population which they studied had little diversity (5.9% non-White) and little economic need (9.6% low income). The researchers focused in particular on the role of advocacy, community, and skills within an advisory program. Their research addressed a gap in the literature as they found no other study dealing with gender separation in an advisory program. The researchers found that smaller groups facilitated communication, openness, and trust. In addition, their study found that this sense of

community was supported by a gender-separate advisory program design which allowed for more confidentiality. Their study also found that students were more likely to be authentic with a teacher of the same gender. The results of their study were limited by two key factors. Their qualitative study included no observational data to corroborate the interview data. Weilbacher and Lanier (2012) utilized seven semi-structured focus groups with a total of 52 students participating to replicate an advisory setting, to describe perceptions openly and interactively, and to create a student-centered research process. In addition, one of the researchers of the study was a building principal in the school of the study which may have led to research bias. The results of their study provided three questions for further research: Is confidentiality developmental and related to levels of student maturity? Would gender-separate advisories work in high school after students have moved beyond middle school? Do male teachers perceive the benefits of an advisory program in the same way as female teachers?

While McClure et al. (2010) and Meloro (2005) found weaknesses in the effectiveness of advisory programs, Shulkind and Foote (2009), using a mixed methods explanatory sequential study of middle school students, designed their study in such a way to focus factors that promoted student academic success and school connectedness through an advisory program. Shulkind and Foote (2009) studied this issue because, according to Galassi et al. (2004), there was a lack of empirical evidence in the effectiveness of advisory programs. Shulkind and Foote (2009) distributed a quantitative survey to identify three advisory programs with the highest levels of connectedness between advisees and advisors. Once determined, the researchers extended their quantitative data collection with qualitative data collection through interviews,

observations, and focus groups. The mixed methods research design produced seven common characteristics found in advisory programs with high levels of school connectedness. Strong advisory programs addressed issues of community, promoted open communication, functioned as a community of learners, perceived advisory as improving academic performance, had advisors who knew and cared about their advisees, had advisors who monitored the academic progress of the advisees, and had advisors who were problem solvers and advice givers. Shulkind and Foote (2009) suggested further research into the role of student mentoring through advisory programs and grade-level specific advisory content.

Like Shulkind and Foote (2009), Van Ornum (2014) also researched both advisor and advisee perceptions of advisory; however, Van Ornum (2014) utilized a quantitative survey instrument administered to a sample size of 28 advisors and 145 advisees to measure the effectiveness of an advisory program in a rural Hawaii high school based on student attitudes and perceptions. The purpose of the study was to determine the advisory program's efficacy in achieving its goals, to identify weaknesses in the program, and to propose suggestions for improvement (Van Ornum, 2014, p. 7). The survey assessed the advisory participants' perceptions of relationships, planning, competency, and recommendations for the school's advisory program (Van Ornum, 2014).

Van Ornum (2014) conducted a quantitative study that examined advisory participants' perceptions of student and advisor relationships, assistance in making post-high school plans, advisor content knowledge, and recommendations for program improvement. Van Ornum (2014) found that the advisors and advisees perceived that the advisory program supported the formation of positive student relationships with adults in

the school and the effective development of post-secondary school plans. In addition, the advisory students perceived their advisory teachers to value student ideas, to help with personal issues, to be dependable.

Summary

Chapter 2 provided literature about the evolution of college and career readiness, the transformation in socio-economic dynamics, the proliferation of mental health issues, the implementation of social-emotional learning, the design of tiered support systems, the focus on personalized planning, and the efficacy of advisory programming pertinent to this study on student perceptions toward a high school advisory program. As part of this discussion, the review of literature established the origin and utilization of RTI as a tiered system of embedded responses to support students academically and behaviorally within the school day, which played into the larger of goal of an advisory program: to deliver college and career planning and social and emotional development. The review of literature also included an overview of CTE, SEL, P21, and deeper learning to establish the ways in which government, corporate, philanthropic, and community organizations have sought to ensure that high school students are prepared for post-secondary success. Chapter 3 includes a description of the methodology used for the study, the research design, the selection of participants, the measurement, the data collection procedures, the data analysis and hypothesis testing procedures, and the limitations.

Chapter 3

Methods

The purpose of this quantitative study was to determine the impact of a high school advisory program in a public high school as measured primarily by a cross-sectional descriptive survey of student perceptions using a Likert-type scale. Specifically, this research study focused on student perceptions toward excitement about going to an advisory class, eagerness in participating in an advisory class, interest in the lessons from an advisory class, and the usefulness of ideas from an advisory class, and the analyses disaggregated the sample by student demographics (grade level, gender, and ethnicity) and by self-reported grades. In addition, this research study correlated student perceptions toward an advisory program and an advisory teacher, toward an advisory teacher and belonging at school, and toward an advisory program and belonging at school. Lastly, this research study focused on student perceptions toward the importance of their participation in school athletics or activities, the importance of their participation in volunteer work or community service, the usefulness of an advisory program for college and/or career plans, and the usefulness of an advisory program for social and emotional development, and the analyses disaggregated the sample by student demographics (grade level, gender, and ethnicity) and by self-reported grades.

Research Design

According to Creswell and Creswell (2018), research designs are "types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research study" (p. 11). A quantitative descriptive survey, designed with a Likert-type scale, was used to measure student perceptions

toward a high school advisory program through four components: excitement about going to an advisory class, eagerness in participating in an advisory class, interest in the lessons from an advisory class, and the usefulness of ideas from an advisory class. In addition, the survey was used to correlate student perceptions toward an advisory program and an advisory teacher, toward an advisory teacher and belonging at school, and toward an advisory program and belonging at school. Lastly, the survey was used to measure student perceptions toward the intended outcomes of a high school advisory program through four components: the importance of their participation in school athletics or activities, the importance of their participation in volunteer work or community service, the usefulness of an advisory program for college and/or career plans, and the usefulness of an advisory program for social and emotional development. The student survey in this cross-sectional descriptive study was used to investigate who is benefitting from and who is best served by a high school advisory program.

Although descriptive research is one of the most basic forms of research, this research design allows researchers to examine what the "phenomena look like from the perspective of…the participants in the research [which is of value] to the public and to educators" (Lunenburg & Irby, 2008, p. 31). Quantitative studies typically involve descriptive, correlational, causal-comparative, quasi-experimental, or experimental methods. Due to access and privacy issues with public high school students, a quantitative research design proved the most effective and expedient means to gather data related to the impact of a high school advisory program on student perceptions toward a high school advisory program, toward an advisory teacher, toward belonging at school, and toward the intended outcomes of an advisory program. Creswell and Creswell

(2018) enumerated the advantages of survey design, which provides "the economy of the design, rapid turnaround in data collection, and constraints that preclude (researchers) from pursuing other designs" (p. 149).

Prior to conducting the study, the variables were identified. The independent variables included in this study were grade level, gender, ethnicity, and self-reported grades. The variables of interest included in this study were student perceptions toward the importance of their participation in school athletics or activities; student perceptions toward the importance of their participation in volunteer work or community service; student perceptions toward the usefulness of an advisory program for college and/or career plans; student perceptions toward the usefulness of an advisory program for social and emotional development; student perceptions toward belonging in school; student perceptions toward an advisory teacher; and student perceptions toward an advisory program as measured by students perceptions toward their excitement about going to advisory class, toward their eagerness in participating in advisory class, toward their interest in the lessons from advisory class, and toward the usefulness of the ideas from advisory class.

Selection of Participants and Sampling Procedure

Lunenburg and Irby (2008) identified purposive sampling as the selection of "a sample based on the researcher's experience or knowledge of the group to be sampled" (p. 175). The researcher chose a purposive sample because of the researcher's knowledge of the district and the school. This allowed the researcher to distribute the student survey electronically during one advisory period to students in all grade levels at

Primus High School. The students voluntarily responded to the survey administered during one advisory class on May 1, 2019.

Lunenburg and Irby (2008) established criteria for deciding on the numbers of participants. According to their heuristic guideline, a survey should use 800 or more participants. In addition, according to their formula guideline, a sample size of at least 400 is adequate for a population of 5,000 or more. The sample for this study meets both of these guidelines for the number of participants.

Measurement

Creswell and Creswell (2018) defined survey design as a "quantitative description of trends, attitudes, and opinions of a population, or tests for associations among variables of a population, by studying a sample of that population" (p. 147). Surveys help researchers to answer descriptive questions, questions about relationships between variables, and questions about predictive relationships between variables (Creswell & Creswell, 2018). Surveys can be a preferred data collection procedure because of their economy of design and because of their expediency in data collection. In all cases, a survey instrument must be valid and reliable. Lunenburg and Irby (2008) defined validity as "the degree to which an instrument measures what it purports to measure" (p. 181) and reliability as "the degree to which an instrument consistently measures whatever it is measuring" (p. 182).

Conducting this study involved the use of a survey modified from Panorama Education's Student Survey, which is a "set of survey scales, or groups of questions, that measure student perceptions toward teaching and learning, as well as perceptions of school climate" (Panorama Education, 2018, p. 2). Panorama Education designed the

open-source student survey to allow educators to "customize the survey by selecting topics they value most without compromising the integrity of the survey" (Panorama Education, 2018, p. 2). The Panorama Education researchers designed the student survey utilizing the best practices in design: wording items as questions not statements, asking one idea at a time, using five response options, and phrasing questions with positive language (Artino, Gehlbach, & Durning, 2011; Dillman, Smyth, & Christian, 2014). The Panorama researchers used a six-step design process developed by Gehlbach and Brinkworth (2011) to build evidence of validity, including literature review, interviews and focus groups, synthesis of indicators, item (question) creation, expert review, and cognitive pre-testing and interviewing. After the completion of the six steps, the Panorama Education researchers revised the items and subjected them to large-scale pilot tests in schools and districts in the southeastern and southwestern United States. The pilot in the southwestern United States included a large, diverse high school with representation across multiple grade levels and racial groups. In their summary, the Panorama Education (2018) researchers noted that their student survey items had a coefficient alpha greater than .70, had undergone confirmatory factor analysis to analyze factor structure, and had evidence of convergent and discriminant validity. The coefficient alpha is an index of the reliability of a measurement instrument. It varies between 0 and 1.0. The closer to 1.0 the better the strength of the evidence for reliability. A coefficient alpha greater than .70 is considered strong evidence for the reliability of the measurement.

Panorama Education allows for the customization of the survey by selecting items from "the scales that…matter most to (the) community...[and]…meet the unique needs of

(the) specific context" (Panorama Education, 2018, p. 4). The survey for this research study included 20 total items to gather student demographic information as well as student perceptions toward school, the advisory course, and the advisory teacher. The survey items were designed with a Likert-type scale, and the response options were verbally labeled and numerically coded. The 5-point scales depended on the nature of the content of the item. A copy of the student survey is included in Appendix D.

Item 1 addressed the grade level of the respondent: What is your grade level in school? Student respondents selected from the following options: freshman, sophomore, junior, and senior.

Item 2 addressed the gender of the respondent: What best describes your gender? Student respondents selected from the following options: female, male, other (non-binary, prefer to self-describe, and prefer not to say).

Item 3 addressed the ethnicity of the respondent: What best describes your ethnicity? Student respondents selected from the following options: Asian/Pacific Islander, Black/African American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, and prefer not to say.

Item 4 addressed the self-reported grades of the respondent: What grades do you typically earn in school? Student respondents selected from the following options: A, B, C, D, and F.

Item 5 addressed the respondent's perceptions toward the importance of participation in school athletics or activities: How important to you is participation in school athletics or activities? Student respondents selected from the following options:

not at all important, slightly important, somewhat important, quite important, and extremely important.

Item 6 addressed the respondent's perceptions toward the importance of participation in volunteer work or community service: How important to you is participation in volunteer work or community service? Student respondents selected from the following options: not at all important, slightly important, somewhat important, quite important, and extremely important.

Item 7 addressed the respondent's excitement about going to advisory class: How excited are you about going to your advisory class? Student respondents selected from the following options: not all excited, slightly excited, somewhat excited, quite excited, and extremely excited.

Item 8 addressed the respondent's eagerness in participating in advisory class: How eager are you to participate in your advisory class? Student respondents selected from the following options: not all eager, slightly eager, somewhat eager, quite eager, and extremely eager.

Item 9 addressed the respondent's interest in the lessons of advisory class: How interesting do you find the things you learn in your advisory class? Student respondents selected from the following options: not all interesting, slightly interesting, somewhat interesting, quite interesting, and extremely interesting.

Item 10 addressed the respondent's perceptions toward the usefulness of the ideas from advisory class: How often do you use ideas from your advisory class in your daily life? Student respondents selected from the following options: almost never, once in a while, sometimes, frequently, and almost always.

Item 11 addressed the respondent's perceptions toward the enthusiasm of an advisory teacher: How often does your advisory teacher seem excited to be teaching your advisory class? Student respondents selected from the following options: almost never, once in a while, sometimes, frequently, and almost always.

Item 12 addressed the respondent's perceptions toward the clarity of the advisory teacher: How clearly does your advisory teacher present the information that you need to learn? Student respondents selected from the following options: not all clearly, slightly clearly, somewhat clearly, quite clearly, and extremely clearly.

Item 13 addressed the respondent's connectedness with an advisory teacher: How connected do you feel to your advisory teacher? Student respondents selected from the following options: not at all connected, slightly connected, somewhat connected, quite connected, and extremely connected.

Item 14 addressed the respondent's perception toward an advisory teacher's control of an advisory class: How good is your advisory teacher at making sure students do not get out of control? Student respondents selected from the following options: not good at all, slightly good, somewhat good, quite good, and extremely good.

Item 15 addressed the respondent's perception toward belonging at school: How much do you feel like you belong at your school? Student respondents selected from the following options: do not belong at all, belong a little bit, belong somewhat, belong quite a bit, and completely belong.

Item 16 addressed the respondent's perception toward the usefulness of an advisory program for college and/or career plans: How useful is your advisory class to your future college and/or career plans? Student respondents selected from the following

options: not at all useful, slightly useful, somewhat useful, quite useful, and extremely useful.

Item 17 addressed the respondent's perception toward the usefulness of an advisory program in developing social and emotional learning: How useful is your advisory class to your social and emotional development? Student respondents selected from the following options: not at all useful, slightly useful, somewhat useful, quite useful, and extremely useful.

Items 18 through 20 addressed earlier questions in the survey but in inverse construction as a measure of internal reliability.

Item 18 addressed the respondent's perception toward an advisory teacher's enthusiasm in teaching the advisory class: How often does your teacher seem unenthusiastic to be teaching your advisory class? Student respondents selected from the following options: almost never, once in a while, sometimes, frequently, and almost always.

Item 19 addressed the respondent's perception toward the respondent's own interest in participating in advisory class: How disinterested are you to participate in your advisory class? Student respondents selected from the following options: not at all disinterested, slightly disinterested, somewhat disinterested, quite disinterested, and extremely disinterested.

Item 20 addressed the respondent's perception toward the respondent's sense of belonging at school: How much do you feel like you are alone at your school? Student respondents selected from the following options: not at all alone, a little alone, somewhat alone, quite a bit alone, and completely alone.

Data Collection Procedures

The researcher submitted an email proposal to the Panorama company to use the company's student survey on December 28, 2018. The researcher received approval from the Panorama company to use and modify the company's student survey on December 28, 2018 (see Appendix E). In addition, Panorama Education (2015) in a user guide stated that the student survey is "available as a free and open-source resource for educators" (p. 2). The researcher submitted the requests to the appropriate district and building administration to conduct the survey on March 15, 2019. The research received approval from the district Director of Assessment and Research on March, 20, 2019 (see Appendix F). The researcher submitted the IRB form to Baker University on March 20, 2019. The IRB committee approved the IRB request on March 29, 2019 (see Appendix G). After permission to conduct the survey and use of archived data had been granted, the researcher scheduled the administration of the student survey with Primus High School for May 1, 2019.

The student survey, administered electronically through a Google Form during one advisory period on May 1, 2019, allowed the researcher to collect data from 686 students in Grades 9-12. The researcher provided the student survey link through email to advisory teachers at Primus High School one week prior to the advisory period. In the email, the researcher also provided instructions for the administration of the survey, including language from the IRB reflecting the protections for the participants, including clear statements that the survey was voluntary; that no participant name would be used; that no participant would encounter the risk of psychological, social, physical, or legal risk; that no participant would be subjected to stress; that no participant would be

deceived or misled; that no participant would be requested to provide personal or sensitive information; that no aspect of the data would be made part of any permanent record that would be identified with the participant; that the completion of the survey would indicate permission to participate in the research study; that participants have the right not to answer any question; and that participants have the right to discontinue participation at any time (see Appendix D). During the advisory period on May 1, 2019, the teachers were instructed to read the survey instructions to students and to post the survey link in the advisory classroom. The survey instructions and protections also were listed at the top of the student survey. Students, using their school district MacBook computers, typed the link to the Google Form into an internet browser and completed the survey. The researcher set the Google Form survey settings to protect student anonymity, to provide only one response per student, and to close the survey administration window after the advisory period concluded. The data gathered from the Google Form was exported to a Google Sheet and saved on a password protected online account and downloaded to a password protected computer. The researcher loaded the data into the IBM SPSS Faculty Stats Pack Version 25 to complete the hypothesis testing, including the determination of the effect size.

