

1981

An analysis of the effects of a faculty advisor training program and certain other variables upon student satisfaction

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College of William & Mary - School of Education

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AN ANALYSIS OF THE EFFECTS OF A FACULTY ADVISOR TRAINING
PROGRAM AND CERTAIN OTHER VARIABLES UPON STUDENT
SATISFACTION

The College of William and Mary in Virginia

Ed.D. 1981

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AN ANALYSIS OF THE EFFECTS OF A
FACULTY ADVISOR TRAINING PROGRAM AND CERTAIN
OTHER VARIABLES UPON STUDENT SATISFACTION

A Dissertation
Presented to
The Faculty of the School of Education
The College of William and Mary in Virginia

In Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education

by
Donald Leroy Reichard

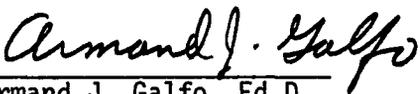
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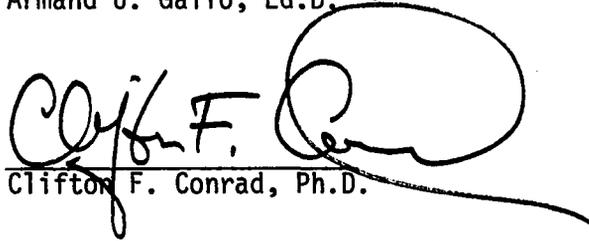
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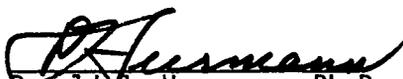
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Dedication

It is to Mom, Dad, Nancy, Mark, Joyce, Denny and George that I dedicate this dissertation. You made me want to reach my goal.

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To my committee: I will forever be indebted to Mr. Donald Herrmann, my advisor, for his complete faith and unlimited support; to Dr. Clifton Conrad for his inspiration and insightful comments; and to Dr. Armand Galfo for his patient help with statistics.

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CHAPTER I: INTRODUCTION

Statement of the Problem

The purpose of academic advising is to assist students in pursuing a course of study which will help them develop to their fullest potential. The academic advisement process seeks to create the best possible match between a student's needs and goals and the services the institution has to offer. Academic advising is at the heart of the educational process.

All colleges and universities attempt to carry out the advising function in some form or fashion (Carstensen & Silberhorn, 1979, p.1). Academic advising in postsecondary education has become a massive enterprise. Hundreds of thousands of students are involved, along with thousands of advisors. The costs of advising in terms of staff time and facilities used run into millions of dollars each year (Bonar, 1976, p. 190). But despite the importance and widespread use of academic advising, Hardee (1970) states that "too little is known about this singularly important institutional service" (p. 26).

Max R. Raines identified student advising as one of the primary functions of community colleges. His report to the Carnegie Corporation describes student advising as:

those activities of the college designed to bring each student into individual and continuing contact with a college staff member qualified to advise the student regarding such matters as (1) selection of courses for which the student is eligible and which are consistent with his curricular choice as well any

occupational or senior college preferences he may have, (2) evaluation of academic progress, (3) effective methods of study, and (4) identification of specific resources within the college or community that might meet the special needs of the student. (MacLean & Williamson, 1968, p. 362)

The student advisory function has traditionally been and is still considered to be primarily a faculty responsibility (Levine, 1978, p. 144; Blai, 1977, p. 1). The typical advising system assigns a number of advisees to an individual faculty member, or to a selected pool of faculty within a centralized office or academic department (Levine, 1978, p. 136).

A key problem confronting institutions is that faculty members receive little, if any, training for the advising role in their formal educations (Chickering, in Katz, 1973, p. 78; Mahoney, Borgard & Hornbuckle, 1978, p. 32). As stated by Bornheimer, Barns, and Dumke (1973):

One notes with interest that although student personnel workers, who provide guidance in non-academic areas, receive special training for their work, those who perform the equally, if not more important, academic advisement receive none on how to perform their task. (p. 54)

Therefore, the responsibility for preparing academic advisors lies within the individual institution. The literature indicates that advisor training is most often conducted through informal methods such as in-service meetings, person-to-person talks and the distribution

of written briefings. In some cases advisors receive no training or guidance at all! (Hardee, 1970, p. 22; Bonar, 1972, p. 28; Jamrick, 1955, p. 37; O'Banion, Fordyce & Goodwin, 1972, pp. 416, 419).

Criticism of faculty advising systems by students, administrators, and faculty has become widespread (Levine, 1978, pp. 144-146; Aitken & Conrad, 1977, p. 117; Gelwick, 1974, p. 214; Murry, 1971, pp. 3-5). Such criticism has led many colleges and universities to experiment with other methods of performing the student advisory function. But, as concluded at the 1971 American Personnel and Guidance Association Meeting:

No existing model of academic counseling has proved to be eminently workable. Faculty, professional, paraprofessional, and peer counseling in varying measures are being tried and retried on different campuses with no unusual measure of success to date. (Sheffield & Meskill, 1972, p. 39)

There is, however, complete agreement in the literature that advisors, whoever they are, need training. The informal methods presently being used by institutions to train advisors, given current criticisms, may not be adequate. The central problem then is the question of how institutions can improve the performance of faculty advisors. More specifically, will a formal, comprehensive training program for advisors improve their performance and so increase student satisfaction?

Purpose of the Study

At Paul D. Camp Community College, the institution used in this

case study, student advising is primarily a faculty responsibility.

The College Catalog states that:

Each regular student is assigned an academic advisor who is a member of the teaching faculty. Advisors aid as academic consultants, helping students plan their programs of study for graduation and employment or transfer. Students should consult their advisors before each registration and are encouraged to confer with them frequently regarding academic matters. (1978-79, p. 31)

The purpose of this research study is two-fold. The first purpose is to develop and implement a formal, comprehensive advisor training program for a selected group of faculty members and measure its impact by surveying student satisfaction with advisement. The second purpose is to analyze the impact that other variables which have been identified in the literature as significant are having upon the advising system at the institution and upon student satisfaction with advisement.