Data Analysis and Hypothesis Testing

Data from the Google Form student survey were downloaded and imported into IBM SPSS Faculty Stats Pack Version 25. The data analysis focused on 23 research questions with 41 hypotheses. Each research question is described below with the corresponding hypothesis and statistical analysis method. The research questions were organized to parallel the organization of the questions on the student survey.

RQ1. To what extent is there a difference in perceptions toward an advisory program among students enrolled at different grade levels (freshman, sophomore, junior, senior)?

H1. There is a statistically significant difference in excitement about going to advisory class among students enrolled at different grade levels (freshman, sophomore, junior, senior).

A one-factor analysis of variance (ANOVA) was conducted to test H1. The categorical variable used to group the dependent variable, student perceptions toward their excitement about going to advisory class, was grade level (freshman, sophomore, junior, senior). The level of significance was set at .05.

H2. There is a statistically significant difference in eagerness about participating in advisory class among students enrolled at different grade levels (freshman, sophomore, junior, senior).

A one-factor ANOVA was conducted to test H2. The categorical variable used to group the dependent variable, student perceptions toward their eagerness about participating in advisory class, was grade level (freshman, sophomore, junior, senior). The level of significance was set at .05.

H3. There is a statistically significant difference in interest in the lessons from advisory class among students enrolled at different grade levels (freshman, sophomore, junior, senior).

A one-factor ANOVA was conducted to test H3. The categorical variable used to group the dependent variable, student perceptions toward their interest in the lessons

from advisory class, was grade level (freshman, sophomore, junior, senior). The level of significance was set at .05.

H4. There is a statistically significant difference in perceptions toward the usefulness of ideas from advisory class in their daily lives among students enrolled at different grade levels (freshman, sophomore, junior, senior).

A one-factor ANOVA was conducted to test H4. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of ideas from advisory class in their daily lives, was grade level (freshman, sophomore, junior, senior). The level of significance was set at .05.

RQ2. To what extent is there a difference in perceptions toward an advisory program among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say])?

H5. There is a statistically significant difference in excitement about going to advisory class among students reporting different genders (female, male other [non-binary, prefer to self-describe, prefer not to say]).

A one-factor ANOVA was conducted to test H5. The categorical variable used to group the dependent variable, student perceptions toward their excitement about going to advisory class, was gender (female, male, other [non-binary, prefer to self-describe, prefer not to say]). The level of significance was set at .05.

H6. There is a statistically significant difference in eagerness about participating in advisory class among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say]).

A one-factor ANOVA was conducted to test H6. The categorical variable used to group the dependent variable, student perceptions toward their eagerness about participating in advisory class, was gender (female, male, other [non-binary, prefer to self-describe, prefer not to say]). The level of significance was set at .05.

H7. There is a statistically significant difference in interest in the lessons from advisory class among students reporting different genders (female, male other [non-binary, prefer to self-describe, prefer not to say]).

A one-factor ANOVA was conducted to test H7. The categorical variable used to group the dependent variable, student perceptions toward their interest in the lessons from advisory class, was gender (female, male, other [non-binary, prefer to self-describe, prefer not to say]). The level of significance was set at .05.

H8. There is a statistically significant difference in perceptions toward the usefulness of ideas from advisory class in their daily lives among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say]).

A one-factor ANOVA was conducted to test H8. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of ideas from advisory class in their daily lives, was gender (female, male, other [non-binary, prefer to self-describe, prefer not to say]). The level of significance was set at .05.

RQ3. To what extent is there a difference in perceptions toward an advisory program among students reporting different ethnicities (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say)?

H9. There is a statistically significant difference in excitement about going to advisory class among students reporting different ethnicities (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say).

A one-factor ANOVA was conducted to test H9. The categorical variable used to group the dependent variable, student perceptions toward their excitement about going to advisory class, was ethnicity (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say). The level of significance was set at .05.

H10. There is a statistically significant difference in eagerness about participating in advisory class among students reporting different ethnicities (Black/African-American, Hispanic/Latino, White, Other [Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say]).

A one-factor ANOVA was conducted to test H10. The categorical variable used to group the dependent variable, student perceptions toward their eagerness about participating in advisory class, was ethnicity (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say). The level of significance was set at .05.

H11. There is a statistically significant difference in interest in the lessons from advisory class among students reporting different ethnicities (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say).

A one-factor ANOVA was conducted to test H11. The categorical variable used to group the dependent variable, student perceptions toward their interest in the lessons from advisory class, was ethnicity (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say). The level of significance was set at .05.

H12. There is a statistically significant difference in perceptions toward the usefulness of ideas from advisory class in their daily lives among students reporting different ethnicities (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say).

A one-factor ANOVA was conducted to test H12. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of ideas from advisory class in their daily lives, was ethnicity (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say). The level of significance was set at .05.

RQ4. To what extent is there a difference in perceptions toward an advisory program among students based on the grades they report as usual in school (A, B, C, D, F)?

H13. There is a statistically significant difference in excitement about going to advisory class among students based on the grades they report as usual in school (A, B, C, D, F).

A one-factor ANOVA was conducted to test H13. The categorical variable used to group the dependent variable, student perceptions toward their excitement about going

to advisory class, was grades reported as usual in school (A, B, C, D, F). The level of significance was set at .05.

H14. There is a statistically significant difference in eagerness about participating in advisory class among students based on the grades they report as usual in school (A, B, C, D, F).

A one-factor ANOVA was conducted to test H14. The categorical variable used to group the dependent variable, student perceptions toward their eagerness about participating in advisory class, was grades reported as usual in school (A, B, C, D, F). The level of significance was set at .05.

H15. There is a statistically significant difference in interest in the lessons from advisory class among students based on the grades they report as usual in school (A, B, C, D, F).

A one-factor ANOVA was conducted to test H15. The categorical variable used to group the dependent variable, student perceptions toward their interest in the lessons from advisory class, was grades reported as usual in school (A, B, C, D, F). The level of significance was set at .05.

H16. There is a statistically significant difference in perceptions toward the usefulness of ideas from advisory class in their daily lives among students based on the grades they report as usual in school (A, B, C, D, F).

A one-factor ANOVA was conducted to test H16. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of ideas from advisory class in their daily lives among, was grades reported as usual in school (A, B, C, D, F). The level of significance was set at .05.

RQ5. To what extent is there a relationship between student perceptions toward an advisory program and student perceptions toward their belonging at school?

H17. There is a statistically significant relationship between student perceptions toward their excitement about going to advisory class and student perceptions toward their belonging at school.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between the two numerical variables: student perceptions toward their excitement about going to advisory class and student perceptions toward their belonging at school. The statistical significance of the correlation coefficient was examined to test H17. The level of significance was set at .05.

H18. There is a statistically significant relationship between student perceptions toward their eagerness about participating in advisory class and student perceptions toward their belonging at school.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between the two numerical variables: student perceptions toward their eagerness about participating in advisory class and student perceptions toward their belonging at school. The statistical significance of the correlation coefficient was examined to test H18. The level of significance was set at .05.

H19. There is a statistically significant relationship between student perceptions toward their interest in the lessons from advisory class and student perceptions toward their belonging at school.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between the two numerical variables: student

perceptions toward their interest in the lessons from advisory class and student perceptions toward their belonging at school. The statistical significance of the correlation coefficient was examined to test H19. The level of significance was set at .05.

H20. There is a statistically significant relationship between student perceptions toward the usefulness of ideas from advisory class in their daily lives and student perceptions toward their belonging at school.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between the two numerical variables: student perceptions toward their usefulness of ideas from advisory class in their daily lives and student perceptions toward their belonging at school. The statistical significance of the correlation coefficient was examined to test H20. The level of significance was set at .05.

RQ6. To what extent is there a relationship between student perceptions toward their connectedness with an advisory teacher and student perceptions toward their belonging at school?

H21. There is a statistically significant between student perceptions toward their connectedness with an advisory teacher and student perceptions toward their belonging at school.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between the two numerical variables: student perceptions toward their connectedness with an advisory teacher and student perceptions toward their belonging at school. The statistical significance of the correlation coefficient was examined to test H21. The level of significance was set at .05.

RQ7. To what extent is there a relationship between student perceptions toward an advisory program and student perceptions toward their connectedness with an advisory teacher?

H22. There a statistically significant relationship between student perceptions toward their excitement about going to advisory class and student perceptions toward their connectedness with an advisory teacher.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between the two numerical variables: student perceptions toward their excitement about going to advisory class and student perceptions toward their connectedness with an advisory teacher. The statistical significance of the correlation coefficient was examined to test H22. The level of significance was set at .05.

H23. There a statistically significant relationship between student perceptions toward their eagerness about participating in advisory class and student perceptions toward their connectedness with an advisory teacher.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between the two numerical variables: student perceptions toward their eagerness about participating in advisory class and student perceptions toward their connectedness with an advisory teacher. The statistical significance of the correlation coefficient was examined to test H23. The level of significance was set at .05.

H24. There a statistically significant relationship between student perceptions toward their interest in the lessons from advisory class and student perceptions toward their connectedness with an advisory teacher.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between the two numerical variables: student perceptions toward their interest in the lessons from advisory class and student perceptions toward their connectedness with an advisory teacher. The statistical significance of the correlation coefficient was examined to test H24. The level of significance was set at .05.

H25. There a statistically significant relationship between student perceptions toward the usefulness of ideas from advisory class in their daily lives and student perceptions toward their connectedness with an advisory teacher.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between the two numerical variables: student perceptions toward the usefulness of ideas from advisory class in their daily lives and student perceptions toward their connectedness with an advisory teacher. The statistical significance of the correlation coefficient was examined to test H25. The level of significance was set at .05.

RQ8. To what extent is there a difference in perceptions toward the importance of participation in school athletics or activities among students enrolled at different grade levels (freshman, sophomore, junior, senior)?

H26. There is a statistically significant difference in perceptions toward the importance of participation in school athletics or activities among students enrolled at different grade levels (freshman, sophomore, junior, senior).

A one-factor ANOVA was conducted to test H26. The categorical variable used to group the dependent variable, student perceptions toward the importance of their

participation in school athletics or activities, was grade level (freshman, sophomore, junior, senior). The level of significance was set at .05.

RQ9. To what extent is there a difference in perceptions toward the importance of participation in volunteer work or community service among students enrolled at different grade levels (freshman, sophomore, junior, senior)?

H27. There a statistically significant difference in perceptions toward the importance of participation in volunteer work or community service among students enrolled at different grade levels (freshman, sophomore, junior, senior).

A one-factor ANOVA was conducted to test H27. The categorical variable used to group the dependent variable, student perceptions toward the importance of their participation in volunteer work or community service, was grade level (freshman, sophomore, junior, senior). The level of significance was set at .05.

RQ10. To what extent is there a difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students enrolled at different grade levels (freshman, sophomore, junior, senior)?

H28. There a statistically significant difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students enrolled at different grade levels (freshman, sophomore, junior, senior).

A one-factor ANOVA was conducted to test H28. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of an advisory program for college and/or career plans, was grade level (freshman, sophomore, junior, senior). The level of significance was set at .05.

RQ11. To what extent is there a difference in perceptions toward the usefulness of an advisory program for social and emotional development among students enrolled at different grade levels (freshman, sophomore, junior, senior)?

H29. There is a statistically significant difference in perceptions toward the usefulness of an advisory program for social and emotional development among students enrolled at different grade levels (freshman, sophomore, junior, senior).

A one-factor ANOVA was conducted to test H29. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of an advisory program for social and emotional development, was grade level (freshman, sophomore, junior, senior). The level of significance was set at .05.

RQ12. To what extent is there a difference in perceptions toward the importance of participation in school athletics or activities among students among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say])?

H30. There is a statistically significant difference in perceptions toward the importance of participation in school athletics or activities among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say]).

A one-factor ANOVA was conducted to test H30. The categorical variable used to group the dependent variable, student perceptions toward the importance of their participation in school athletics or activities, was gender (female, male, other [non-binary, prefer to self-describe, prefer not to say]). The level of significance was set at .05.

RQ13. To what extent is there a difference in perceptions toward the importance of participation in volunteer work or community service among students among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say])?

H31. There is a statistically significant difference in perceptions toward the importance of participation in volunteer work or community service among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say]).

A one-factor ANOVA was conducted to test H31. The categorical variable used to group the dependent variable, student perceptions toward the importance of their participation in volunteer work or community service, was gender (female, male, other [non-binary, prefer to self-describe, prefer not to say]). The level of significance was set at .05.

RQ14. To what extent is there a difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say])?

H32. There is a statistically significant difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say]).

A one-factor ANOVA was conducted to test H32. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of an advisory

program for college and/or career plans, was gender (female, male, other [non-binary, prefer to self-describe, prefer not to say]). The level of significance was set at .05.

RQ15. To what extent is there a difference in perceptions toward the usefulness of an advisory program for social and emotional development among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say])?

H33. There is a statistically significant difference in perceptions toward the usefulness of an advisory program for social and emotional development among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say]).

A one-factor ANOVA was conducted to test H33. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of an advisory program for social and emotional development, was gender (female, male, other [non-binary, prefer to self-describe, prefer not to say]). The level of significance was set at .05.

RQ16. To what extent is there a difference in perceptions toward the importance of participation in school athletics or activities among students reporting different ethnicities (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say)?

H34. There is a statistically significant difference in perceptions toward the importance of participation in school athletics or activities among students reporting different ethnicities (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say).

A one-factor ANOVA was conducted to test H34. The categorical variable used to group the dependent variable, student perceptions toward the importance of their participation in school athletics or activities, was ethnicity (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say). The level of significance was set at .05.

RQ17. To what extent is there a difference in perceptions toward the importance of participation in volunteer work or community service among students reporting different ethnicities (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say)?

H35. There is a statistically significant difference in perceptions toward the importance of participation in volunteer work or community service among students reporting different ethnicities (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say).

A one-factor ANOVA was conducted to test H35. The categorical variable used to group the dependent variable, student perceptions toward the importance of their participation in volunteer work or community service, was ethnicity (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say). The level of significance was set at .05.

RQ18. To what extent is there a difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students reporting different

ethnicities (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say)?

H36. There is a statistically significant difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students reporting different ethnicities (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say)

A one-factor ANOVA was conducted to test H36. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of an advisory program for college and/or career plans, was ethnicity (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say). The level of significance was set at .05.

RQ19. To what extent is there a difference in perceptions toward the usefulness of an advisory program for social and emotional development among students reporting different ethnicities (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say)?

H37. There a statistically significant difference in perceptions toward the usefulness of an advisory program for social and emotional development among students reporting different ethnicities (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say).

A one-factor ANOVA was conducted to test H37. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of an advisory

program for social and emotional development, was ethnicity (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say). The level of significance was set at .05.

RQ20. To what extent is there a difference in perceptions toward the importance of participation in school athletics or activities among students based on the grades they report as usual in school (A, B, C, D, F)?

H38. There is a statistically significant difference in perceptions toward the importance of participation in school athletics or activities among students based on the grades they report as usual in school (A, B, C, D, F).

A one-factor ANOVA was conducted to test H38. The categorical variable used to group the dependent variable, student perceptions toward the importance of their participation in school athletics or activities, was grades reported as usual in school (A, B, C, D, F). The level of significance was set at .05.

RQ21. To what extent is there a difference in perceptions toward the importance of participation in volunteer work or community service among students based on the grades they report as usual in school (A, B, C, D, F)?

H39. There is a statistically significant difference in perceptions toward the importance of participation in volunteer work or community service among students based on the grades they report as usual in school (A, B, C, D, F).

A one-factor ANOVA was conducted to test H39. The categorical variable used to group the dependent variable, student perceptions toward their participation in community service and volunteer work, was grades reported as usual in school (A, B, C, D, F). The level of significance was set at .05.

RQ22. To what extent is there a difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students based on the grades they report as usual in school (A, B, C, D, F)?

H40. There is a statistically significant difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students based on the grades they report as usual in school (A, B, C, D, F).

A one-factor ANOVA was conducted to test H40. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of an advisory program for college and/or career plans, was grades reported as usual in school (A, B, C, D, F). The level of significance was set at .05.

RQ23. To what extent is there a difference in perceptions toward the usefulness of an advisory program for social and emotional development among students based on the grades they report as usual in school (A, B, C, D, F)?

H41. There a statistically significant difference in perceptions toward the usefulness of an advisory program for social and emotional development among students based on the grades they report as usual in school (A, B, C, D, F).

A one-factor ANOVA was conducted to test H41. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of an advisory program for social and emotional development, was grades reported as usual in school (A, B, C, D, F). The level of significance was set at .05.

Limitations

Lunenburg and Irby (2008) defined limitations as "factors that may have an effect on the interpretation of the findings or on the generalizability of the results" (p. 133).

The researcher could not control for the fidelity in which teachers administered the survey. Because the survey was voluntary, the researcher could not control for all students completing the survey or answering the survey honestly. The survey was delivered on one day in one public high school in a suburban school district, so the results of the study may not be generalizable to other educational environments or reflect student perceptions over time. The research study was limited to the responses from the respondents who completed and submitted the survey. Finally, the researcher could not control for the implementation and interpretation of an advisory program by each individual teacher within the school.

Summary

This study was conducted to determine the impact of a high school advisory program in a large, diverse, midwestern, suburban, public high school as measured primarily by a cross-sectional descriptive survey of student perceptions using a Likert-type scale. The study also examined whether student perceptions toward an advisory program and the intended outcomes of an advisory program were affected by student grade level, gender, race, self-reported grades, or perceptions toward an advisory teacher. The participants were selected through a purposive, cluster sampling. The researcher administered the student survey, designed with a quantitative Likert-type scale, to freshman, sophomore, junior, and senior students at Primus High School in the Pressman School district. The students surveyed had participated in a high school advisory program for one to three years. Chapter 3 included the research design, the selection of the participants and sampling procedures, the validity and reliability of the student survey, the survey items, the data collection procedures, a description of the hypothesis

testing, and the limitations of the study. Chapter 4 contains the results of the analysis of the data collected in order to address the research questions of this study.

Chapter 4

Results

The purpose of this quantitative study was to determine the impact of a high school advisory program in a public high school as measured primarily by a cross-sectional descriptive survey of student perceptions using a Likert-type scale. Specifically, this research study focused on student perceptions toward excitement about going to an advisory class, eagerness in participating in an advisory class, interest in the lessons from an advisory class, and the usefulness of ideas from an advisory class, and the analyses disaggregated the sample by student demographics (grade level, gender, and ethnicity) and by self-reported grades. In addition, this research study correlated student perceptions toward an advisory program and an advisory teacher, toward an advisory teacher and belonging at school, and toward an advisory program and belonging at school. Lastly, this research study focused on student perceptions toward the importance of their participation in school athletics or activities, the importance of their participation in volunteer work or community service, the usefulness of an advisory program for college and/or career plans, and the usefulness of an advisory program for social and emotional development, and the analyses disaggregated the sample by student demographics (grade level, gender, and ethnicity) and by self-reported grades.

Chapter 4 contains the descriptive statistics for the study and the results of the data analysis and hypothesis testing related to student perceptions toward an advisory program. The results of the ANOVAs addressed RQ1-RQ4 and RQ8-RQ23, and the calculations of the Pearson product moment correlation coefficients that addressed RQ5-RQ7 are presented in this chapter.

Descriptive Statistics

The researcher used a purposive sample for this research study. A voluntary survey was electronically distributed to all students in grades 9-12 at Primus High School during one advisory period on May 1, 2019. Of the 1,534 students enrolled at Primus High School, 686 completed the survey. The demographics of the sample and the response rates that identify the grade level of the respondent, the gender of the respondent, the ethnicity of the respondent, and the self-reported grades of the respondent are presented in Table 7.

Because of sample size constraints, categories within the independent variables gender, ethnicity, and self-reported grades were collapsed. Within gender, the categories of non-binary, prefer to self-describe, and prefer not to say were collapsed into the category other, which aligned with the survey question and research question design. Within ethnicity, the categories Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, and prefer not to say were collapsed into the category other, which was done after the construction of the survey questions and research questions due to sample size constraints. Within self-reported grades, the categories of D and F were collapsed into the category D/F, which was done after the construction of the survey questions and research questions due to sample size constraints. The frequencies for gender, ethnicity, and self-reported grades in Table 7 were calculated after each of the variables was recategorized.

The student respondent rates revealed that more freshmen (299) and sophomores (212) completed the survey than juniors (92) and seniors (83). The student respondent rates also revealed that more females (379) completed the survey than males (287).

Finally, the student respondent rates revealed that White students (456) completed the survey more than any other ethnicity, representing 66.5% of total completed surveys.

Table 7

Student Survey Participant Characteristics

Characteristic		*n*	*%*
Independent Variables	Categories	686	100.0
Grade Level	Freshman	299	43.6
	Sophomore	212	30.9
	Junior	92	13.4
	Senior	83	12.1
Gender	Female	379	55.2
	Male	287	41.8
	Other	20	2.9
Ethnicity	B/AA	37	5.4
	H/L	102	14.9
	W	456	66.5
	O	91	13.3
Self-Reported Grades	A	316	46.1
	B	248	36.2
	C	94	13.7
	D/F	24	3.5

Note. B/AA = Black/African-American; H/L = Hispanic/Latino; W = White; O = Other.

Data from six survey questions was not used for hypothesis testing. It was determined that questions 11, 12, and 14 on the student survey focused on specific teaching behaviors which did not relate to the purpose of the study. In addition,

questions 18, 19, 20 were not used because it was determined that the questions were unnecessary for the confirmation of the survey's reliability and validity.

The descriptive statistics calculated for this study provided specific information about the sample. The following section contains the results of the hypothesis testing that was conducted to address the research questions.

Hypothesis Testing

The analysis focused on 23 research questions and 41 hypotheses. Each research question is presented below with the corresponding hypotheses, the analysis method used to test each hypothesis, and the results of the statistical analysis.

RQ1. To what extent is there a difference in perceptions toward an advisory program among students enrolled at different grade levels (freshman, sophomore, junior, senior)?

H1. There is a statistically significant difference in excitement about going to advisory class among students enrolled at different grade levels (freshman, sophomore, junior, senior).

A one-factor ANOVA was conducted to test H1. The categorical variable used to group the dependent variable, student perceptions toward their excitement about going to advisory class, was grade level (freshman, sophomore, junior, senior). The level of significance was set at .05. The results of the analysis, using items 1 and 7 from the student survey, indicated a marginally significant difference between at least two of the means, $F = 2.584$, $df = 3, 680$, $p = .052$, $\eta^2 = .011$. See Table 8 for the means and standard deviations for this analysis. A follow up post hoc was conducted to determine which pairs of means were different. The Tukey's HSD post hoc was conducted at

$\alpha = .05$. One of the differences was marginally significant. The mean response for sophomores ($M = 2.17$) was higher than the mean response for seniors ($M = 1.78$). H1 was supported. The effect size indicated a small effect. Although the results were marginally significant, sophomore students responded more strongly than senior students that they were excited about going to advisory class.

Table 8

Descriptive Statistics for the Results of the Test for H1

Variable	*M*	*SD*	*N*
Freshman	2.09	1.09	298
Sophomore	2.17	1.12	211
Junior	2.00	1.09	92
Senior	1.78	1.05	83

H2. There is a statistically significant difference in eagerness about participating in advisory class among students enrolled at different grade levels (freshman, sophomore, junior, senior).

A one-factor ANOVA was conducted to test H2. The categorical variable used to group the dependent variable, student perceptions toward their eagerness about participating in advisory class, was grade level (freshman, sophomore, junior, senior). The level of significance was set at .05. The results of the analysis, using items 1 and 8 from the student survey, indicated no significant difference between at least two of the means, $F = 1.515$, $df = 3, 680$, $p = .209$. See Table 9 for the means and standard deviations for this analysis. H2 was not supported. Students at one grade level did not

respond more strongly than students at any other grade level that they were eager to participate in advisory class.

Table 9

Descriptive Statistics for the Results of the Test for H2

Variable	*M*	*SD*	*N*
Freshman	1.86	1.01	297
Sophomore	1.94	1.02	212
Junior	1.91	1.06	92
Senior	1.66	1.06	83

H3. There is a statistically significant difference in perceptions toward interest in the lessons from advisory class among students enrolled at different grade levels (freshman, sophomore, junior, senior).

A one-factor ANOVA was conducted to test H3. The categorical variable used to group the dependent variable, student perceptions toward their interest in the lessons from advisory class, was grade level (freshman, sophomore, junior, senior). The level of significance was set at .05. The results of the analysis, using items 1 and 9 from the student survey, indicated no significant difference between at least two of the means, $F = 0.083$, $df = 3, 681$, $p = .969$. See Table 10 for the means and standard deviations for this analysis. H3 was not supported. Students at one grade level did not respond more strongly than students at any other grade level that they were interested in the lessons from advisory class.

Table 10

Descriptive Statistics for the Results of the Test for H3

Variable	*M*	*SD*	*N*
Freshman	2.03	1.01	299
Sophomore	2.05	1.04	212
Junior	1.99	0.972	91
Senior	2.04	0.968	83

H4. There is a statistically significant difference in perceptions toward the usefulness of ideas from advisory class in their daily lives among students enrolled at different grade levels (freshman, sophomore, junior, senior).

A one-factor ANOVA was conducted to test H4. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of ideas from advisory class in their daily lives, was grade level (freshman, sophomore, junior, senior). The level of significance was set at .05. The results of the analysis, using items 1 and 10 from the student survey, indicated no significant difference between at least two of the means, $F = 0.334$, $df = 3, 680$, $p = .801$. See Table 11 for the means and standard deviations for this analysis. H4 was not supported. Students at one grade level did not respond more strongly than students at any other grade level that the lessons from advisory class were useful.

Table 11

Descriptive Statistics for the Results of the Test for H4

Variable	*M*	*SD*	*N*
Freshman	1.67	0.89	298
Sophomore	1.72	0.93	211
Junior	1.66	0.80	92
Senior	1.60	0.91	83

RQ2. To what extent is there a difference in perceptions toward an advisory program among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say])?

H5. There is a statistically significant difference in perceptions toward excitement about going to advisory class among students reporting different genders (female, male other [non-binary, prefer to self-describe, prefer not to say]).

A one-factor ANOVA was conducted to test H5. The categorical variable used to group the dependent variable, student perceptions toward their excitement about going to advisory class, was gender (female, male, other [non-binary, prefer to self-describe, prefer not to say]). The level of significance was set at .05. The results of the analysis, using items 2 and 7 from the student survey, indicated no significant difference between at least two of the means, $F = 0.745$, $df = 2, 681$, $p = .475$. See Table 12 for the means and standard deviations for this analysis. H5 was not supported. Students of one gender did not respond more strongly than students of any other gender that they were excited about going to advisory class.

Table 12

Descriptive Statistics for the Results of the Test for H5

Variable	*M*	*SD*	*N*
Female	2.02	1.06	379
Male	2.12	1.12	285
Other	2.15	1.57	20

H6. There is a statistically significant difference in perceptions toward eagerness about participating in advisory class among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say]).

A one-factor ANOVA was conducted to test H6. The categorical variable used to group the dependent variable, student perceptions toward their eagerness about participating in advisory class, was gender (female, male, other [non-binary, prefer to self-describe, prefer not to say]). The level of significance was set at .05. The results of the analysis, using items 2 and 8 from the student survey, indicated no significant difference between at least two of the means, $F = 0.448$, $df = 2, 681$, $p = .639$. See Table 13 for the means and standard deviations for this analysis. H6 was not supported. Students of one gender did not respond more strongly than students of any other gender that they were eager to participate in advisory class.

Table 13

Descriptive Statistics for the Results of the Test for H6

Variable	*M*	*SD*	*N*
Female	1.84	0.99	378
Male	1.91	1.04	286
Other	1.75	1.45	20

H7. There is a statistically significant difference in perceptions toward interest in the lessons from advisory class among students reporting different genders (female, male other [non-binary, prefer to self-describe, prefer not to say]).

A one-factor ANOVA was conducted to test H7. The categorical variable used to group the dependent variable, student perceptions toward their interest in the lessons from advisory class, was gender (female, male, other [non-binary, prefer to self-describe, prefer not to say]). The level of significance was set at .05. The results of the analysis, using items 2 and 9 from the student survey, indicated no significant difference between at least two of the means, $F = 0.110$, $df = 2, 682$, $p = .896$. See Table 14 for the means and standard deviations for this analysis. H7 was not supported. Students of one gender did not respond more strongly than students of any other gender that they were interested in the lessons from advisory class.

Table 14

Descriptive Statistics for the Results of the Test for H7

Variable	*M*	*SD*	*N*
Female	2.04	0.96	379
Male	2.01	1.02	286
Other	2.10	1.59	20

H8. There is a statistically significant difference in perceptions toward the usefulness of ideas from advisory class in their daily lives among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say]).

A one-factor ANOVA was conducted to test H8. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of ideas from advisory class in their daily lives, was gender (female, male, other [non-binary, prefer to self-describe, prefer not to say]). The level of significance was set at .05. The results of the analysis, using items 2 and 10 from the student survey, indicated no significant difference between at least two of the means, $F = 0.253$, $df = 2, 681$, $p = .776$. See Table 15 for the means and standard deviations for this analysis. H8 was not supported. Students of one gender did not respond more strongly than students of any other gender that the lessons from advisory class were useful.

Table 15

Descriptive Statistics for the Results of the Test for H8

Variable	*M*	*SD*	*N*
Female	1.66	0.84	379
Male	1.70	0.94	285
Other	1.60	1.23	20

RQ3. To what extent is there a difference in perceptions toward an advisory program among students reporting different ethnicities (Asian/Pacific Islander, Black/African-American, Hispanic/Latino, Multi-Racial, Native American/American Indian, White, other, prefer not to say)?

H9. There is a statistically significant difference in perceptions toward excitement about going to advisory class among students reporting different ethnicities (Black/African-American, Hispanic/Latino, White, Other [Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say]).

A one-factor ANOVA was conducted to test H9. The categorical variable used to group the dependent variable, student perceptions toward their excitement about going to advisory class, was ethnicity (Black/African-American, Hispanic/Latino, White, Other [Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say]). The level of significance was set at .05. The results of the analysis, using items 3 and 7 from the student survey, indicated no significant difference between at least two of the means, $F = 1.828$, $df = 3, 680$, $p = .141$. See Table 16 for the means and standard deviations for this analysis. H9 was not supported. Students of one ethnicity

did not respond more strongly than students of any other ethnicity that they were excited about going to advisory class.

Table 16

Descriptive Statistics for the Results of the Test for H9

Variable	*M*	*SD*	*N*
Black or African-American	2.27	1.145	37
Hispanic or Latino	2.24	1.04	102
White	2.00	1.08	454
Other	2.11	1.25	91

H10. There is a statistically significant difference in perceptions toward eagerness about participating in advisory class among students reporting different ethnicities (Black/African-American, Hispanic/Latino, White, Other [Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say])?

A one-factor ANOVA was conducted to test H10. The categorical variable used to group the dependent variable, student perceptions toward their eagerness about participating in advisory class, was ethnicity (Black/African-American, Hispanic/Latino, White, Other [Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say]). The level of significance was set at .05. The results of the analysis, using items 3 and 8 from the student survey, indicated no significant difference between at least two of the means, $F = 0.808$, $df = 3, 680$, $p = .490$. See Table 17 for the means and standard deviations for this analysis. H10 was not supported. Students of one ethnicity did not respond more strongly than students of any other ethnicity that they were eager to participate in advisory class.

Table 17

Descriptive Statistics for the Results of the Test for H10

Variable	*M*	*SD*	*N*
Black or African-American	2.11	0.97	37
Hispanic or Latino	1.84	0.94	101
White	1.84	1.01	455
Other	1.90	1.21	91

H11. There is a statistically significant difference in perceptions toward interest in the lessons from advisory class among students reporting different ethnicities (Black/African-American, Hispanic/Latino, White, Other [Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say])?

A one-factor ANOVA was conducted to test H11. The categorical variable used to group the dependent variable, student perceptions toward their interest in the lessons from advisory class, was ethnicity (Black/African-American, Hispanic/Latino, White, Other [Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say]). The level of significance was set at .05. The results of the analysis, using items 3 and 9 from the student survey, indicated a significant difference between at least two of the means, $F = 2.840$, $df = 3, 681$, $p = .037$, $\eta^2 = .012$. A follow up post hoc was conducted to determine which pairs of means were different. The Tukey's HSD post hoc was conducted at $\alpha = .05$. One of the differences was statistically significant. The mean responses for students who reported their ethnicity as Hispanic or Latino ($M = 2.25$) was higher than the mean responses for students who reported their ethnicity as White ($M = 1.96$). See Table 18 for the means and standard deviations for this analysis.

H11 was supported. The effect size indicated a small effect. Hispanic or Latino students responded more strongly than White students that they were interested in the lessons from advisory class.

Table 18

Descriptive Statistics for the Results of the Test for H11

Variable	*M*	*SD*	*N*
Black or African-American	2.13	1.08	37
Hispanic or Latino	2.25	0.98	101
White	1.96	0.97	456
Other	2.13	1.17	91

H12. There is a statistically significant difference in perceptions toward the usefulness of ideas from advisory class in their daily lives among students reporting different ethnicities (Black/African-American, Hispanic/Latino, White, Other [Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say])?

A one-factor ANOVA was conducted to test H12. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of ideas from advisory class in their daily lives, was ethnicity (Black/African-American, Hispanic/Latino, White, Other [Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say]). The level of significance was set at .05. The results of the analysis, using items 3 and 10 from the student survey, indicated no significant difference between at least two of the means, $F = 0.531$,

df = 3, 680, *p* = .661. See Table 19 for the means and standard deviations for this analysis. H12 was not supported. Students of one ethnicity did not respond more strongly than students of any other ethnicity that the lessons from advisory were useful.