For the first purpose, this study will try to answer the question: Will students advised by faculty who have received the advisor training program be more satisfied with their advisement than students advised by faculty not so trained?

For the second purpose, the study will try to answer two questions: Is there a significant relationship between students' satisfaction with their advisement and any of the following variables: (A) curriculum, (B) student status (full- or part-time), (C) student

attendance (day or night), (D) length of advising sessions, and (E) advisor load (number of advisees)? Is there a significant relationship between the frequency with which students consult their assigned advisors, and the variables of curriculum and attendance as day or night students.

Need

The need for this study is grounded upon three related reasons. First, changes in higher education over the last quarter of the century, particularly in relation to the curriculum and the kinds of students served, have created the need for an increasing emphasis on effective academic advising. Second, current descriptions of advising systems seem to indicate that in many institutions academic advising is inadequate. Third, much of the research on academic advising can be characterized as exploratory and ex post facto, and has produced inconclusive or conflicting results. More research is needed on advising, particularly experimental studies.

Advising has always been considered an important aspect in student development (Mash, 1978, p. 33; Levine, 1978, p. 134). Today, the need for effective academic advisement is even greater because of increasingly diverse curricula and students. The traditional college student coming to the campus today and seeking a four year degree can choose from hundreds of courses and a multiplicity of degrees. Traditional students are also more interested today in knowing how their degrees will fit with their careers (Mash, 1978, p. 34). New students, including increased numbers of minorities, women, the

economically and culturally disadvantaged, and adults, are now going to both two and four year colleges. The diverse needs of these students are making it ever more difficult to provide adequate advising (Chickering, in Katz, 1973, pp. 69-80; Mash, 1978, p. 34). A recent national survey on student attrition revealed that one of the main reasons why students were dropping out was inadequate academic advising (Note 1). The Carnegie Commission has recommended that "enhanced emphasis should be placed on advising as an increasingly important aspect of higher education" (Mash, 1978, p. 33). In order to follow this recommendation, a consideration of some of the criticisms being leveled at present advising practices is helpful.

Complaints about advising come from both faculty and students. Faculty express dissatisfaction with advising because the role of advisor seems unrelated to their teaching and research tasks, there are no status or monetary rewards for the time and effort put into advising, advisees never come to visit or come at the wrong time, and advisors are provided little training for their role. Students complain that faculty have little knowledge of the overall curriculum (general education requirements, graduation requirements, institutional policies), that advisors are never in their offices, and that advisors treat them too impersonally (Aitken & Conrad, 1977, p. 117; Levine, 1978, p. 145; Gelwick, 1974, p. 214).

Much of this criticism emerges because the role of advisor is not clearly defined. At many institutions advising has become nothing more than a clerical function (Robertson, 1958, p. 239).

Mash (1978) accurately describes this situation:

In too many cases "successful" advising systems consist of an advisor telling the student he must take specific courses in a particular sequence in order to fulfill requirements and graduate on time with a desired degree. (p. 33)

Hardee (1970) describes this as the "automat sterotype" approach, where advising means "slip a coin in and get a schedule." The student and advisor interact solely in a mechanical process of working out a program suitable for a given period of registration (p. 10). Walsh (1979) labels current advising systems as "largely a bureaucratic activity, a clerkish function existing on the periphery of academic life" (p. 446). Blai (1977) reported from a followup study of faculty guidance activities in 50 small colleges in the Northeast that, compared to ten years earlier, a greater percentage rated their systems unsatisfactory (p. 3). "Despite the best of intentions, many advising programs have failed to reach their objectives" (Brady, 1977, p. 25). Perhaps a major reason for their failure is the lack of a clear definition of the advisor's role and of the necessary evaluation to determine whether the advisor can reasonably be expected to perform such a role.

The bulk of research on advising programs consists of uncontrolled, institutional studies or broader ex post facto investigations. Murry (1971) said, "there appear to be more 'straw in the wind checks' than comprehensive research studies done in the area of academic advising" (p. 17). The controlled studies which have been done have often

produced conflicting results (Murry, 1971, p. 22). Although those studies which have attempted to cut across institutional lines have produced valuable descriptive information, they have usually yielded inconclusive findings. The primary reason for this is explained by McConaughy (1974), who did a survey study on 15 Illinois community colleges:

The various community colleges in and of themselves account for many of the differences in student perceptions of advising systems. Each school is apparently a unique environment, having its own particular type of student body and advising system. (p. 85)

McConaughy further concluded that:

Rather than trying to find some global program to cure all the ills of advising programs, it makes more sense in light of these data to focus on a localized approach to the problem. (pp. 86-87)

Dawson's (1972) earlier recommendation supports McConaughy: "an alternative to a survey study or studies . . . could be an experimental investigation within one institution" (p. 94). Interestingly enough, Dawson suggested that possibly an administrator who was also a graduate student could use it for his graduate research (p. 94). Paralleling Dawson (1972), Grites (1980) in a recent ERIC report recommended that each institution of higher education, "conduct a thorough assessment study of the [advising] program's overall utility, relevance, and effectiveness" (p. 3, 46).

Theoretical Rationale

The most important variables in the advising process are the advisor, the student, and the environment in which the relationship takes place. To be successful, an advising program must take into account students' needs, and prepare advisors to meet them. Students have expressed the needs they expect their advisors to meet. Students want advisors who are (1) up-to-date on school requirements and policies, (2) available to students, and (3) concerned for their welfare (Parker, 1976, p. 678). Students involved in a study by Brady (1978) ranked their needs as (1) the provision and explanation of accurate information, (2) help in achieving their goals, (3) access to varied resources and referrals, and (4) a desire for direct, clear, informal, open-minded, individualized and trusting communications with their advisors (p. xi).

To meet advisee needs, advisors must be trained so they can become knowledgeable and can acquire sufficient interpersonal skills to deal with students individually. Many researchers have identified the particulars in each of these areas:

Knowledge

1. general structure and details of the curriculum
2. institutional regulations and requirements
3. registration procedures
4. educational, counseling, vocational support services
5. career information related to advisee's major

(Hardee, 1970, p. 11; O'Banion, 1972, p. 64; Teague, 1977, p. 282;

Kramer & Gardner, 1977, p. 41; Grites, 1978, pp. 2.9-2.14).

Interpersonal Skills

1. knowledge of and interest in the student
2. basic communication skills
3. sufficient counseling skills to know when to refer the student
4. advisor warmth and friendliness
5. encouragement to the student to be free and open

(Hardee, 1970, p. 11; O'Banion, 1972, p. 64; Teague, 1977, p. 282; Tamminen et al., 1976, p. 40; Glennen, 1976, p. 49; Grites, 1978, pp. 2.15-2.16).

To promote a successful advisor/advisee relationship the institution should insure that:

1. advisors are accessible
2. sufficient time is available for advisors to meet advisees
3. recognition and reward are provided for advising
4. accurate and timely information is available
5. advisors receive training

(Hardee, 1970, pp. 14-16; Walsh, 1979, 449; Dawson, 1972, p. 90).

To summarize, students want advisors who are knowledgeable, friendly, and concerned about their growth and welfare. Faculty, if given appropriate institutional support, can serve effectively as academic advisors. A formal, comprehensive in-service training program should, therefore, improve advisor performance (Grites, 1980, pp. 49-52).

The major institutional variable which influences academic advising is the availability of the advisor. If the advisor/advisee relationship is to be successful, the advising system must provide sufficient opportunities for meetings. The other variables in this study are all related in one way or another to this availability factor. The literature related to these variables will be reviewed in Chapter II. A brief definition of each of them follows.

Length of sessions The length of meetings may be an indication of the quality of the advisor/advisee relationship. Students reporting longer advisee sessions also expressed greater satisfaction with their advisement (Cameron, 1952, p. 139; Cummer, 1961, p. 96; Grites, 1974, p. 64-65).

Curriculum The program in which a student is enrolled will likely affect the advising system in two ways. First, students who are enrolled in programs where they frequently have their advisors as their teachers will probably go to their assigned advisors more often than the students in programs where this is not the case. This issue has been ignored in the literature. Second, in those programs where the advisors teach their advisees in many classes, the advisors should have more time to spend with their advisees and also have a greater opportunity to get to know their advisees.

By contrast, in other programs the advisees may not have their advisors as teachers at all, or have them in only a class or two. These students may be less likely to go to their assigned advisors. Moreover, those who do go to their advisors may not be as satisfied

with the results since they do not know their advisors as well.

The literature relating curriculum to advisement is very scant. In two studies which have attempted to analyze the relationship of curriculum to advising satisfaction, no significant relationship was found (Grites, 1974, p. 64, 283).

Advisor load Faculty advisors with heavy advisee loads may not be able or willing to spend sufficient time with their advisees (Hardee, 1970, p. 14; O'Banion, 1972, p. 68; Davison, 1972, p. 90).

Student status Full-time students are on campus more than part-time students. This fact may let full-time students see their advisors more easily and spend more time with them (Teague, 1977, p. 294).

Attendance Just as may full-time students, daytime students may have greater access to and time with their advisors. Also, the variable of attendance will likely have a major influence on whether students are in fact advised by their assigned advisors. Faculty advisors may be less available at night; thus students may turn to counselors or administrators for advisement. The variable of attendance has not been specifically examined in the literature.

In essence, then, the theory behind successful advising is that advisors must be knowledgeable and interested in their advisees and that the system must operate so that advisors and advisees have ample opportunity and time to meet.

In relation to the research questions, this study will test the following research hypotheses:

- H1 The experimental group of advisors will demonstrate significantly less knowledge on the second objective post-test, given five months after the program of instruction, than on the initial post-test.
- H2 The experimental group of advisors will demonstrate significantly more knowledge as measured by the initial post-test than the control group of advisors on the same test given them two quarters later.
- H3 On the second post-test, which both the experimental and control groups of advisors will take in April, 1980, the experimental group will display significantly more knowledge than will the control group.
- H4 During the winter and spring quarters of 1980, advisees will be advised by their assigned advisors significantly more often in programs in which these faculty teach their advisees in several classes than will be the case in programs in which advisees take few or no classes under their advisors.
- H5 The frequency of advisees advised by their assigned advisors during winter or spring quarters, 1980, will be significantly different for day and night students.
- H6 Students who have been advised by the trained advisors will be significantly more satisfied with their advisement than students advised by untrained advisors.
- H7 Students who have their advisors as teachers in several classes will be more satisfied with their advisement than students who do not have their advisors in several classes or who have advisors

not in the students' fields of study.

- H8 The longer the length of the advising sessions, the more satisfied those students will be with their advisement.
- H9 The smaller the number of advisees advised by the advisor, the more satisfied those students will be with their advisement.
- H10 Full-time students will be more satisfied with their advisement than part-time students.
- H11 Students who attend the college during the day will be more satisfied with their advisement than students who attend the college only at night.
- H12 A combination of the independent variables of treatment, curriculum, length of session, number of advisees, student status, and time of attendance will be a highly reliable predictor of students' satisfaction with their advisement.
- H13 When the independent variables of treatment, curriculum, length of session, number of advisees, status, and attendance are combined into a predictive equation, the training variable will be the strongest predictor, followed by the variable of curriculum.
- H14 Combined, the variables of treatment and curriculum will account for more of the variance in student satisfaction with their advisement than the variables of length of session, number of advisees, student status and attendance combined.
- H15 Students advised by the trained faculty advisors will be more satisfied with their advisement than students advised by untrained faculty advisors, by administrators, or by counselors.

Population, Sample and Data Gathering Procedures

The population to which this study is relevant is community colleges similar to Paul D. Camp Community College. The sample institution in this case study is a small, rural community college located in southeastern Virginia. Paul D. Camp is a comprehensive community college offering both occupational/technical and college transfer programs. In the academic year 1979-80, it enrolled approximately 1000 students. It employed a full-time teaching staff of 34 and 12 administrators and counselors. Upon enrollment in a curriculum, each student is assigned to a faculty advisor. Students are supposed to meet with their assigned advisors at least once each quarter.