Table 19

Descriptive Statistics for the Results of the Test for H12

Variable	*M*	*SD*	*N*
Black or African-American	1.78	1.23	37
Hispanic or Latino	1.72	0.88	101
White	1.64	0.83	455
Other	1.72	1.07	91

RQ4. To what extent is there a difference in perceptions toward an advisory program among students based on the grades they report as usual in school (A, B, C, D/F)?

H13. There is a statistically significant difference in perceptions toward excitement about going to advisory class among students based on the grades they report as usual in school (A, B, C, D/F).

A one-factor ANOVA was conducted to test H13. The categorical variable used to group the dependent variable, student perceptions toward their excitement about going to advisory class, was grades reported as usual in school (A, B, C, D/F). The level of significance was set at .05. The results of the analysis, using items 4 and 7 from the student survey, indicated a significant difference between at least two of the means, $F = 4.397$, $df = 3, 679$, $p = .004$, $\eta^2 = .019$. A follow up post hoc was conducted to determine which pairs of means were different. The Tukey's HSD post hoc was

conducted at $\alpha = .05$. Two of the differences were statistically significant. The mean response for students who reported their grades as D/F ($M = 2.58$) was higher than the mean response for students who reported their grades as A ($M = 1.94$), which was statistically significant. The mean response for students who reported their grades as C ($M = 2.10$) was higher than the mean response for students who reported their grades as A ($M = 1.94$), which was marginally significant. See Table 20 for the means and standard deviations for this analysis. H13 was supported. The effect size indicated a small effect. D/F students responded more strongly than A students that they were excited about going to advisory class. C students responded somewhat more strongly than A students that they were excited about going to advisory class.

Table 20

Descriptive Statistics for the Results of the Test for H13

Variable	*M*	*SD*	*N*
A	1.94	1.02	316
B	2.10	1.08	248
C	2.27	1.25	94
D/F	2.58	1.41	24

H14. There is a statistically significant difference in perceptions toward eagerness about participating in advisory class among students based on the grades they report as usual in school (A, B, C, D/F).

A one-factor ANOVA was conducted to test H14. The categorical variable used to group the dependent variable, student perceptions toward their eagerness about participating in advisory class, was grades reported as usual in school (A, B, C, D/F).

The level of significance was set at .05. The results of the analysis, using items 4 and 8 from the student survey, indicated a significant difference between at least two of the means, $F = 3.854$, $df = 3, 678$, $p = .009$, $\eta^2 = .017$. A follow up post hoc was conducted to determine which pairs of means were different. The Tukey's HSD post hoc was conducted at $\alpha = .05$. Three of the differences were statistically significant. The mean response for students who reported their grades as D/F ($M = 2.54$) was higher than the mean response for students who reported their grades as A ($M = 1.81$), which was statistically significant. The mean response for students who reported their grades as D/F ($M = 2.54$) was higher than the mean response for students who reported their grades as B ($M = 1.85$), which was statistically significant. The mean response for students who reported their grades as D/F ($M = 2.54$) was higher than the mean response for students who reported their grades as C ($M = 1.88$), which was statistically significant. See Table 21 for the means and standard deviations for this analysis. H14 was supported. The effect size indicated a small effect. D/F students responded more strongly than A students, B students, and C students that they were eager to participate advisory class.

Table 21

Descriptive Statistics for the Results of the Test for H14

Variable	*M*	*SD*	*N*
A	1.81	0.99	316
B	1.85	1.01	249
C	1.88	0.99	93
D/F	2.54	1.53	24

H15. There is a statistically significant difference in perceptions toward their interest in the lessons from advisory class among students based on the grades they report as usual in school (A, B, C, D/F).

A one-factor ANOVA was conducted to test H15. The categorical variable used to group the dependent variable, student perceptions toward their interest in the lessons from advisory class, was grades reported as usual in school (A, B, C, D/F). The level of significance was set at .05. The results of the analysis, using items 4 and 9 from the student survey, indicated a significant difference between at least two of the means, $F = 3.083$, $df = 3, 679$, $p = .027$, $\eta^2 = .013$. A follow up post hoc was conducted to determine which pairs of means were different. The Tukey's HSD post hoc was conducted at $\alpha = .05$. Two of the differences were statistically significant. The mean response of students who reported their grades as D/F ($M = 2.54$) was higher than the mean response of students who reported their grades as A ($M = 1.97$), which was statistically significant. The mean response of students who reported their grades as D/F ($M = 2.54$) was higher than the mean response of students who reported their grades as B ($M = 2.01$), which was marginally significant. See Table 22 for the means and standard deviations for this analysis. H15 was supported. The effect size indicated a small effect. D/F students responded more strongly than A students and B students that they were interested in the lessons from advisory class.

Table 22

Descriptive Statistics for the Results of the Test for H15

Variable	*M*	*SD*	*N*
A	1.97	0.91	316
B	2.02	1.04	249
C	2.12	1.08	94
D/F	2.58	1.44	24

H16. There is a statistically significant difference in perceptions toward the usefulness of ideas from advisory class in their daily lives among students based on the grades they report as usual in school (A, B, C, D/F).

A one-factor ANOVA was conducted to test H16. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of ideas from advisory class in their daily lives among, was grades reported as usual in school (A, B, C, D/F). The level of significance was set at .05. The results of the analysis, using items 4 and 10 from the student survey, indicated no significant difference between at least two of the means, $F = 1.058$, $df = 3, 678$, $p = .366$. See Table 23 for the means and standard deviations for this analysis. H16 was not supported. No one category of students who self-reported grades responded more strongly than another category of students who self-reported grades that the lessons from advisory were useful.

Table 23

Descriptive Statistics for the Results of the Test for H16

Variable	*M*	*SD*	*N*
A	1.64	0.82	316
B	1.79	0.87	248
C	1.67	0.98	94
D/F	1.96	1.49	24

RQ5. To what extent is there a relationship between student perceptions toward an advisory program and student perceptions toward their belonging at school?

H17. There is a statistically significant relationship between student perception toward their excitement about going to advisory class and student perceptions toward their belonging at school.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between the two numerical variables: student perceptions toward their excitement about going to advisory class and student perceptions toward their belonging at school. The statistical significance of the correlation coefficient, using items 7 and 15 from the student survey, was examined to test H17. The level of significance was set at .05. The correlation coefficient (r = .085) provided evidence for a weak positive relationship between the variables. The hypothesis test for the correlation indicated a statistically significant relationship between student perceptions toward their excitement about going to advisory class and student perceptions toward their belonging at school, df = 676, p = .026, r^2 = .007. H17 was supported. The effect size indicated that .7% of the variability in student perceptions toward their

excitement about going to advisory class was explained by student perceptions toward their belonging at school. Although the effect size was small, students who responded with more excitement about going to advisory class responded with more belonging at school.

H18. There is a statistically significant relationship between student perceptions toward their eagerness about participating in advisory class and student perceptions toward their belonging at school.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between the two numerical variables: student perceptions toward their eagerness about participating in advisory class and student perceptions toward their belonging at school. The statistical significance of the correlation coefficient, using items 8 and 15 from the student survey, was examined to test H18. The level of significance was set at .05. The correlation coefficient (r = .116) provided evidence for a moderately weak positive relationship between the variables. The hypothesis test for the correlation indicated a statistically significant relationship between student perceptions toward their eagerness about participating in advisory class and student perceptions toward their belonging at school, df = 676, p = .002, r^2 = .013. H18 was supported. The effect size indicated that 1.3% of the variability in student perceptions toward their eagerness about participating in advisory class was explained by student perceptions toward their belonging at school. Although the effect size was small, students who responded with more eagerness to participate in advisory class responded with more belonging at school.

H19. There is a statistically significant relationship between student perceptions toward their interest in the lessons from advisory class and student perceptions toward their belonging at school.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between the two numerical variables: student perceptions toward their interest in the lessons from advisory class and student perceptions toward their belonging at school. The statistical significance of the correlation coefficient, using items 9 and 15 from the student survey, was examined to test H19. The level of significance was set at .05. The correlation coefficient (r = .080) provided evidence for a weak positive relationship between the variables. The hypothesis test for the correlation indicated a statistically significant relationship between student perceptions toward their interest in the lessons from advisory class and student perceptions toward their belonging at school, df = 677, p = .037, r^2 = .006. H19 was supported. The effect size indicated that .6% of the variability in student perceptions toward their interest in the lessons from advisory class was explained by student perceptions toward their belonging at school. Although the effect size was small, students who responded with more interest in the lessons from advisory class responded with more belonging at school.

H20. There is a statistically significant relationship between student perceptions toward the usefulness of ideas from advisory class in their daily lives and student perceptions toward their belonging at school.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between the two numerical variables: student

perceptions toward the usefulness of ideas from advisory class in their daily lives and student perceptions toward their belonging at school. The statistical significance of the correlation coefficient, using items 10 and 15 from the student survey, was examined to test H20. The level of significance was set at .05. The correlation coefficient (r = .130) provided evidence for a moderately weak positive relationship between the variables. The hypothesis test for the correlation indicated a statistically significant relationship between student perceptions toward the usefulness of ideas from advisory class in their daily lives and student perceptions toward their belonging at school, df = 676, p = .001, r^2 = .017. H20 was supported. The effect size indicated that 1.7% of the variability in student perceptions toward the usefulness of ideas from advisory class in their daily lives was explained by student perceptions toward their belonging at school. Although the effect size was small, students who responded with more usefulness in the ideas from advisory class responded with more belonging at school.

RQ6. To what extent is there a relationship between student perceptions toward their connectedness with an advisory teacher and student perceptions toward their belonging at school?

H21. There is a statistically significant relationship between student perceptions toward their connectedness with an advisory teacher and student perceptions toward their belonging at school.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between the two numerical variables: student perceptions toward their connectedness with an advisory teacher and student perceptions toward their belonging at school. The statistical significance of the correlation

coefficient, using items 13 and 15 from the student survey, was examined to test H21. The level of significance was set at .05. The correlation coefficient (r = .097) provided evidence for a weak positive relationship between the variables. The hypothesis test for the correlation indicated a statistically significant relationship between student perceptions toward their connectedness with an advisory teacher and student perceptions toward their belonging at school, df = 677, p = .012, r^2 = .009. H21 was supported. The effect size indicated that .9% of the variability in student perceptions toward their connectedness with an advisory teacher was explained by student perceptions toward their belonging at school. Although the effect size was small, students who responded with more connection with an advisory teacher responded with more belonging at school.

RQ7. To what extent is there a relationship between student perceptions toward an advisory program and student perceptions toward their connectedness with an advisory teacher?

H22. There a statistically significant relationship between student perceptions toward their excitement about going to advisory class and student perceptions toward their connectedness with an advisory teacher.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between the two numerical variables: student perceptions toward their excitement about going to advisory class and student perceptions toward their connectedness with an advisory teacher. The statistical significance of the correlation coefficient, using items 7 and 13 from the student survey, was examined to test H22. The level of significance was set at .05. The correlation coefficient (r = .394) provided evidence for a moderately strong positive relationship between the variables.

The hypothesis test for the correlation indicated a statistically significant relationship between student perceptions toward their excitement about going to advisory class and student perceptions toward their connectedness with an advisory teacher, $df = 679$, $p = .000$, $r^2 = .155$. H22 was supported. The effect size indicated that 15.5% of the variability in student perceptions toward their excitement about going to advisory class was explained by student perceptions toward their connectedness with an advisory teacher. With a moderate effect size, students who responded with more connection with an advisory teacher responded with more excitement about going to advisory class.

H23. There a statistically significant relationship between student perceptions toward their eagerness about participating in advisory class and student perceptions toward their connectedness with an advisory teacher.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between the two numerical variables: student perceptions toward their eagerness about participating in advisory class and student perceptions toward their connectedness with an advisory teacher. The statistical significance of the correlation coefficient, using items 8 and 13 from the student survey, was examined to test H23. The level of significance was set at .05. The correlation coefficient ($r = .394$) provided evidence for a moderately strong positive relationship between the variables. The hypothesis test for the correlation indicated a statistically significant relationship between student perceptions toward their eagerness about participating in advisory class and student perceptions toward their connectedness with an advisory teacher, $df = 679$, $p = .000$, $r^2 = .155$. H23 was supported. The effect size indicated that 15.5% of the variability in student perceptions toward their eagerness about

participating in advisory class was explained by student perceptions toward their connectedness with an advisory teacher. With a moderate effect size, students who responded with more connection with an advisory teacher responded with more eagerness about participating in advisory class.

H24. There a statistically significant relationship between student perceptions toward their interest in the lessons from advisory class and student perceptions toward their connectedness with an advisory teacher.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between the two numerical variables: student perceptions toward their interest in the lessons from advisory class and student perceptions toward their connectedness with an advisory teacher. The statistical significance of the correlation coefficient, using items 9 and 13 from the student survey, was examined to test H24. The level of significance was set at .05. The correlation coefficient (r = .278) provided evidence for a moderately strong positive relationship between the variables. The hypothesis test for the correlation indicated a statistically significant relationship between student perceptions toward their interest in the lessons from advisory class and student perceptions toward their connectedness with an advisory teacher, df = 680, p = .000, r^2 = .078. H24 was supported. The effect size indicated that 7.8% of the variability in student perceptions toward their interest in the lessons from advisory class was explained by student perceptions toward their connectedness with an advisory teacher. With a moderate effect size, students who responded with more connection with an advisory teacher responded with more interest in the lessons from advisory class.

H25. There a statistically significant relationship between student perceptions toward the usefulness of ideas from advisory class in their daily lives and student perceptions toward their connectedness with an advisory teacher.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between the two numerical variables: student perceptions toward the usefulness of ideas from advisory class in their daily lives and student perceptions toward their connectedness with an advisory teacher. The statistical significance of the correlation coefficient, using items 10 and 13 from the student survey, was examined to test H25. The level of significance was set at .05. The correlation coefficient (r = .343) provided evidence for a moderately strong positive relationship between the variables. The hypothesis test for the correlation indicated a statistically significant relationship between student perceptions toward the usefulness of ideas from advisory class in their daily lives and student perceptions toward their connectedness with an advisory teacher, df = 679, p = .000, r^2 = .118. H25 was supported. The effect size indicated that 11.8% of the variability in student perceptions toward the usefulness of ideas from advisory class in their daily lives was explained by student perceptions toward their connectedness with an advisory teacher. With a moderate effect size, students who responded with more connection with an advisory teacher responded with more usefulness in the ideas from advisory class.

RQ8. To what extent is there a difference in perceptions toward the importance of participation in school athletics or activities among students enrolled at different grade levels (freshman, sophomore, junior, senior)?

H26. There is a statistically significant difference in perceptions toward the importance of participation in school athletics or activities among students enrolled at different grade levels (freshman, sophomore, junior, senior).

A one-factor ANOVA was conducted to test H26. The categorical variable used to group the dependent variable, student perceptions toward the importance of their participation in school athletics or activities, was grade level (freshman, sophomore, junior, senior). The level of significance was set at .05. The results of the analysis, using items 1 and 5 from the student survey, indicated no significant difference between at least two of the means, $F = .475$, $df = 3, 681$, $p = .700$. See Table 24 for the means and standard deviations for this analysis. H26 was not supported. Students in one grade level did not respond more strongly than students in any other grade level about the importance of their participation in school athletics or activities.

Table 24

Descriptive Statistics for the Results of the Test for H26

Variable	*M*	*SD*	*N*
Freshman	3.42	1.29	299
Sophomore	3.29	1.24	211
Junior	3.37	1.30	92
Senior	3.45	1.39	83

RQ9. To what extent is there a difference in perceptions toward the importance of participation in volunteer work or community service among students enrolled at different grade levels (freshman, sophomore, junior, senior)?

H27. There a statistically significant difference in perceptions toward the importance of participation in volunteer work or community service among students enrolled at different grade levels (freshman, sophomore, junior, senior).

A one-factor ANOVA was conducted to test H27. The categorical variable used to group the dependent variable, student perceptions toward the importance of their participation in volunteer work or community service, was grade level (freshman, sophomore, junior, senior). The level of significance was set at .05. The results of the analysis, using items 1 and 6 from the student survey, indicated no significant difference between at least two of the means, $F = 0.768$, $df = 3, 682$, $p = .512$. See Table 25 for the means and standard deviations for this analysis. H27 was not supported. Students in one grade level did not respond more strongly than students in any other grade level about the importance of their participation in volunteer work or community service.

Table 25

Descriptive Statistics for the Results of the Test for H27

Variable	*M*	*SD*	*N*
Freshman	2.97	1.05	299
Sophomore	3.00	1.01	212
Junior	3.15	0.99	92
Senior	2.99	1.05	83

RQ10. To what extent is there a difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students enrolled at different grade levels (freshman, sophomore, junior, senior)?

H28. There a statistically significant difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students enrolled at different grade levels (freshman, sophomore, junior, senior).