The subjects of the study were the teaching faculty, counselors and administrators who served as academic advisors, and the 411 students who attended the institution for the entire academic year 1979-80. The subject sample was the 14 faculty members, drawn at random, who participated in an advisor training program. The trained advisors were considered the experimental group and the untrained advisors the control group. The research study had two parts.

Part One - Treatment During the fall quarter 1979 the experimental group of advisors received a 16-hour advisor training program. As in the past, the control group received guidance on advising from their supervisors and the student personnel staff. During the winter and spring quarters the faculty from both groups held sessions with their advisees. Advisees were instructed to consult with their

advisors at least once a quarter.

Part Two - Data Gathering Following the training program the experimental group of advisors took an objective post-test to measure their mastery of the instructional objectives. Program participants also completed a free-response questionnaire on the training program. In April, 1980, both the experimental and control groups took the objective post-test. The data from the post-tests was used to analyze whether the learning which took place in the training program was stable over time and also to test the hypothesis related to the level of knowledge possessed by trained and untrained advisors.

The data-gathering procedure for measuring student satisfaction was to administer the Advising Satisfaction Questionnaire (ASQ) in April, 1980, to the students who attended Paul D. Camp for the entire year 1979-80 and who were assigned to a faculty advisor. The ASQ as modified for this study is a 25-question Likert-type scale which measures students' satisfaction with their advisors and the advisement process (Teague, 1977, p. 282). The instrument was administered by visiting classes and having the students complete the questionnaire. Those students who were unavailable when the classes were visited were mailed the questionnaire.

Definition of Terms

Academic Advising

For the purpose of this study, academic advising is the process of assigning a student to a faculty member who assists the student in course selection, in educational planning, in

improving academic progress, and in career and/or college transfer planning. In contrast, counseling involves persons who are "specifically trained and experienced in the areas of educational, psychological, or clinical counseling procedures" (Hardee, 1970, p. 9).

Advisor Training Program

The advisor training program is a 16-hour instructional plan designed to assist faculty advisors in becoming more knowledgeable about both the content and process involved in academic advising.

Other Variables

Curriculum - refers to whether a student was enrolled in a program in which the advisor probably taught advisees in several classes (Curriculum Group I) or a program in which the advisor was likely to teach the advisee in two or fewer classes and may have been outside the advisee's field of study (Curriculum Group II).

Curriculum Group I

Agriculture
 Secretarial Science
 Electrical/Electronics
 Automotive
 Corrections Science
 Police Science
 Applied Electricity
 Auto Mechanics

Curriculum Group II

Business Management
 Business Administration
 Education
 General Studies
 Liberal Arts
 Clerk-Typist
 Steno-Clerical Arts
 Supervision

Corrections	Teacher's Aide
Drafting	Science
Law Enforcement	
Machinist	
Welding	

Status - refers to whether the student is enrolled full-time (12 quarter hours or more) or part-time (less than 12 quarter hours).

Attendance - refers to whether the student attends college during the day or only at night. Students who attend both days and nights were considered day students.

Advisor load - refers to the number of advisees advised by the faculty member. This number may not be the same as the number of advisees assigned to the advisor, since it depends on whether the students were actually advised by their advisor.

Length of sessions - refers to the average number of minutes that students report to have spent with their advisors per session.

Advising Systems

Instructor-based - advising systems in which faculty are primarily responsible for the advisement of students. Counselors may be involved in the initial contact with students or used on a referral basis. Paul D. Camp uses an instructor-based advising program.

Counselor-based - advising systems in which counselors are primarily responsible for the advisement of students. Faculty may be involved on a referral basis but are not assigned advisees.

Pure-system - advising systems in which one group--whether counselors, faculty, or some other division of staff--is responsible for all advising functions. Pure advising systems are quite rare in community colleges (McConaughy, 1974, p. 7).

Advising Satisfaction Questionnaire (ASQ)

The ASQ is a Likert-type scale which measures students' satisfaction with their advisors and their advisement. The instrument as modified for this study contained 25 forced-choice questions to which students responded on a scale from "strongly agree" to "strongly disagree."

Limitations of the Study

1. The results of this research are applicable only to the academic advising program at Paul D. Camp Community College. However, as detailed in this chapter, a controlled institutional study has been recommended in the literature. In addition, even though much of the content of the training program, particularly that stressing knowledge rather than attitudes, is institutionally specific, the format and methodology of the program should be appropriate for other two and four year colleges.

2. This study does not include the analysis of all the possible variables which influence an academic advising program. Those variables that were included--training program, curriculum, status, attendance, length of sessions and advisor load--have been identified as important in the literature and were viewed as the ones most applicable to Paul D. Camp Community College.
3. Students' perceptions are used as one of the methods of measuring the effectiveness of advisors and the advising process in this study. There are other ways to measure the success of advising systems. Such measures could include student performance in terms of grade-point averages and withdrawal rates. After a review of the literature and discussions with the student personnel staff at Paul D. Camp, it was decided that the use of student perceptions was the most appropriate.
4. This study does not include all the students at Paul D. Camp. Those students not enrolled in a program are not assigned a faculty advisor but are advised by counselors. Also, only those students who attended the college for the entire year 1979-80 are part of the study.

Overview of the Dissertation Proposal

In Chapter II of the study, the literature related to academic advising in general and in particular to the purposes of this research is reviewed.

In Chapter III, the design of the study is presented to include descriptions of the population and sample, treatment and data gathering procedures, statement of hypotheses, and statistical analysis procedures.

In Chapter IV, the findings of the research study are presented and discussed.

In Chapter V, the results of the study are summarized. Chapter V is completed with the presentation of major conclusions and recommendations for further research.

CHAPTER II: REVIEW OF LITERATURE

The literature on academic advising related to the purposes of this study is reviewed in this chapter. Included is a brief historical sketch of academic advising, a discussion of questions regarding the nature of advisement and who should advise, a description of the literature related to advisor training and the evaluation of advising systems.

History

Whether formally or informally, advising students has always been an important function of institutions of higher education (Levine, 1978, p. 134; Mash, 1978, p. 33). Traditionally, this function has been considered a faculty responsibility (Brady, 1978, p. 19). Prior to the rise of large and diverse colleges after the Civil War, student advising was conducted in an informal manner. In colonial colleges, the president in conjunction with tutors "counseled students regarding their extracurricular activities, moral life, and appropriate intellectual habits. Advising was an integral part of the teacher's job" (Levine, 1978, p. 134). The advising systems were informal because of the small number of students, the closeness of faculty and students who often lived together, and the limited number of curricula open to the students (Murry, 1971, p. 2). With the exception of Kenyon College, informal advising characterized colleges and universities until after the Civil War. In the late 1820s, Kenyon created a formal system of advising by assigning each student to a particular faculty member (Levine, 1978, p. 134).

In 1877, Johns Hopkins University created a system of faculty advisors, and in 1899, a board of freshmen advisors was appointed at Harvard. These developments announced the "formal recognition that size and the elective curriculum required some closer attention to undergraduate guidance than was possible with an increasingly professionally oriented faculty" (Hawkins, in Rudolf, 1962, p. 460). Formal systems of advising began to spread because of:

Increases in the number of students enrolled in many colleges, greater diversity in student background and preparation, proliferation of the number of subjects taught in college, introduction of electives into the curriculum, increased faculty specialization, and greater faculty interest in intellectual and research pursuits that reduced their traditional contact with students. (Levine, 1978, pp. 134-135)

As the needs of students became broader and more complex and faculty became more specialized, the task of advising became more difficult. In the twentieth century, advising not only became more formal, but also became more specialized.

In the 1900's institutions began to train and hire professionals who could deal with personal and vocational needs of students. Placement offices became common in colleges, and counseling was made available to help students with personal problems (Levine, 1978, p. 135). However, for the most part advising continued to be a function of the faculty. In 1941, Wrenn estimated that "somewhere between 70 to 85 percent of such institutions have some system of faculty advisors"

(p. 506). The focus was on educational counseling wherein the faculty advisor assisted students in selection of courses that would permit them the greatest amount of expertise in their chosen areas of study (Murry, 1971, p. 2; Wrenn, 1941, p. 507). To say that these advising systems were effective is another matter.

One reason for the failure of the elective system and the institutionalization of the core curriculum in the early 1900's was: because the faculty advisors who were to work with students in planning a program of studies suitable to each did little more than sign cards on which unguided and unmotivated students had listed courses that they felt would produce the greatest amount of academic credit with the least interference with their personal and social lives. Choices among courses became almost meaningless for students whose advisors gave no advice and whose teachers were giving courses, not teaching students. (Taylor, 1969, p. 205)

At mid-century Wrenn, referring to problems with faculty advising systems, wrote:

There is likely to be no allotment of time, little information about the student he is to counsel, no secretarial help, and only formal supervision. The North Central Association study showed that 77 percent of the advisors had no specific training of any sort for their counseling task. The results are too well known to merit comment--inaccurate and hasty advising, resentment by the advisor of the added task, and unwarranted student

mortality. (1941, p. 506-507)

Although improvements have been made since 1941, many advising systems today are described as "the semi-annual herding of hundreds of drafted faculty into an armory or gymnasium to plan programs and to approve election cards for students they do not know and for whom they have no continuing responsibility" (Robertson, 1958, p. 228).

Questions over the appropriateness of faculty advising have led to experimentation with alternate systems. Institutions have tried using only selected faculty in centralized centers, paraprofessionals, senior students, student self-advisement, professional counselors and any combination thereof to improve their advising systems. Some efforts have been successful; others have not. No single method has proved consistently workable or superior to the others (Brady, 1978, pp. 21-24; Sheffield & Meskill, 1972, p. 30). Today, as in the past, even with its imperfections, faculty advising is the most prevalent system among American colleges and universities (Brady, 1978, p. 20; Carstensen & Silberhorn, 1979, p. 4). Further research continues and is needed in order to identify ways in which to deliver advising most effectively.

The Nature of Advisement

The literature yields widely divergent views on the function and role of academic advising in institutions of higher education today. "While there is general agreement concerning the importance of academic advising for the efficient functioning of the institution and the effective functioning of the student, there is little argument regarding the nature of academic advising and who should perform the

function" (O'Banion and Thurston, 1972, p. 1). The purposes of this section of the review are to present various definitions of the advising function and to present a discussion of two approaches to the advisement process.

Melvne D. Hardee (1970) defines faculty advising as:

A tridimensional activity, consisting of (a) discerning the purposes of the institution in its teaching-learning mission, (b) perceiving the purposes of the student learner, and (c) promoting these possibilities in conference with the student learner.

The faculty advisor is here considered to be a coordinator of learning experiences for students. (p. 11)

O'Banion (1972) conceptualizes the advising process as involving five interrelated and sequential steps:

1. Exploration of life goals
2. Exploration of vocational goals
3. Program choice
4. Course choice
5. Scheduling courses. (p. 64)

Both Hardee's and O'Banion's definitions are rather global in nature. Levine (1978) chooses to separate advising into four types: academic advising, vocational and career advising, personal advising, and special group advising (p. 134). Academic advising pertains to such curriculum matters as "course selection, prerequisites, major cognates, requirements, and student performance." It is usually a responsibility of the faculty (p. 136).