A one-factor ANOVA was conducted to test H28. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of an advisory program for college and/or career plans, was student grade level (freshman, sophomore, junior, senior). The level of significance was set at .05. The results of the analysis, using items 1 and 16 from the student survey, indicated a significant difference between at least two of the means, $F = 3.040$, $df = 3, 680$, $p = .028$, $\eta^2 = .013$. A follow up post hoc was conducted to determine which pairs of means were different. The Tukey's HSD post hoc was conducted at $\alpha = .05$. One of the differences was statistically different. The mean response for students who reported their grade level as freshman ($M = 2.50$) was higher than the mean response for students who reported their grade level as senior ($M = 2.12$), which was statistically significant. See Table 26 for the means and standard deviations for this analysis. H28 was supported. The effect size indicated a small effect. Freshman students responded more strongly than senior students about the usefulness of an advisory program for college and/or career plans.

Table 26

Descriptive Statistics for the Results of the Test for H28

Variable	*M*	*SD*	*N*
Freshman	2.50	1.07	298
Sophomore	2.43	1.19	211
Junior	2.26	1.16	92
Senior	2.12	1.15	83

RQ11. To what extent is there a difference in perceptions toward the usefulness of an advisory program for social and emotional development among students enrolled at different grade levels (freshman, sophomore, junior, senior)?

H29. There is a statistically significant difference in perceptions toward the usefulness of an advisory program for social and emotional development among students enrolled at different grade levels (freshman, sophomore, junior, senior).

A one-factor ANOVA was conducted to test H29. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of an advisory program for social and emotional development, was grade level (freshman, sophomore, junior, senior). The level of significance was set at .05. The results of the analysis, using items 1 and 17 from the student survey, indicated no significant difference between at least two of the means, $F = 0.886$, $df = 3, 682$, $p = .448$. See Table 27 for the means and standard deviations for this analysis. H29 was not supported. Students from one grade level did not respond more strongly than students at any other grade level about the usefulness of an advisory program for social and emotional development.

Table 27

Descriptive Statistics for the Results of the Test for H29

Variable	*M*	*SD*	*N*
Freshman	1.86	1.01	299
Sophomore	1.97	1.10	211
Junior	1.78	0.94	92
Senior	1.82	1.08	83

RQ12. To what extent is there a difference in perceptions toward the importance of participation in school athletics or activities among students among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say])?

H30. There is a statistically significant difference in perceptions toward the importance of participation in school athletics or activities among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say]).

A one-factor ANOVA was conducted to test H30. The categorical variable used to group the dependent variable, student perceptions toward the importance of their participation in school athletics or activities, was gender (female, male, other [non-binary, prefer to self-describe, prefer not to say]). The level of significance was set at .05. The results of the analysis, using items 2 and 5 from the student survey, indicated a significant difference between at least two of the means, $F = 7.084$, $df = 2, 682$, $p = .001$, $\eta^2 = .020$. A follow up post hoc was conducted to determine which pairs of means were different. The Tukey's HSD post hoc was conducted at $\alpha = .05$. Two of the differences were statistically significant. The mean response for students who reported their gender as female ($M = 3.45$) was higher than the mean response for students who reported their gender as other ($M = 2.35$), which was statistically significant. The mean response for students who reported their gender as male ($M = 3.36$) was higher than the mean response for students who reported their gender as other ($M = 2.35$), which was statistically significant. See Table 28 for the means and standard deviations for this analysis. H30 was supported. Although the effect was small, female students and male

students responded more strongly than students who reported their gender as other about the importance of their participation in school athletics or activities.

Table 28

Descriptive Statistics for the Results of the Test for H30

Variable	*M*	*SD*	*N*
Female	3.45	1.23	379
Male	3.36	1.32	286
Other	2.35	1.42	20

RQ13. To what extent is there a difference in perceptions toward the importance of participation in volunteer work or community service among students among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say])?

H31. There is a statistically significant difference in student perceptions toward the importance of participation in volunteer work or community service among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say]).

A one-factor ANOVA was conducted to test H31. The categorical variable used to group the dependent variable, student perceptions toward the importance of their participation in volunteer work or community service, was gender (female, male, other [non-binary, prefer to self-describe, prefer not to say]). The level of significance was set at .05. The results of the analysis, using items 2 and 6 from the student survey, indicated no significant difference between at least two of the means, $F = 29.751$, $df = 2, 683$, $p = .000$, $\eta^2 = .080$. A follow up post hoc was conducted to determine which pairs of

means were different. The Tukey's HSD post hoc was conducted at $\alpha = .05$. Two of the differences were statistically significant. The mean response for students who reported their gender as female ($M = 3.26$) was higher than the mean response for students who reported their gender as male ($M = 2.72$), which was statistically significant. The mean response for students who reported their gender as female ($M = 3.26$) was higher than the mean response for students who reported their gender as other ($M = 2.30$), which was statistically significant. See Table 29 for the means and standard deviations for this analysis. H31 was supported. Although the effect size was small, female students responded more strongly than male students and students who reported their gender as other about the importance of their participation in volunteer work or community service.

Table 29

Descriptive Statistics for the Results of the Test for H31

Variable	*M*	*SD*	*N*
Female	3.26	0.96	379
Male	2.72	1.01	287
Other	2.30	1.22	20

RQ14. To what extent is there a difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say])?

H32. There is a statistically significant difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say]).

A one-factor ANOVA was conducted to test H32. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of an advisory program for college and/or career plans, was gender (female, male, other [non-binary, prefer to self-describe, prefer not to say]). The level of significance was set at .05. The results of the analysis, using items 2 and 16 from the student survey, indicated no significant difference between at least two of the means, $F = .207$, $df = 2, 681$, $p = .813$. See Table 30 for the means and standard deviations for this analysis. H32 was not supported. Students of one gender did not respond more strongly than students of any other gender about the usefulness of an advisory program for college and/or career plans.

Table 30

Descriptive Statistics for the Results of the Test for H32

Variable	*M*	*SD*	*N*
Female	2.40	1.09	379
Male	2.42	1.17	385
Other	2.25	1.45	20

RQ15. To what extent is there a difference in perceptions toward the usefulness of an advisory program for social and emotional development among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say])?

H33. There is a statistically significant difference in perceptions toward the usefulness of an advisory program for social and emotional development among students reporting different genders (female, male, other [non-binary, prefer to self-describe, prefer not to say]).

A one-factor ANOVA was conducted to test H33. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of an advisory program for social and emotional development, was gender (female, male, other [non-binary, prefer to self-describe, prefer not to say]). The level of significance was set at .05. The results of the analysis, using items 2 and 17 from the student survey, indicated no significant difference between at least two of the means, $F = 0.501$, $df = 2, 681$, $p = .606$. See Table 31 for the means and standard deviations for this analysis. H33 was not supported. Students of one gender did not respond more strongly than students of any other gender about the usefulness of an advisory program for social and emotional development.

Table 31

Descriptive Statistics for the Results of the Test for H33

Variable	*M*	*SD*	*N*
Female	1.89	1.02	378
Male	1.89	1.05	287
Other	1.65	1.23	20

RQ16. To what extent is there a difference in perceptions toward the importance of participation in school athletics or activities among students reporting different ethnicities (Black/African-American, Hispanic/Latino, White, Other [Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say])?

H34. There is a statistically significant difference in perceptions toward the importance of participation in school athletics or activities among students reporting different ethnicities (Black/African-American, Hispanic/Latino, White, Other

[Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say]).

A one-factor ANOVA was conducted to test H34. The categorical variable used to group the dependent variable, student perceptions toward the importance of their participation in school athletics or activities, was ethnicity (Black/African-American, Hispanic/Latino, White, Other [Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say]). The level of significance was set at .05. The results of the analysis, using items 3 and 5 from the student survey, indicated a significant difference between at least two of the means, $F = 8.296$, $df = 3, 681$, $p = .000$, $\eta^2 = .035$. A follow up post hoc was conducted to determine which pairs of means were different. The Tukey's HSD post hoc was conducted at $\alpha = .05$. Two of the differences were statistically significant. The mean response for students who reported their ethnicity as Black or African-American ($M = 3.51$) was higher than the mean response for students who reported their ethnicity as Hispanic or Latino ($M = 2.82$), which was statistically significant. The mean response for students who reported their ethnicity as White ($M = 3.50$) was higher than the mean response for students who reported their ethnicity as Hispanic or Latino ($M = 2.82$), which was statistically significant. See Table 32 for the means and standard deviations for this analysis. H34 was supported. Although the effect size was small, Black or African-American students and White students responded more strongly than Hispanic or Latino students about the importance of their participation in school athletics or activities.

Table 32

Descriptive Statistics for the Results of the Test for H34

Variable	*M*	*SD*	*N*
Black or African-American	3.51	1.22	37
Hispanic or Latino	2.82	1.16	102
White	3.50	1.26	456
Other	3.30	1.29	90

RQ17. To what extent is there a difference in perceptions toward the importance of participation in volunteer work or community service among students reporting different ethnicities (Black/African-American, Hispanic/Latino, White, Other [Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say])?

H35. There is a statistically significant difference in perceptions toward the importance of participation in volunteer work or community service among students reporting different ethnicities (Black/African-American, Hispanic/Latino, White, Other [Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say]).

A one-factor ANOVA was conducted to test H35. The categorical variable used to group the dependent variable, student perceptions toward the importance of their participation in volunteer work or community service, was ethnicity (Black/African-American, Hispanic/Latino, White, Other [Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say]). The level of significance was set at .05. The results of the analysis, using items 3 and 6 from the student survey, indicated

no significant difference between at least two of the means, $F = 1.554$, $df = 3, 682$, $p = .199$. See Table 33 for the means and standard deviations for this analysis. H35 was not supported. Students of one ethnicity did not respond more strongly than students of any other ethnicity about the importance of their participation in volunteer work or community service.

Table 33

Descriptive Statistics for the Results of the Test for H35

Variable	*M*	*SD*	*N*
Black or African-American	3.03	1.04	37
Hispanic or Latino	2.80	1.07	102
White	3.04	1.02	456
Other	3.07	1.04	91

RQ18. To what extent is there a difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students reporting different ethnicities (Black/African-American, Hispanic/Latino, White, Other [Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say])?

H36. There is a statistically significant difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students reporting different ethnicities (Black/African-American, Hispanic/Latino, White, Other [Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say])?

A one-factor ANOVA was conducted to test H36. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of an advisory

program for college and/or career plans, was ethnicity (Black/African-American, Hispanic/Latino, White, Other [Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say]). The level of significance was set at .05. The results of the analysis, using items 3 and 16 from the student survey, indicated a significant difference between at least two of the means, $F = 3.040$, $df = 3, 680$, $p = .028$, $\eta^2 = .013$. A follow up post hoc was conducted to determine which pairs of means were different. The Tukey's HSD post hoc was conducted at $\alpha = .05$. One of the differences was marginally significant. The mean response for students who reported their ethnicity as Hispanic or Latino ($M = 2.65$) was higher than the mean difference for students who reported their ethnicity as White ($M = 2.35$), which was marginally different. See Table 34 for the means and standard deviations for this analysis. H36 was supported. Although the effect size was small, Hispanic or Latino students responded more strongly than White students about the usefulness of an advisory program for college and/or career plans.

Table 34

Descriptive Statistics for the Results of the Test for H36

Variable	*M*	*SD*	*N*
Black/African-American	2.57	1.24	37
Hispanic/Latino	2.65	1.00	102
White	2.35	1.14	455
Other	2.32	1.18	90

RQ19. To what extent is there a difference in perceptions toward the usefulness of an advisory program for social and emotional development among students reporting different ethnicities (Black/African-American, Hispanic/Latino, White, Other

[Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say])?

H37. There a statistically significant difference in perceptions toward the usefulness of an advisory program for social and emotional development among students reporting different ethnicities (Black/African-American, Hispanic/Latino, White, Other [Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say]).

A one-factor ANOVA was conducted to test H37. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of an advisory program for social and emotional development, was ethnicity (Black/African-American, Hispanic/Latino, White, Other [Asian/Pacific Islander, Multi-Racial, Native American/American Indian, other, prefer not to say]). The level of significance was set at .05. The results of the analysis, using items 3 and 17 from the student survey, indicated a significant difference between at least two of the means, $F = 4.080$, $df = 3, 680$, $p = .007$, $\eta^2 = .018$. A follow up post hoc was conducted to determine which pairs of means were different. The Tukey's HSD post hoc was conducted at $\alpha = .05$. Two of the differences were statistically significant. The mean response for students who reported their ethnicity as Hispanic or Latino ($M = 2.11$) was higher than the mean response for students who reported their ethnicity as White ($M = 1.80$), which was statistically significant. The mean response for students who reported their ethnicity as Black or African-American ($M = 2.24$) was higher than the mean response for students who reported their ethnicity as White ($M = 1.80$), which was marginally significant. See Table 35 for the means and standard deviations for this analysis. H37 was supported.

Although the effect size was small, Hispanic or Latino students responded more strongly than White students about the usefulness of an advisory program for social and emotional development. In addition, Black or African-American students responded somewhat more strongly than White students about the usefulness of an advisory program for social and emotional development.

Table 35

Descriptive Statistics for the Results of the Test for H37

Variable	*M*	*SD*	*N*
Black/African-American	2.24	1.12	37
Hispanic/Latino	2.12	1.03	102
White	1.80	1.01	455
Other	1.86	1.08	91

RQ20. To what extent is there a difference in perceptions toward the importance of participation in school athletics or activities among students based on the grades they report as usual in school (A, B, C, D/F)?

H38. There is a statistically significant difference in perceptions of the importance of participation in school athletics or activities among students based on the grades they report as usual in school (A, B, C, D/F).

A one-factor ANOVA was conducted to test H38. The categorical variable used to group the dependent variable, student perceptions toward the importance of their participation in school athletics or activities, was grades reported as usual in school (A, B, C, D/F). The level of significance was set at .05. The results of the analysis, using items 4 and 5 from the student survey, indicated a significant difference between at least

two of the means, $F = 14.714$, $df = 3, 679$, $p = .000$, $\eta^2 = .061$. A follow up post hoc was conducted to determine which pairs of means were different. The Tukey's HSD post hoc was conducted at $\alpha = .05$. Two of the differences were statistically significant. The mean response for students who reported their grades as A ($M = 3.70$) was higher than the mean response for students who reported their grades as B ($M = 3.18$), which was statistically significant. The mean response for students who reported their grades as A ($M = 3.70$) was higher than the mean response for students who reported their grades as C ($M = 2.85$), which was statistically significant. See Table 36 for the means and standard deviations for this analysis. H38 was supported. Although the effect size was small, A students responded more strongly than B students and C students about the importance of their participation in school athletics or activities.

Table 36

Descriptive Statistics for the Results of the Test for H38

Variable	*M*	*SD*	*N*
A	3.70	1.78	316
B	3.18	1.29	249
C	2.85	1.31	94
D/F	3.17	1.43	24

RQ21. To what extent is there a difference in perceptions toward the importance of participation in volunteer work or community service among students based on the grades they report as usual in school (A, B, C, D/F)?

H39. There is a statistically significant difference in perceptions toward the importance of participation in volunteer work or community service among students based on the grades they report as usual in school (A, B, C, D/F).

A one-factor ANOVA was conducted to test H39. The categorical variable used to group the dependent variable, student perceptions toward the importance of their participation in volunteer work or community service, was grades students report as usual in school (A, B, C, D/F). The level of significance was set at .05. The results of the analysis, using items 4 and 6 from the student survey, indicated a significant difference between at least two of the means, $F = 11.873$, $df = 3, 680$, $p = .000$, $\eta^2 = .050$. A follow up post hoc was conducted to determine which pairs of means were different. The Tukey's HSD post hoc was conducted at $\alpha = .05$. Three of the differences were statistically significant. The mean response for students who reported their grades as A ($M = 3.22$) was higher than the mean response for students who reported their grades as B ($M = 2.91$), which was statistically significant. The mean response for students who reported their grades as A ($M = 3.22$) was higher than the mean response for students who reported their grades as C ($M = 2.68$), which was statistically significant. The mean response for students who reported their grades as A ($M = 3.22$) was higher than the mean response for students who reported their grades as D/F ($M = 2.38$), which was statistically significant. See Table 37 for the means and standard deviations for this analysis. H39 was supported. Although the effect size was small, A students responded more strongly than B students, C students, and D/F students about the importance of their participation in volunteer work or community service.

Table 37

Descriptive Statistics for the Results of the Test for H39

Variable	*M*	*SD*	*N*
A	3.22	1.02	316
B	2.91	0.99	249
C	2.68	0.96	95
D/F	2.38	1.24	24

RQ22. To what extent is there a difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students based on the grades they report as usual in school (A, B, C, D/F)?

H40. There is a statistically significant difference in perceptions toward the usefulness of an advisory program for college and/or career plans among students based on the grades they report as usual in school (A, B, C, D/F).

A one-factor ANOVA was conducted to test H40. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of an advisory program for college and/or career plans, was grades reported as usual in school (A, B, C, D/F). The level of significance was set at .05. The results of the analysis, using items 4 and 16 from the student survey, indicated a significant difference between at least two of the means, $F = 1.550$, $df = 3, 678$, $p = .200$. See Table 38 for the means and standard deviations for this analysis. H40 was not supported. No one category of students who self-reported grades responded more strongly than another category of students who self-reported grades about the usefulness of an advisory program for college and/or career plans.