Similar to Levine's concept of academic advising, Raines describes the student advisory function as:

those activities of the college designed to bring each student into individual and continuing contact with a college staff member qualified to advise the student regarding such matters as (1) selection of courses for which the student is eligible and which are consistent with his curricular choice as well as any occupational or senior college preferences he may have, (2) evaluation of academic progress, (3) effective methods of study, and (4) identification of specific resources within the college or community that might meet the special needs of the student. (MacLean & Williamson, 1968, p. 362)

The foregoing definitions of academic advising differ because institutional environments differ. Creating a common definition of academic advising is not nearly as important as the need for an institution to know how it perceives its advising function. Robertson (1958), after studying the advisement practices at 20 colleges throughout the country, observed that "with rare exceptions, the colleges and universities have given little conscious reflective thought to the overall purpose and pattern of their advising systems" (p. 229). In many institutions "programs have been planned on the basis of available personnel (such as faculty) or on the basis of some philosophical rationale that has often been shoddily stated if stated at all" (O'Banion & Thurston, 1972, p. 5). On many college campuses it is likely that the students, the faculty and the administration all

have different conceptions of how the advising system is supposed to work and of the role the advisor is to fulfill.

Different definitions of advising also exist among colleges depending upon the approach used. Crookston (1972) refers to two approaches: prescriptive and developmental (p. 12). The prescriptive approach to advising is based upon authority:

The advisor is the doctor and the student is the patient. The patient comes in with some ailment. The doctor makes a diagnosis, prescribes something, or gives advice. Therefore, if the student follows the advice, the problem will be solved and all is well!
(p. 12)

From the viewpoint of the advisor, the assumption is that once advice has been given to the student, the advisor's responsibility is largely fulfilled; it is up to the student to fulfill his responsibility by doing what is prescribed (p. 13). Institutions adhering to an authoritarian advising approach may well consider "successful" advising to consist of:

an advisor telling a student he must take specific courses in a particular sequence in order to fulfill requirements and graduate on time with a desired degree. In many cases there may be minimal advisor-student contact with the expectation that reading and interpreting the catalog will serve the student well enough. (Mash, 1978, p. 34)

In the prescriptive approach, advice-giving is the main task of advising with no advisor responsibility for what happens to the student if he

should or should not follow such advice.

The developmental approach to advising includes advice-giving but goes beyond this by viewing the advisor as the coordinator of the student's overall learning experiences. Because of the expanding and increasingly flexible college curricula, the influx of "new students" (women, adults, the disadvantaged), and the increased concern for student personal growth, many authors are advocating the developmental approach to advising (Hardee, 1970; Walsh, 1978; O'Banion, 1972; Chickering, 1970; Mash, 1978; Crookston, 1972; Dameron & Wolfe, 1974; Kramer & Gardner, 1977; Bostaph & Moore, 1980). The differences between the prescriptive and the developmental approaches are identified in Table 2.1 (Crookston, 1972, p. 14).

In the developmental view of advising, the advisor/advisee relationship becomes a learning process for both participants. Advising is really an extension of the teaching/learning process. Developmental advising not only includes the students' educational and vocational decisions involved in the advisor/advisee relationship, but also includes the development of their "rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making and evaluation skills" (Crookston, 1972, p. 12).

To facilitate advisor/advisee relationships Kramer and Gardner (1977) advocate the use of a contract (p. 30). The responsibilities of both the advisor and the student should be discussed, clarified and written down. The contract would be reviewed and updated periodically. "The goal of the advising relationship is preventive maintenance, not remedial restoration" (p. 30).

Table 2.1

Contrasting Dimensions of Prescriptive and Developmental Approaches to Advising

In terms of	Prescriptive	Developmental
Abilities	Focus on limitations	Focus on potentialities
Motivation	Students are lazy, need prodding ^a	Students are active, striving ^a
Rewards	Grades, credit, income	Achievement, mastery, acceptance, status, recognition, fulfillment
Maturity	Immature, irresponsible; must be closely supervised and carefully checked ^a	Growing, maturing, responsible, capable of self-direction
Initiative	Adviser takes initiative on fulfilling requirements; rest up to student	Either or both may take initiative
Control	By adviser	Negotiated
Responsibility	By adviser to advisee By student to act	Negotiated
Learning output	Primarily in student	Shared
Evaluation	By adviser to student	Collaborative
Relationship	Based on status, strategies, games, low trust	Based on nature of task, competencies, situation, high trust

^aAfter McGregor's (1960) x and y theories.

As revealed thus far, the nature of academic advising and how it is approached are extremely complex issues. No attempt has been made here to present the entire problem in depth. As related to the purposes of this study, the literature just reviewed has brought about necessary discussions by Paul D. Camp faculty and staff on what academic advising means to us. Given the increased complexity of academic advising, many institutions have raised the question of whether faculty members should serve as advisors. This issue is addressed next.

Who should advise?

Opinions have increased that "as a total group, members of the teaching faculty perform miserably when attempting to advise students" (Jones, 1970, p. 12). Koile (1954) summarizes some of the major criticisms of faculty advisor programs:

Teaching loads are not adjusted to provide time for counseling services. Adequate recognition is not given in other ways to these services. The faculty members are too limited in their counseling functions. Most of their work consists of giving students advice about routine registration matters or course selection. Little attention is given to student capabilities, individual differences, and needs. Faculty counselors are inadequately trained for the performance of counseling duties, and their general lack of competence leads to perfunctory performance. They are not carefully selected on the basis of interest

and personality and; as a result, may be indifferent to their tasks or ill-suited in terms of personality to engage in a counseling relationship. (p. 384)

In community colleges the controversy over who should advise is primarily over the use of counselors or faculty. The 1967-68 national survey of community colleges for the American Association of Junior Colleges revealed that most advising systems were instructor-based (O'Banion, Fordyce & Goodwin, 1972, p. 414). The student personnel administrators at the 556 colleges surveyed were also asked to indicate their desires for the future in relation to the question of who should serve as advisor. Table 2.2 indicates a desire to move toward counselor-based systems.

Table 2.2
Advising Systems in Community Colleges
AAJC Survey 1967-68

<u>System</u>	<u>67-68</u>	<u>Desired</u>
Instructor-based	64.0%	51.1%
Counselor-based	33.8%	45.2%
Other	2.2%	4.7%

Source: (McConaughy, 1974, p. 15)

Citing an unpublished paper by O'Banion, Fordyce, and Goodwin, McConaughy (1974) presented the central arguments on each side:

The Pro-Teaching Faculty Case

1. Instructors know more about the special requirements and

opportunities in their particular fields than do counselors.

2. Instructors who advise learn more about the problems and perceptions of students, knowledge that they can profitably use in their teaching.
3. Instructors can gain an awareness of the total structure and operation of the college rather than isolating themselves in a department.
4. Students need to know some of the teaching faculty out of class, as individuals concerned about their academic goals.
5. Faculty members with small advising loads are much more accessible to students, often during open office hours, than counselors with 300 or more students and a full appointment calendar.
6. Advising by the teaching faculty is less expensive than hiring more and more counselors; the size of the teaching faculty naturally expands with rising enrollments.
7. Counselors are too therapeutically oriented and do not pay enough attention to academic requirements and proper course selection.

The Pro-Counselor Case

1. Academic advising cannot be separated from matters of personal feelings and life goals; all need the careful attention of skilled professionals.
2. Community college students often have unrealistic goals and unclear ideas about occupations and higher education, and

their special need for assistance justifies the cost of professional advisement.

3. The teaching faculty member generally does a poor job of academic advisement because:
 - a. the demands placed upon him for classroom instruction leave little time and energy for individual advisement;
 - b. his limited knowledge of opportunities outside his field may prevent his advisee from learning of them;
 - c. his lack of counselor training may cause him to miss important signals that the student needs special assistance;
 - d. he may use academic advising as a way to recruit students to faltering courses in his department.
4. A student in need of counseling assistance may be reluctant to make a special problem-oriented appointment, but he may use the advising session to discuss his concern with a counselor.
5. Trained, full-time counselors are familiar with proper administrative procedures and make fewer errors in program planning, saving the student and the college the time, effort and money needed to rectify them. (pp. 21-23)

Attempts have been made to assess empirically the arguments that one approach is better than the other. Moller (1972) compared the attitudes and perceptions of counselors, faculty and students at four community colleges in Illinois. Two of the colleges were organized so

that both teachers and counselors served as advisors. The other two colleges used only professionally trained counselors as advisors (p. 169). Student perceptions of their academic advisement did not differ on the following seven factors: "(1) assistance in selecting classes, (2) assistance in vocational planning, (3) rapport with adviser, (4) relationship with adviser, (5) effects of advisement, (6) satisfaction with advisement, and (7) loss of credit in transfer because of inaccurate information provided by adviser" (p. 176). Students in the colleges using both counselors and teachers did report receiving significantly more help in personal matters. This, according to Moller, was probably due to the smaller advisor-advisee ratio at the colleges expecting all educators to advise (p. 176).

McConaughy (1974) surveyed 2588 occupational students at 15 community colleges in Illinois in an attempt to identify differences between institutions using instructor-based systems and those using counselor-based systems. McConaughy found that the type of system used was not significantly related to (1) the number of student-advisor contacts (2) student ratings of their advisor/counselor's knowledge of the world of work, and (3) the amount of information students saw their advisor/counselor providing them about their future occupation (p. 72).

Teague (1977) compared student satisfaction with four different types of advisement: counselor-faculty, faculty-counselor, faculty-only, and counselor-only. Responses from 719 students at eight community colleges in Maryland showed greater satisfaction with the single advisor models over the mixed models (p. 203). Teague found no differ-

ence in student satisfaction between the types of mixed systems or the types of single advisor systems (p. 284). Teague concluded that his study "produced no evidence to support either side of the question of who should perform and be primarily responsible for academic advisement" (p. 284).

Bostaph (1980) examined student attitudes toward three different models of advisement used by three different undergraduate schools within the University of Pittsburgh. Model A employed full-time advisors, Model B used graduate students and teaching faculty, and Model C used only full-time teaching faculty as advisors (p. 46). Student attitudes about their advising did not differ significantly across models. However, the majority of students in each advising system reported an overall negative feeling toward their advising experience.

The results of the studies just cited support O'Banion's thesis that "who does advising is probably not as important as the philosophy of the institution . . . and the commitment and understanding with which the counselor or instructor approaches the process" (O'Banion, 1972, p. 62). Or, as stated by Mash (1978) and confirmed by the Teague (1977) and McConaughy (1974) studies, "an attempt to defend one form of advising over another is irrelevant because each institution is different" (p. 36).

Other efforts have been made to improve advising by the use of student advisors, trained paraprofessionals, and students advising themselves. A study by Murry (1971) used seniors as academic advisors.

Eighteen seniors were randomly selected and trained to be academic advisors at Kansas State University. The effectiveness of the student advisors was judged by comparing them with two groups of faculty advisors (one group had release time; the other did not). The relative effectiveness of each approach was inferred from "the frequency and length of adviser contacts, use of campus referral services, use of group advising procedures, outside contacts with adviser, grade averages, credits completed, persistence in college, and responses to a 16-item satisfaction scale" (p. 93). Although Murry found that academic progress measurements were unrelated to the advising system, freshmen students did perceive the student advisors to be more friendly, warm and open than faculty advisors. On the measurements of advisor competence, student advisors and released-time faculty were rated about equal. Both these groups were rated considerably higher than the faculty who did not receive released time (p. 95). Thus, Murry concluded that with minimal training and supervision, senior students could serve effectively as academic advisors (p. 95).

Sheffield and Meskill (1972) conducted a two-year pilot project at C. W. Post College in which 12 full-time academic counselors took over the advising duties from the faculty. The researchers hypothesized that faculty, relieved of their advising responsibility, would be freer to spend more time with their students. In addition it was felt that the counselors would serve equally as well or better than the faculty as advisors. Data from a questionnaire filled out by students and faculty revealed that neither objective was achieved. Faculty spent

less time with students when relieved of mandatory student contacts through advising. Students preferred the academic counselors to faculty as advisors because they were more available, but they did not rate the counselors high on reliability of academic information, promptness of sessions, or the length of interviews (pp. 28-29). The authors theorized that the problem was the ratio of advisees to counselor. The counselors had taken over the advising duties from 377 faculty members. Sheffield and Meskill recommended that the academic counselor role be more narrowly defined and that the college go back to faculty advising for upper-class students (p. 30).