Table 38

Descriptive Statistics for the Results of the Test for H40

Variable	*M*	*SD*	*N*
A	2.30	1.07	316
B	2.49	1.15	247
C	2.47	1.20	95
D/F	2.54	1.38	24

RQ23. To what extent is there a difference in perceptions toward the usefulness of an advisory program for social and emotional development among students based on the grades they report as usual in school (A, B, C, D/F)?

H41. There a statistically significant difference in perceptions toward the usefulness of an advisory program for social and emotional development among students based on the grades they report as usual in school (A, B, C, D/F).

A one-factor ANOVA was conducted to test H41. The categorical variable used to group the dependent variable, student perceptions toward the usefulness of an advisory program for social and emotional development, was grades reported as usual in school (A, B, C, D/F). The level of significance was set at .05. The results of the analysis, using items 4 and 17 from the student survey, indicated a significant difference between at least two of the means, $F = 6.011$, $df = 3, 679$, $p = .000$, $\eta^2 = .026$. A follow up post hoc was conducted to determine which pairs of means were different. The Tukey's HSD post hoc was conducted at $\alpha = .05$. Two of the differences were statistically significant. The mean response for students who reported their grades as D/F ($M = 2.38$) was higher than the mean response for students who reported their grades as A ($M = 1.75$), which was

statistically significant. The mean response for students who reported their grades as D/F (M = 2.38) was higher than the mean response for students who reported their grades as B (M = 1.89), which was statistically significant. See Table 39 for the means and standard deviations for this analysis. H41 was supported. Although the effect size was small, D/F students responded more strongly than A students and B students about the usefulness of an advisory program for social and emotional development.

Table 39

Descriptive Statistics for the Results of the Test for H41

Variable	*M*	*SD*	*N*
A	1.75	0.94	315
B	1.89	1.01	249
C	2.16	1.21	95
D/F	2.38	1.31	24

Summary

Chapter 4 included the data analysis and the hypothesis testing for the research questions related to the impact of a high school advisory program in a public high school as measured primarily by a cross-sectional descriptive survey of student perceptions using a Likert-type scale. The results of the ANOVAs that were used to address research questions 1-4 and research questions 8-23 and the calculation and testing of Pearson product moment correlation coefficients that were used to address research questions 5-7 were reported in this chapter. Chapter 5 contains a study summary, including an overview of the problem, review of the methodology, and major findings. In addition,

Chapter 5 contains findings related to the literature, recommendations for future research, and conclusions.

Chapter 5

Interpretation and Recommendations

Chapter 5 includes a summary of the study by providing an overview of the problem, the purpose statement and research questions, the methodology, and the major findings. The chapter also includes a discussion of the findings related to the literature. The chapter concludes with the implications for action for high school advisory programs as well as recommendations for future research designed to extend or complement the research completed for this study.

Study Summary

The following section provides a summary of the research conducted for this study. The summary includes an overview of the problem concerning student perceptions toward a high school advisory program at Primus High School in the Pressman School District. The next section states the purpose of the study and the research questions. The final two sections provide a review of the methodology and explain the major findings. This study contributed to the body of research on advisory programs by analyzing student perceptions toward an advisory program at a large, diverse, midwestern, suburban, public high school. The analyses disaggregated the sample by student demographics (grade level, gender, and ethnicity) and by self-reported grades.

Overview of the problem. The utilization of advisory programs in secondary schools is motivated by a growing investment in CCR and SEL by government, business, philanthropic, and community stakeholders (Achieve, 2015; ACT, 2013; College Board, 2014; Jobs for the Future, 2018; Ryerse et al., 2014), by the rise of mental health issues in

the adolescent population (Centers for Disease Control and Prevention, 2017; Curtin et al., 2016; National Institute of Mental Health, 2019; Plemmons et al., 2018; Twenge et al., 2019), and by the advocacy for and implementation of tiered systems of responsive interventions in public schools (Darling-Hammond et al., 2002; Legters et al., 2002; RTI Action Network, 2019). The use of an advisory program as a vehicle for academic and interpersonal supports fits the framework of multiple educational movements, such as Social-Emotional Learning (SEL), Partnership for 21st Century Skills (P21), and deeper learning (ASCD, 2020; Bishop, 2010; CASEL, 2019b; Fullan et al., 2017; Great Schools Partnership, 2015; National Education Association, 2020). However, from the 1990s to the 2010s, the research on advisory programs had produced mixed results on the effectiveness of advisory programs as measured by attitudes, grades, participation, behavior, and post-secondary success. In addition, studies on the effectiveness of advisory programs typically focused on middle school environments (Demaray & Malecki, 2002; Shulkind & Foote, 2009; Weilbacher & Lanier, 2012), often in urban school districts (Botvin et al., 2006; Gard, 2014; Montague et al., 2011).

Purpose statement and research questions. The purpose of this quantitative study was to determine the impact of a high school advisory program in a public high school as measured primarily by a cross-sectional descriptive survey of student perceptions using a Likert-type scale. Specifically, this research study focused on student perceptions toward excitement about going to an advisory class, eagerness in participating in an advisory class, interest in the lessons from an advisory class, and the usefulness of ideas from an advisory class, and the analyses disaggregated the sample by student demographics (grade level, gender, and ethnicity) and by self-reported grades. In

addition, this research study correlated student perceptions toward an advisory program and an advisory teacher, toward an advisory teacher and belonging at school, and toward an advisory program and belonging at school. Lastly, this research study focused on student perceptions toward the importance of their participation in school athletics or activities, the importance of their participation in volunteer work or community service, the usefulness of an advisory program for college and/or career plans, and the usefulness of an advisory program for social and emotional development, and the analyses disaggregated the sample by student demographics (grade level, gender, and ethnicity) and by self-reported grades. In order to guide this study, 23 research questions with 41 hypotheses were designed to address the aforementioned purposes.

Review of the methodology. The sample for the current study included 686 students in grades 9-12 at Primus High School in the Pressman School District. The student data was collected through a quantitative student survey administered electronically using Google Forms. The survey was designed with a Likert-type scale to examine student perceptions toward an advisory program. The survey was adapted from Panorama Education's Student Survey with the approval from the Panorama company and was distributed to students with the approval of building and district administration in the Pressman School District as well as the approval of the Baker IRB committee. Communication on the purpose and design of the survey was provided to students and parents in Primus High School. The survey was distributed to all students during one advisory period. The survey data from the Google Form was downloaded and imported into the IBM SPSS Faculty Stats Pack Version 25 for analysis. The results of the ANOVAs that addressed RQ1-RQ4 and RQ8-RQ23, and the calculations of the Pearson

product moment correlation coefficients that addressed RQ5-RQ7 were presented in Chapter 4.

Major findings. A description of the results from the hypothesis testing that addressed the 23 research questions and 41 hypotheses was presented in Chapter 4. The analysis of the student perceptions toward an advisory program revealed the following key findings.

Student perceptions toward an advisory program. Research questions 1-4 and hypotheses 1-16 examined student perceptions toward an advisory program. The hypotheses were designed to examine student perceptions toward an advisory program through four lenses: excitement about going to advisory class, eagerness about participating in advisory class, interest in the lessons from advisory class, and usefulness of ideas from advisory class. The analyses disaggregated the sample by student demographics (grade level, gender, and ethnicity) and by self-reported grades.

Sophomore students responded somewhat more strongly than senior students about going to advisory class. Hispanic students responded more strongly than White students about their interest in the lessons from advisory class. D/F students responded more strongly than A students about their excitement about going to advisory class, their eagerness to participate in advisory class, and their interest in the lessons from advisory class. In addition, D/F students responded more strongly than B students about their eagerness to participate in advisory class as well as their interest in the lessons from advisory class. Finally, C students responded more strongly than A students about their excitement about going to advisory class.

Student perceptions toward school belonging. Research questions 5 and 6 and hypotheses 17-21 examined the relationship between student perceptions toward their belonging at school and student perceptions toward an advisory program as well as between student perceptions toward their belonging at school and student perceptions toward an advisory teacher. The hypotheses were designed to examine student perceptions toward advisory through four lenses: excitement about going to advisory class, eagerness about participating in advisory class, interest in the lessons from advisory class, and usefulness of ideas from advisory class.

Students who responded with more excitement about going to advisory class, more eagerness about participating in advisory class, more interest in the lessons from advisory class, and more usefulness in the ideas from advisory class also responded with more belonging at school. Having a statistically significant correlation with a small effect size, the finding indicates that students who have a positive perception toward an advisory program also have a more positive perception toward belonging at school. Similarly, students who responded with more connection to an advisory teacher responded with more belonging at school. Having a statistically significant correlation with a small effect size, the finding indicates that students who have a more positive perception toward an advisory teacher also have a more positive perception toward belonging at school.

Student perceptions toward an advisory teacher. Research question 7 and hypotheses 22-25 examined the relationship between student perceptions toward connectedness with an advisory teacher and student perceptions toward an advisory program. The hypotheses for student perceptions toward an advisory program were

designed to examine the student perceptions toward an advisory program through four lenses: excitement about going to advisory class, eagerness about participating in advisory class, interest in the lessons from advisory class, and usefulness of ideas from advisory class.

Students who responded with more connectedness with an advisory teacher also responded with more excitement about going to advisory class, more eagerness about participating in advisory class, more interest in the lessons from advisory class, and more usefulness in the ideas from advisory class. The finding, which was statistically significant with a moderate effect size, indicates that students who have a more positive perception toward an advisory teacher also have a more positive perception toward advisory class.

Student perceptions toward the intended outcomes of an advisory program: participation in school athletics or activities. Research questions 8-23 and hypotheses 26-41 examined student perceptions toward the intended outcomes of an advisory program as measured through four lenses: participation in school athletics or activities, participation in volunteer work or community service, college and/or career plans, and social-emotional development.

Research questions 8, 12, 16, and 20 examined student perceptions toward the importance of their participation in school athletics or activities. Each research question examined this intended outcome of an advisory program through one of four independent variables: grade level, gender, ethnicity, and self-reported grades.

Students at one grade level did not respond more strongly than students at any other grade level about the importance of their participation in school athletics or

activities. However, female and male students responded more strongly than students who reported their gender as other about the importance of their participation in school athletics or activities. Also, Black or African-American students and White students responded more strongly than Hispanic or Latino students about the importance of their participation in school athletics or activities. In terms of self-reported grades, A students responded more strongly than B students and C students about the importance of their participation in school athletics or activities.

Student perceptions toward the intended outcomes of an advisory program: participation in volunteer work or community service.

Research questions 9, 13, 17, and 21 examined student perceptions toward the importance of their participation in volunteer work or community service. Each research question examined this intended outcome of an advisory program through one of four independent variables: grade level, gender, ethnicity, and self-reported grades.

Students at one grade level did not respond more strongly than students at any other grade level about the importance of their participation in school athletics or activities. However, female students responded more strongly than male students and students who reported their gender as other about the importance of their participation in volunteer work or community service. Students of one ethnicity did not respond more strongly than students of any other ethnicity about the importance of their participation in volunteer work or community service. In terms of self-reported grades, A students responded more strongly than B students, C students, and D/F students about the importance of their participation in volunteer work or community service.

Student perceptions toward the intended outcomes of an advisory program: college and/or career plans.

Research questions 10, 14, 18, and 22 examined student perceptions toward the usefulness of an advisory program for college and/or career plans. Each research question examined this intended outcome of an advisory program through one of four independent variables: grade level, gender, ethnicity, and self-reported grades.

Freshman students responded more strongly than senior students about the usefulness of an advisory program for college and/or career plans. No one gender responded more strongly than another gender about the usefulness of an advisory program for college and/or career plans. However, Hispanic or Latino students responded more strongly than White students about the usefulness of an advisory program for college and/or career plans. No one category of students who self-reported grades responded more strongly than another category of students who self-reported grades about the usefulness of an advisory program for college and/or career plans.

Student perceptions toward the intended outcomes of an advisory program: social and emotional development.

Research questions 11, 15, 19, and 23 examined student perceptions toward the usefulness of an advisory program for social and emotional development. Each research questions examined this intended outcome of an advisory program through one of four independent variables: grade level, gender, ethnicity, and self-reported grades.

Students at one grade level did not respond more strongly than students at any other grade level about the usefulness of an advisory program for social and emotional development. Students of one gender did not respond more strongly than students of any

other gender about the usefulness of an advisory program for social and emotional development. However, Hispanic or Latino students responded more strongly than White students about the usefulness of an advisory program for social and emotional development. In addition, Black or African-American responded somewhat more strongly than White students about the usefulness of an advisory program for social and emotional development. In terms of self-reported grades, D/F students responded more strongly than A students and as B students about the usefulness of an advisory program for social and emotional development.

Findings Related to the Literature

Because of the increased focus on CCR and SEL, some school districts have responded by implementing advisory programs in secondary schools as a delivery system of supports for college preparation, career planning, community involvement, and personal development (Vander Ark, 2015). The implementation of advisory programs as a means to encourage positive social behavior, to foster greater school engagement, to support increased academic achievement, and to promote post-secondary student success began in the 1990s at the same time schools and legislation began to advocate for more CCR and CTE. Consequently, the first comprehensive literature on the effectiveness of advisory programs emerged at the same time (Ayers, 1994; MacIver, 1990; Manning & Saddlemire, 1996; Wilson, 1998; Ziegler & Mulhall, 1994). From the 1990s to the 2010s, the research had produced mixed results on the effectiveness of advisory programs as measured by attitudes, grades, participation, behavior, and post-secondary success. The studies on the effectiveness of advisory programs typically focused on middle school environments (Demaray & Malecki, 2002; Shulkind & Foote, 2009; Weilbacher &

Lanier, 2012), often in urban school districts (Botvin et al., 2006; Gard, 2014; Montague et al., 2011). With an increase in the implementation of SEL initiatives in the 2000s, advisory programs had been tasked with an additional level of responsibility for the education of the whole child (ASCD, 2018). Meta-analyses, such as those by Durlak et al. (2011) and by Taylor et al. (2017), examined the findings of other researchers on the impacts of advisory programs on the social-emotional and character development of students.

Student perceptions toward an advisory program. Legters et al. (2002) promoted advisories as a means to provide students with consistent and multi-faceted adult support throughout high school. In addition, Legters et al. (2002) endorsed the inclusion of real-world activities, career themes, and community service opportunities in advisory programs to engage and connect students to school and community. The conclusions of the authors about the role of an advisory program align with the purpose and design of an advisory program in the current study. The impetus for the creation of an advisory program in the current study also was found in research like Darling-Hammond et al. (2002), who reported that schools have higher levels of achievement when they create smaller units within the school and keep students together over multiple years. Weilbacher and Lainer (2012) also found that smaller groups facilitated communication, openness, and trust.

However, the research on the benefits of advisory programs has been inconsistent. For example, McClure et al. (2010) found more positive feelings about an advisory program were associated with worse academic outcomes. The findings of the current study supported the finding of McClure et al. (2010) because students who reported their

grades as D/F responded more strongly than students who reported their grades as A about their excitement about going to advisory class, their eagerness to participate in advisory class, and their interest in the lessons from advisory class. In addition, students who reported their grades as D/F responded more strongly than students who reported their grades as B about their eagerness to participate in advisory class as well as their interest in the lessons from advisory class. In McClure et al.'s (2010) discussion section, the researchers suggested that the students who needed an advisory program the most valued it the most; that an advisory program is too artificial, institutionalize, and generic for authentic personalization; that advisory programs are unevenly and poorly implemented without consistent fidelity; and that schools should work on organic, embedded, authentic personalization throughout their classes and culture. It is possible that academically talented students do not find value in an advisory program because they may already possess the strategies and skills to be successful and may see an advisory program as redundant and unnecessary.

Student perceptions toward school belonging. Meloro (2005) sought answers to research questions based on three key points in the definition of school personalization: every child has an advocate, every child has an individual plan of progress, and every child has goals and expectations for success. Meloro (2005), studying a diverse population in the northeast, found that freshman advisories focused more on academics, that students did not view advisory as positively as the teachers, that females liked advisory more than males, that freshman students liked advisory more than students in other grades, and that students with a more positive perception of advisory had a more positive connection to school. The last finding about connection to school is relevant to

the current study because students who responded more strongly about their excitement about going to advisory class, their eagerness in participating in advisory class, their interest in the lessons from advisory class, and the usefulness in the ideas from advisory class also responded more strongly about their belonging at school. Shulkind & Foote (2009) suggested additional research into the role of student mentoring through advisories and grade-level specific advisory content, which was relevant to the current study and aligned with Meloro's (2005) finding on freshmen, because the high school in the current study differentiated its advisory program curriculum by grade level and offered senior peer mentors in freshman advisory classes. Perhaps because of this peer mentoring, the freshman students of the current study responded more strongly than senior students about the usefulness of an advisory program for college and/or career plans. However, Meloro's (2005) finding about female perceptions toward an advisory program was not support by the current study, which did not indicate a statistically significant difference between the genders in their perceptions toward an advisory program.

Van Ryzin (2011) affirmed the importance of school engagement for academic achievement. Van Ryzin (2011) concluded that interventions that increase student perceptions toward autonomy, that provide teacher and peer support, and that develop student goal setting may create the environmental conditions to positively impact student academic achievement and behavior performance over time. In addition, Shulkind and Foote (2009) concluded that strong advisory programs addressed issues of community, promoted open communication, functioned as a community of learners, perceived advisory as improving academic performance, had advisors who knew and cared about

their advisees, had advisors who monitored the academic progress of the advisees, and had advisors who were problem solvers and advice givers. Shulkind and Foote (2009) and Van Ryzin (2011) outlined the conditions through which schools can optimize the effectiveness of their advisory program to connect students to the school. The findings of the current study supported Shulkind and Foote (2009) and Van Ryzin (2011) because students who responded more strongly about the connectedness with their advisory teacher also responded more strongly about their connectedness with an advisory program, and students who responded more strongly about their connectedness with an advisory program also responded more strongly about their belonging at school.

Student perceptions toward an advisory teacher. Bergin and Bergin (2009) built from the concept that attachment is the foundation of social-emotional wellbeing and that social-emotional wellbeing is the foundation of school success. Bergin and Bergin (2009) also reported that teachers who built attachment with students were teachers who were well prepared for class, showed their "real" self, granted student autonomy, and held high expectations. Yonezawa et al. (2012) confirmed Bergin and Bergin's (2009) findings on effective teacher behaviors, concluding "positive teacher-student relationships can help buffer students against a host of problems, from disengagement in a specific academic subject to engaging in risky social behaviors, such as smoking or alcohol abuse" (p. 6). However, Yonezawa et al. (2012) also acknowledged the limitations of studies involving teacher attachment because most of the studies have focused on elementary school contexts. The findings of the current study extend the findings of Bergin and Bergin (2009) and Yonezawa et al. (2012) by examining student perceptions toward an advisory program in a large, diverse, midwestern, suburban public

school. The research conducted for the current study indicated a weak positive correlation between student perceptions toward their connectedness with an advisory teacher and student perceptions toward their belonging at school. In addition, the researcher of the current study found a moderately strong positive correlation between student perceptions toward their connectedness with an advisory teacher and student perceptions toward an advisory program. According to the current study, an advisory teacher plays a significant role in the perceptions of students toward an advisory program and toward belong at school.

As with the findings of the current study, Van Ornum (2014) found that the advisees perceived that an advisory program supported the formation of positive student relationships with adults in the school and the effective development of post-secondary school plans. In addition, Van Ornum (2014) also found that advisory students perceived their advisory teachers to value student ideas, to help with personal issues, and to be dependable. The current study confirmed the findings of Van Ornum (2014) because students who reported more connectedness with an advisory teacher also reported more excitement about going to advisory class, more eagerness about participating in advisory class, more interest in the lessons from advisory class, and more usefulness in the ideas from advisory class.

Student perceptions toward the intended outcomes of an advisory program. Fuschillo (2018) reported that, although the American School Counselor Association recommended student-to-counselor ratio is 250-to-1, the ratio was actually 482-to-1. Because of these numbers, some responsibilities traditionally assigned to school counselors have been outsourced to teachers (Great Schools Partnership, 2015).

Advisory programs have been tasked with providing academic interventions, delivering social-emotional supports, facilitating college and college planning, and promoting school participation and civic engagement (Great Schools Partnership, 2015). Driven by studies like those conducted by Achieve (2015), ACT (2013), Bishop (2010), Conley (2015), Fullan et al. (2017), Levinson (2012), Levy and Cannon (2016), Mehta and Fine (2015), Trilling and Fadel (2009), World Economic Forum (2016), and Zlab (2019), schools have sought a vehicle to deliver personalized post-secondary planning and interpersonal skill development. In regard to this context about the intended outcomes of an advisory program, the current study results included one key finding on student perceptions toward the usefulness of an advisory program for college and/career plans. The researcher of the current study found that freshman students responded more strongly than senior students about the usefulness of advisory class for college and/or career plans. This finding may be attributed to the curriculum being new to freshman students as well as freshman students having senior mentors in their advisory class.

Besides the current study's findings on student perceptions toward the usefulness of an advisory program for college and/or career plans, the current study also reported findings on student perceptions toward the usefulness of an advisory program for social and emotional development. The researcher of the current study found that Hispanic or Latino students and Black or African-American students responded more strongly than White students about the usefulness of an advisory program for social and emotional development. In addition, Hispanic or Latino students responded more strongly than White students about the usefulness of advisory class for college and/career plans. Finally, students who reported their grades as D/F responded more strongly than students

who reported their grades A about the usefulness of an advisory program for social and emotional development. These findings of the current study indicate the potential of an advisory program in helping minority populations and at-risk students with post-secondary success and social-emotional learning.

These findings of the current study are also important because the district of the large, diverse, midwestern, suburban, public high school of the current study had implemented a new strategic plan at the time of the current study which included a stated goal of an equitable and inclusive culture. The district also had invested money in deep equity training for all district staff members. The findings of the current study related to Hispanic or Latino students and Black or African-American students indicate that an advisory program has a role to play in the action steps of the district strategic plan. The findings of the current study extend Bergin and Bergin (2009), who discussed the role of attachment in promoting social-emotional wellbeing and reducing negative behavioral outcomes. The findings also extend Yonezawa et al. (2012), who sought evidence of the impact of personalization programs for low-income and minority students in high school contexts. Yonezawa et al. (2012) and Bergin and Bergin (2009) focused on teacher behaviors to promote this sense of student wellbeing and school attachment, which the current study addressed in the finding that students who responded more strongly about their connectedness toward an advisory teacher also responded more strongly about their connectedness with an advisory program. In addition, students who responded more strongly about their connectedness toward an advisory teacher also responded more strongly about their belonging at school.

Conclusions

This section provides conclusions from the current study on student perceptions toward an advisory program at a public high school. Implications for action and recommendations for further research are included. This section ends with concluding remarks.

Implications for action. The results of the current study have implications for the implementation, evaluation, and improvement of a high school advisory program. Through the descriptive research design, which "allows researchers to examine what the "phenomena look like from the perspective of…the participants in the research," this research study revealed the perceptions of a key stakeholder of an advisory program—the student, the consumer, the end user of the advisory curriculum and its intended outcomes (Lunenburg & Irby, 2008, p. 31). The data from the current study could be used to enhance the product delivered to students in order to maximize the impact and efficacy of an advisory program. Based on the data from the current study, the researcher would like to focus on two main implications for action.

In order to address the two main implications for action, a first key step should be taken. The quantitative data of the current study, which provides insight into student perceptions toward an advisory program and its intended outcomes, should be supplemented with qualitative data from stakeholder surveys and student committees. Ayasse and Stone (2015) argued that for social work services to be systemic and sustainable, funding must be aligned with community need. This essential input was not part of the implementation of the advisory program in the current study. In fact, none of the literature reviewed for the current study mentioned the use of a student committee to

select and evaluate advisory lessons. A committee of students, which is representative of the school demographics, should be given the opportunity to submit and evaluate ideas for advisory lessons. The lessons should continue to be differentiated by grade level to maximize responsiveness and relevance to grade level concerns and focuses. Each lesson could be individually evaluated at the end of advisory class through an online survey or exit ticket, which would allow the advisory committee or building leadership team to maintain, revise, or delete lessons from year to year. Besides creating systems for student input on advisory lessons, schools also could leverage their parent community through electronic surveys and site council meetings to evaluate the content of the advisory lessons. In short, students and parents should play a role and have a voice in the implementation of an advisory program in order to improve the perception of an advisory program and the intended outcomes of an advisory program.

In regard to the findings of the current study related to school participation and civic engagement—two of the intended outcomes of an advisory program—the current study indicated a relevant finding, which establishes the first implication for action. According to the data from the current study, female and male students responded more strongly than students who reported their gender as other about the importance of their participation in school athletics or activities. In addition, female students responded more strongly than students who reported their gender as other about the importance of their participation volunteer work or community service. The findings indicate that students who reported their gender as other responded less strongly about the school participation and civic engagement intended outcomes of an advisory program. To address this issue, Weilbacher and Lainer (2012) found that smaller groups facilitated communication,

openness, and trust. Their study also found that students were more likely to be authentic with a teacher of the same gender. School districts should consider the inclusion of safe spaces during an advisory class for students who reported their gender as other. This population, which includes students who describe themselves as non-binary or prefer to self-describe, is especially vulnerable for mental health issues and suicide attempts. Haas, Rodgers, and Herman (2014) reported that the suicide attempts among transgender people is 41%, which is almost nine times the suicide attempts among the general population in the United States. Because this community is particularly vulnerable for mental health issues, schools should consider the creation of opportunities for inclusiveness by providing a sense of place for students who reported their gender as other.

In addition to addressing the school participation and community engagement of students who reported their gender as other, districts also must address the paradox that exists in the student categories of ethnicity and self-reported grades. Despite the positive findings related to the perceptions of minority students and academically at-risk students toward the usefulness of an advisory program for social and emotional development, the overall picture of an advisory program is complicated. Although Hispanic or Latino students responded more strongly than White students about the usefulness of an advisory program for college and/or career plans and the usefulness of an advisory program for social and emotional development, White students responded more strongly than Hispanic or Latino students about the importance of their participation in school athletics or activities. Similarly, students who reported their grades as D/F responded more strongly than students who reported their grades as A about their excitement about going

to advisory class, their eagerness in participating in advisory class, and their interest in the lessons from advisory class. On the other hand, students who reported their grades as A responded more strongly than students who reported their grades as D/F about the importance of their participation in volunteer work or community service. While Hispanic or Latino students and students who reported their grades as D/F responded more strongly about the social and emotional intended outcomes of an advisory program, White students and students who reported their grades as A felt more strongly about the school participation and civic engagement intended outcomes.

The challenge for school districts looking to implement or improve an advisory program is two-fold: How does a school improve the school participation and civic engagement of Hispanic students and academically at-risk students who find more value in an advisory program while simultaneously improving the connection with an advisory program for White students and students who report their grades as A who find more value in school participation and civic engagement? It is a challenge that would best be addressed at a local level through the use of student surveys and student committees as recommended at the start of this section.

Besides these two key implications for action, districts should consider two other findings from the current study which may guide the successful implementation or improvement of an advisory program. Because freshman students responded more strongly than senior students about the importance of an advisory program for college and/or career plans, a freshman advisory program appears to have value for academic and post-secondary planning. The high school of the current study incorporated student mentors into its freshmen advisory classes, and so districts may want to explore the use of

student mentors as a way of making individualized CCR planning relevant and meaningful for freshman students. In addition to the finding related to freshman students, sophomore students responded more strongly than senior students about their excitement in going to advisory class. Because of these two findings in the current study in which seniors responded less strongly than freshman students and sophomore students in two measures of connectedness with an advisory program, districts may want to explore alternative or flexible advisory program options for senior students.

Lastly, given the finding from the current study that students who responded with more connectedness with an advisory teacher also responded with more connectedness with an advisory program and with more belonging at school, districts should recognize the importance of an advisory teacher to the success of an advisory program and in the promotion of school belonging. To build urgency at the onset of an advisory program or to maintain fidelity throughout an advisory program, districts should create positive messaging about the importance of the teacher in the success of an advisory program. This positive messaging may sustain the mission and morale of advisory teachers who are the deliverers of the content and the builders of the relationships in an advisory program.

Recommendations for future research. While the current study focused on student perceptions toward an advisory program, more research on teacher perceptions toward an advisory program is recommended. With the emerging research on secondary trauma in teachers, such as that conducted by Alisic (2012) and Borntrager et al. (2012), future studies should examine the impact of the teaching of social-emotional learning on teacher's own social-emotional wellbeing. The responsibility of teachers for not only the

academic achievement of students but for the interpersonal skills, character development, and civic engagement of students could impact the mental health of teachers.

Similarly, the issue of initial teacher training and ongoing professional development is also recommended for future study. The researcher of the current study found that an advisory teacher plays a significant role in student perceptions toward an advisory program and toward belonging at school. Therefore, the more confident and competent the teacher, the more connected the student. Teachers must be equipped to succeed in the dynamic and challenging role as an advisory teacher through initial training and ongoing professional development. Jordan (2015) and Ornam (2014) found that teachers needed more training in order to feel confident and competent in handling sensitive topics and personal issues with students. Solimene (2012) suggested that challenges in scheduling classes, in creating resources, and in offering professional development must be anticipated by district and building leadership if an advisory program is to be successful. Ayasse and Stone (2015) found that for social work services to be systemic and sustainable, funding must be aligned with a community needs survey and district data-based decision-making and must include the delivery of preservice training and ongoing professional learning for district staff. If advisory teachers—the frontline delivery system of an advisory program—are struggling with preparing advisory lessons on top of their core courses and are stressed by discussing sensitive topics for which they may not feel comfortable or prepared, school districts may experience a lack of fidelity with advisory and a rise in burnout with teachers. As Greenberg, Putnam, and Walsh (2014) reported in a National Council on Teacher Quality publication, teachers indicated their preparation experiences did not sufficiently empower them with the skill

sets needed to meet the behavioral and social-emotional needs of students, which is important perception data because the absence of adequate classroom management skills is one of the main reasons teachers leave the field.

In addition, more studies should be conducted to examine the impact of an advisory program on student academic achievement by comparing indicators of academic achievement before and after the implementation of an advisory program. These pre and post indicators could include graduation rates as well as test scores from standardized exams, such as graduation rates, state assessments, ACT exams, and Advanced Placement exams. These measurements before and after the implementation of an advisory program should not be limited to academics. Indicators of social and emotional wellbeing, such as attendance rates and suspension rates, should be studied as well. More study of the academic benefits of an advisory program should be conducted because, in addition to the current study's data on student perceptions toward an advisory program as disaggregated by self-reported grades, Gard (2014) found no significant academic improvement due to the implementation of an advisory program. Galassi et al. (2004) also reported on the lack of empirical evidence in the academic effectiveness of advisory programs. Demaray and Malecki (2002) found no significant relationships between teacher support or school support and maladjustment indicators. The findings of Demaray and Malecki (2002) are relevant to future research because the advisory program of the current study, like the advisory program in Demaray and Malecki's (2002) study, was designed to provide a small, stable cohort of students to travel through high school together in order to foster not only positive attachment with an advisory

teacher, but also positive attachment with advisory peers and, by extension, with the school itself.

Besides analyzing the perceptions related to an advisory program through quantitative measures, perceptions toward an advisory program should be studied through qualitative measures. Future studies should include observations and interviews to better understand the motivations for student and teacher perceptions toward an advisory program, especially toward the key topics of the implications for action section—increasing minority and academically at-risk student participation, enhancing school belonging for students who report their gender as other, and improving advisory teacher preparation programs. Larger, more comprehensive studies are required to achieve a more accurate and refined understanding of those who are required to deliver and consume an advisory program curriculum. In addition, more qualitative studies could be conducted with stakeholders, including owners of local businesses and providers of community services, to measure the impact of an advisory program.

Finally, more research could be conducted on the most effective structure for an advisory program. The advisory class of this study utilized a thirty-minute, once-per-week delivery model. The advisory class was partnered with a seminar class as part of triangulated system with the core academic classes to deliver a tiered system of responsive interventions both academically and behaviorally within the school day to guarantee high level of learning for all students. However, some schools have implemented other delivery models, including zero hours at the start or end of a day, which typically serve as a daily academic advisory period, as well as power hours during lunch, which typically offer more autonomy and flexibility for students to self-select

where they wish to go for academic remediation or extension. More research on the scheduling of an advisory program could provide insights into which time of day and what type of structure is associated with the most positive outcomes.

Concluding remarks. With more responsibilities beyond academics delegated to schools by government agencies, corporate interests, philanthropic organizations, and community stakeholders, more districts have sought solutions through embedded, responsive, and systemic interventions. Advisory programs have the potential of being a high leverage tool to deliver curriculum to improve CCR and SEL. However, to do so successfully, guiding coalitions must create a sense of urgency to justify the implementation of such a program. The guiding coalition of influential building leaders must identify with data the gaps and needs which an advisory program will address. A system, such as an advisory committee or building leadership team, must be established to provide ongoing support for and to analyze current data from an advisory program. Students and stakeholders should have a voice in an advisory program through surveys in order to select and vet advisory lessons in initial stages and ongoing iterations of an advisory program. As part of this ongoing lesson design, the guiding coalition should evaluate best practices for engaging students, especially in the area of social and emotional development. In addition, more attention must be focused on connecting Hispanic or Latino students and students who reported their gender as other to school and community.

For teachers to feel confident and competent in their delivery of an advisory curriculum, teachers must receive appropriate professional development at the onset and throughout the duration of an advisory program. The professional development should

be responsive and differentiated by the level of attitude and aptitude, experience and expertise of each teacher in the areas of college and career readiness and social-emotional learning. The empowerment of teachers is imperative because they have the power to influence student perceptions toward an advisory program and toward belonging at school.

Through a guiding coalition to establish the exigency, a student and stakeholder committee to evaluate the lessons, and a professional development system to enhance teacher efficacy, an advisory program has the potential of being an effective transformative agent for student outcomes and school culture, pushing education closer to a realization of the vision inherent in the Social-Emotional Learning, the 21st Century Skills, and the deeper learning movements.

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Appendices

Appendix A: Primus High School Bell Schedule

Bell Schedule

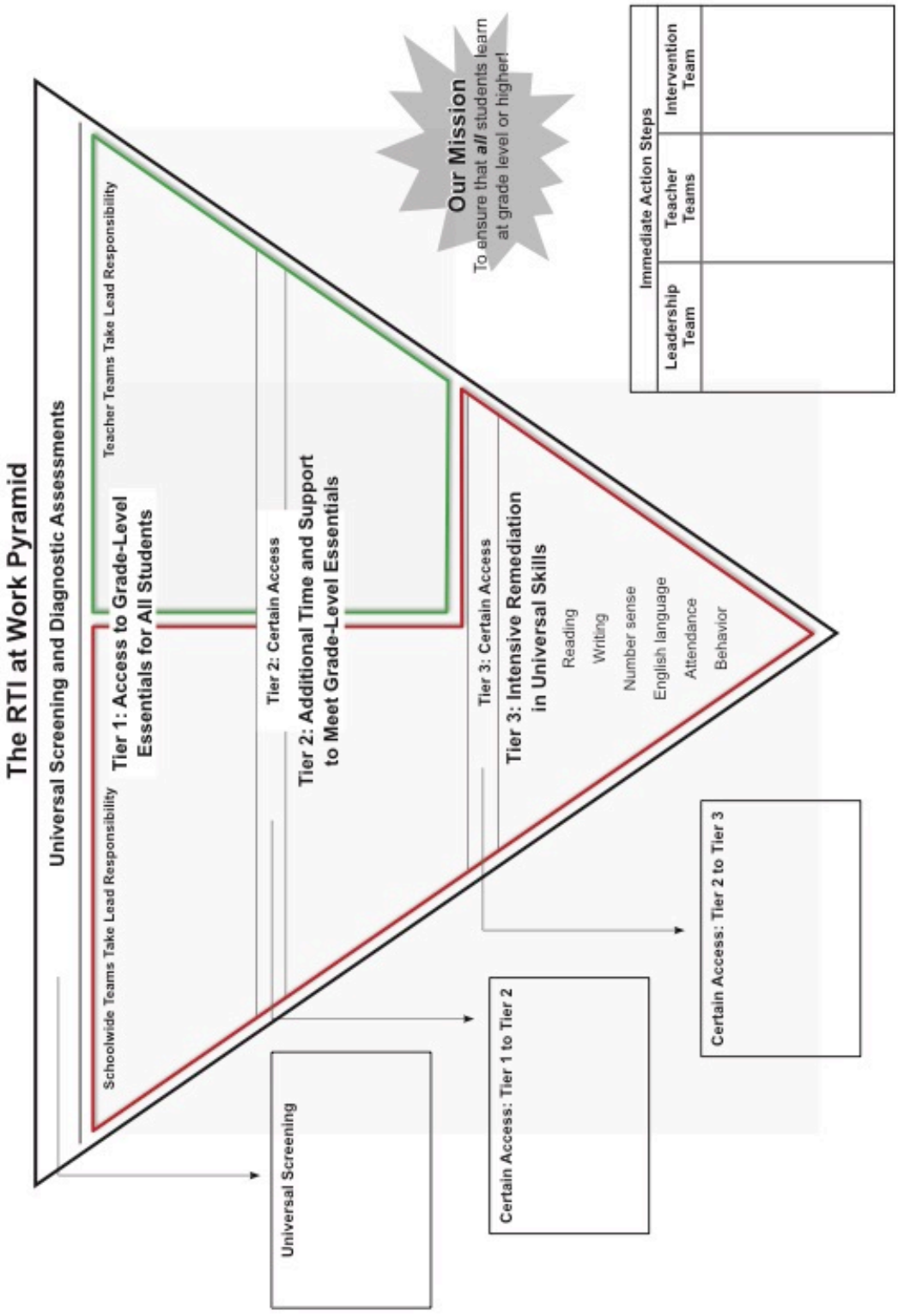
DAILY SCHEDULE

MONDAY/TUESDAY/FRIDAY (traditional BELL SCHEDULE)
Hour 1 7:40-8:30 (50 minute period)
Hour 2 8:35-9:25 (50 minute period)
Hour 3 9:30-10:25 (55 minute period)
Hour 4 10:30-11:20 (50 minute period)
Hour 5 11:25 - 12:50 (Class plus a 30 minute lunch)
1st lunch - 11:20-11:50 class 11:50-12:50 (60 minutes)
2nd lunch - 11:55-12:25 class 11:25-11:55; 12:25-12:50 (55 minutes split)
3rd lunch - 12:25-12:55 class 11:25-12:25 (60 minutes)
Hour 6 12:55-1:45 (50 minute period)
Hour 7 1:50-2:40 (50 minute period)

WEDNESDAY (ODD BLOCK WITH ADVISORY schedule)
Hour 1 7:40-9:05 (85 minutes)
Advisory 9:10-9:40 (30 minutes)
Hour 3 9:45-11:10 (85 minutes)
Hour 5 11:15-1:10 (Class plus a 30 minute lunch)
1st lunch - 11:10-11:40 class 11:40-1:10 (90 minutes)
2nd lunch - 12:00-12:30 class 11:15-12:00; 12:30-1:10 (85 minutes split)
3rd lunch - 12:45-1:15 class 11:15-12:45 (90 minutes)
Hour 7 1:15-2:40 (85 minutes)

THURSDAY (EVEN BLOCK/LATE START/SEMINAR schedule)
Late Start for students - 8:50am (PLC - Professional learning collaboration for teachers 7:30am - 8:50am)
Hour 2 8:50-10:15 (85 minutes)
Seminar 10:20-11:10 (50 minutes)
Hour 4 11:15-1:10 (Class plus 30 minute lunch)
1st lunch - 11:10-11:40 class 11:40-1:10 (90 minutes)
2nd lunch - 12:00-12:30 class 11:15-12:00; 12:30-1:10 (85 minutes split)
3rd lunch - 12:45-1:15 class 11:15-12:45 (90 minutes)
Hour 6 1:15-2:40 (85 minutes)

Appendix B: Response to Intervention (RTI) Pyramid of Interventions


The RTI at Work Pyramid
Universal Screening and Diagnostic Assessments
Schoolwide Teams Take Lead Responsibility
Tier 1: Access to Grade-Level Essentials for All Students
Teacher Teams Take Lead Responsibility
Tier 2: Certain Access
Tier 2: Additional Time and Support to Meet Grade-Level Essentials
Tier 3: Certain Access
Tier 3: Intensive Remediation in Universal Skills
Reading
Writing
Number sense
English language
Attendance
Behavior
Our Mission
To ensure that all students learn at grade level or higher!
Immediate Action Steps
Leadership Team
Teacher Teams
Intervention Team
Universal Screening
Certain Access: Tier 1 to Tier 2
Certain Access: Tier 2 to Tier 3

Appendix C: Mike Mattos Pioneer Middle School Tutorial Schedule

REPRODUCIBLE

Pioneer Tutorial Schedule

Tuesday, October 9 (Priority—Math)
Thursday, October 11 (Priority—Science)

Any student may attend an open tutorial. To attend a closed tutorial, you must have teacher approval or "tutorial required" stamped in your Binder Reminder.

Teacher	Room	Open /Closed	Subject	Grade
Aguilar	602	Open	Study Hall for Maan's Students; Spelling Lesson-2 Test Make-Up	7
Amsbary	504	Open	Core Tutorial	6
Arneson	303	Open	Earth Science Help	6
Badraun	603	Open	Study Hall for Prell's Students; Spelling Lesson-3 Test Make-Up	7
Bell/Abrahams	502	Open	Core Make-Up	6
Billings	702	Open	Core Enrichment	8
Cope	MPR	Open	Drama/Chorus Help	6, 7, 8
Dearborn	703	Closed	Core Homework Help	8
Delange	Track	Closed	Mile-Run Make-Up	6, 7, 8
Fischer	Band Rm.	Open	Band/Orchestra	6, 7, 8
Fuggitti	403	Open	Clothing/Foods	7, 8
Hamamura	503	Open	Preposition Review/Make-Up	6
Harkin	405	Open	Pre-Algebra Help	7
Hingst	706	Open	Tues./Algebra Thurs./Geometry	7, 8
Holmes	704	Closed	Core Homework Help	8
Kaahaaina	407	Open	Life Science Help	7
Kozuch	115	Open	Study Hall	6,7, 8
Kridner	MPR	Closed	Pyramid of Intervention	6, 7, 8
Larson	802	Open	Life Science Help	7
Leon		Closed	Exploratory Language/French	6, 8

Appendix D: Student Survey on High School Advisory

Student Survey on High School Advisory

Thank you for participating in this student survey on high school advisory. Your honest and sincere responses are much appreciated and most important to the integrity of the research study. Your survey responses are anonymous. Your participation is voluntary. You will not be requested to provide personal or sensitive information. No aspect of the data will be made part of any permanent record that can be identified with you. Your completion of the survey will indicate your permission to participate in the research study. You have the right not to answer any question. You have the right to discontinue participation at any time.

1. **1. What is your grade level in school?**
   Mark only one oval.

   - ◯ Freshman
   - ◯ Sophomore
   - ◯ Junior
   - ◯ Senior

2. **2. What is your gender?**
   Mark only one oval.

   - ◯ Female
   - ◯ Male
   - ◯ Non-binary
   - ◯ Prefer to self-describe
   - ◯ Prefer not to say

3. **3. What is your ethnicity?**
Mark only one oval.

- Asian / Pacific Islander
- Black or African American
- Hispanic or Latino
- Multi-Racial
- Native American or American Indian
- White
- Other
- Prefer not to say

4. **4. What grades do you typically earn in school?**
Mark only one oval.

- A
- B
- C
- D
- F

5. **5. How important to you is participation in school athletics or activities?**
Mark only one oval.

- Not at all important
- Slightly important
- Somewhat important
- Quite important
- Extremely important

6. **6. How important to you is participation in volunteer work or community service?**
   Mark only one oval.

   - ◯ Not at all important
   - ◯ Slightly important
   - ◯ Somewhat important
   - ◯ Quite important
   - ◯ Extremely important

7. **7. How excited are you about going to your Advisory class?**
   Mark only one oval.

   - ◯ Not at all excited
   - ◯ Slightly excited
   - ◯ Somewhat excited
   - ◯ Quite excited
   - ◯ Extremely excited

8. **8. How eager are you to participate in your Advisory class?**
   Mark only one oval.

   - ◯ Not at all eager
   - ◯ Slightly eager
   - ◯ Somewhat eager
   - ◯ Quite eager
   - ◯ Extremely eager

9. **9. How interesting do you find the things you learn in your Advisory class?**
   Mark only one oval.

   - ◯ Not at all interesting
   - ◯ Slightly interesting
   - ◯ Somewhat interesting
   - ◯ Quite interesting
   - ◯ Extremely interesting

10. **10. How often do you use ideas from your Advisory class in your daily life?**
Mark only one oval.

- ◯ Almost never
- ◯ Once in a while
- ◯ Sometimes
- ◯ Frequently
- ◯ Almost always

11. **11. How often does your Advisory teacher seem excited to be teaching your Advisory class?**
Mark only one oval.

- ◯ Almost never
- ◯ Once in a while
- ◯ Sometimes
- ◯ Frequently
- ◯ Almost always

12. **12. How clearly does your Advisory teacher present the information that you need to learn?**
Mark only one oval.

- ◯ Not at all clearly
- ◯ Slightly clearly
- ◯ Somewhat clearly
- ◯ Quite clearly
- ◯ Extremely clearly

13. **13. How connected do you feel to your Advisory teacher?**
Mark only one oval.

- ◯ Not all connected
- ◯ Slightly connected
- ◯ Somewhat connected
- ◯ Quite connected
- ◯ Extremely connected

14. **14. How good is your Advisory teacher at making sure students do not get out of control?**
Mark only one oval.

- Not good at all
- Slightly good
- Somewhat good
- Quite good
- Extremely good

15. **15. How much do you feel like you belong at your school?**
Mark only one oval.

- Do not belong at all
- Belong a little bit
- Belong somewhat
- Belong quite a bit
- Completely belong

16. **16. How useful is your Advisory class to your future college and/or career plans?**
Mark only one oval.

- Not at all useful
- Slightly useful
- Somewhat useful
- Quite useful
- Extremely useful

17. **17. How useful is your Advisory class to your social and emotional development?**
Mark only one oval.

- Not at all useful
- Slightly useful
- Somewhat useful
- Quite useful
- Extremely useful

18. **18. How often does your teacher seem unenthusiastic to be teaching your Advisory class?**
Mark only one oval.

- ◯ Almost never
- ◯ Once in a while
- ◯ Sometimes
- ◯ Frequently
- ◯ Almost always

19. **19. How disinterested are you to participate in your Advisory class?**
Mark only one oval.

- ◯ Not at all disinterested
- ◯ Slightly disinterested
- ◯ Somewhat disinterested
- ◯ Quite disinterested
- ◯ Extremely disinterested

20. **20. How much do you feel like you are alone at your school?**
Mark only one oval.

- ◯ Not at all alone
- ◯ A little alone
- ◯ Somewhat alone
- ◯ Quite a bit alone
- ◯ Completely alone

Appendix E: Email for Survey Approval from Panorama Education

Friday, March 15, 2019 at 12:24:35 PM Central Daylight Time

Subject: Re: Student and Teacher Survey - Permission to Use Survey for Dissertation Data
Date: Friday, December 28, 2018 at 2:50:53 PM Central Standard Time
From: Tara Chiatovich
To: Travis Gatewood
CC: research@panoramaed.com

Dear Travis,

Yes, our surveys are available for anyone to use for free. Thank you for your interest in our measures.

Best regards,
Tara

On Fri, Dec 28, 2018 at 2:30 PM Travis Gatewood <travisgatewood@[redacted]> wrote:

> My name is Travis Gatewood, a curriculum coordinator with the [redacted] in [redacted] I am currently working on my doctorate in Educational Leadership through Baker University. I am studying the impact of a high school advisory program on student achievement, engagement, and well-being. I also am examining student and teacher perceptions toward the advisory program. Your company has both a student and teacher survey with many of the culture and climate items that I wish to analyze.
>
> Can I use and/or modify your student and teacher surveys to distribute to students and teachers in one of our district high schools in order to gather and analyze perceptive data for my dissertation?
>
> Thank you for your time and consideration in this request.
>
> Travis Gatewood
>
> [redacted]

--
Tara Chiatovich, Ph.D.
Research Scientist
@

Appendix F: Pressman School District Permission to Administer Survey

Wednesday, March 20, 2019 at 1:11:38 PM Central Daylight Time

Subject: RE: Doctorate Survey Question
Date: Wednesday, March 20, 2019 at 1:10:22 PM Central Daylight Time
From: [redacted]
To: Travis Gatewood

Yes. It has my permission to proceed.
[redacted]

From: Travis Gatewood
Sent: Wednesday, March 20, 2019 1:08 PM
To: [redacted]
Subject: FW: Doctorate Survey Question

[redacted] looked at the survey as well to vet it. He is good with its design.

I shared it at home as you recommended. All were good with it.

Can I get your permission to move forward with the survey?

I will give [redacted] the link and the instructions to disseminate to the Advisory teachers once I get approval from the IRB committee.

Travis Gatewood
[redacted]

From: [redacted]
Date: Wednesday, March 20, 2019 at 1:02 PM
To: Travis Gatewood <[redacted]
Subject: RE: Doctorate Survey Question

Looks good to me Travis. If you have [redacted] blessing that should do it. I will be interested in the results. Thanks for letting me take a look.
[redacted]

Appendix G: Baker University IRB Approval Letter

BAKER UNIVERSITY
Own Confidence

Baker University Institutional Review Board

March 29th, 2019

Dear Travis Gatewood and Verneda Edwards,

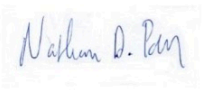
The Baker University IRB has reviewed your project application and approved this project under Full Status Review. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

Please be aware of the following:

1. Any significant change in the research protocol as described should be reviewed by this Committee prior to altering the project.
2. Notify the IRB about any new investigators not named in original application.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents of the research activity.
4. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.
5. If the results of the research are used to prepare papers for publication or oral presentation at professional conferences, manuscripts or abstracts are requested for IRB as part of the project record.

Please inform this Committee or myself when this project is terminated or completed. As noted above, you must also provide IRB with an annual status report and receive approval for maintaining your status. If you have any questions, please contact me at npoell@bakeru.edu or 785.594.4582.

Sincerely,



Nathan Poell, MA
Chair, Baker University IRB

Baker University IRB Committee
Scott Crenshaw
Jamin Perry, PhD
Susan Rogers, PhD
Joe Watson, PhD