Essex County Community College in 1968-69, because of dissatisfaction with its faculty advisory system, modified it by not assigning students to particular advisors. Self-advisement guides were developed for each program and distributed to students. Students, if they wished, could meet with counselors or faculty to discuss their plans. The following semester, students were asked to give their reactions to the revised system via a questionnaire. Although some improvements were suggested, overall the system was judged favorably (p. 240). It should be pointed out that 66% of the students did seek a counselor or faculty member's advice (Ravekes, 1971, p. 240).

In summary, each institution of higher education, in light of its own unique mission, resources, personnel, and students, must answer the question of who should serve as the academic advisors on campus. As mentioned in Chapter I, "no existing model of academic counseling has proved to be workable. Faculty, professional, paraprofessional,

and peer counseling in varying measures are being tried and retried on different campuses with no unusual measure of success to date" (Sheffield & Meskill, 1972, p. 30).

Advisor Training

There is unanimous agreement in the literature that whoever is going to serve as an academic advisor needs to be trained in order to be effective. As pointed out by Chickering (1970), neither counselors nor faculty members receive adequate training for the advisor role before coming to campus (p. 78). Since training for successful advising is specific to each institution or even to smaller units within the institution, "this responsibility becomes vulnerable to poor support, limited participation, and questionable quality" (Grites, 1978, p. 21). In reviewing the literature on advisor training, abundant articles surface which outline the ingredients of training programs, but few studies have been reported which assess the effectiveness of such training. This section of the review of literature contains an outline of the recommended components of an advising program, a discussion of methods of delivery, and a description of several studies or articles which have included advisor training.

There are three essential components to the advising process: knowledge, interpersonal skills, and accessibility. O'Banion (1972) lists in detail the skills, knowledge, and attitudes that are required to be an advisor:

1. Exploration of life goals: (a) knowledge of student characteristics and development, (b) understanding of decision-

making process, (c) knowledge of psychology and sociology, (d) skills in counseling techniques, (e) appreciation of individual differences, (f) belief in worth and dignity of all men, (g) belief that all have potential.

2. Exploration of vocational goals (all under number 1 above plus the following): (a) knowledge of vocational fields, (b) skill in interpretation of tests, (c) understanding of changing nature of work in society, (d) acceptance of all fields of work as worthy and dignified.
3. Program choice: (a) knowledge of programs available in the college, (b) knowledge of requirements of programs (special entrance requirements, fees, time commitments), (c) knowledge of university requirements for transfer programs, (d) knowledge of how others have performed in the program (e) knowledge of follow-up success of those who have completed the program.
4. Course choice: (a) knowledge of courses available, (b) knowledge of any special information regarding courses (prerequisites, offered only in certain times, transferability; does the course meet graduation requirements? What is the appropriate sequence for the university?) (c) rules and regulations of the college regarding probation and suspension, limit on course load (academic and work limitations), (d) knowledge of honors courses or remedial courses, (e) knowledge of instructors and their teaching styles, (f) knowledge of student's ability through test scores, high school record,

(g) knowledge of course content.

5. Scheduling courses: (a) knowledge of schedule, (b) knowledge of the systems of scheduling and changing the schedule, (c) knowledge of work and commuting requirements. (p. 64)

It is interesting to note the overlap of O'Banion's description and that of Bergstresser (1949):

at a minimum, the training program should provide for the selected faculty counselors and advisers: (a) accurate understanding of all student personnel records and tests that are to be utilized by the counselors; (b) useful information about techniques for establishing rapport and interviewing; (c) thorough knowledge of all rules, regulations, and policies that counselors are expected to interpret and sometimes to enforce; (d) keen awareness that the problem or question which the student first verbalizes in counseling is often not the real reason why he is seeking help; (e) specific information about the special counseling and other personnel services available and when and how referrals should be made, plus personal acquaintance with the persons who direct these services; and (f) ready access to a small, carefully selected library of reading references on counseling and student personnel work generally. (p. 317)

Murry (1971) summarizes in simple terms the desirable characteristics and practices of advisors which have been cited in literature as related to effective advising:

1. He must know the student as an individual.

2. He must be warm and friendly.
3. He must be accessible to the student.
4. He must be well informed on course requirements, regulations, curricular options, etc.
5. He must have the confidence of the advisee.
6. He must meet with the advisee on a regular basis.
7. He must develop an atmosphere in which the advisee will feel free to discuss his problems and concerns. (p. 15)

As mentioned earlier, studies in which students have been questioned about what they want from their advisors confirm the components of knowledge, interpersonal skills, and accessibility (Parker, 1976, p. 678; Brady, 1978, p. X1). In addition Cumber (1961), after developing a questionnaire to measure students' satisfaction with their advisement, found that students with advisors who had a high interest in advising were significantly more satisfied with their advisement than students with advisors having a low interest in those activities. More specifically, Cumber concluded that student satisfaction was related to the advisor's knowledge, personal interest, availability, and like subject-field interests (Cumber, 1961, pp. 95-96).

The methods which institutions use to prepare advisors range from no training at all to intensive workshops. The AAJC 1967-68 survey by O'Banion, Fordyce and Goodwin (1972) reported that the training process at most community colleges consisted of in-service meetings and informal person-to-person talks. Written briefings and special meetings were used at some colleges. Workshops were used at only a

small percentage of institutions surveyed (p. 419). A survey by Tinsely (1955) of 22 higher education institutions revealed that more than one-half used in-service training programs for advisors (Murry, 1971, p. 19). A national survey by Miller (1950) revealed that most colleges were utilizing some form of in-service training for academic advisors (Bonar, 1972, p. 28). Jamrick (1955) surveyed 30 selected colleges and found that only one-fourth had continuous in-service training for advisors and one-half had no advisor training at all. Of those institutions with no training for advisors, only one reported its advising program as effective (pp. 36-40). The National Survey of Academic Advising completed by the American College Testing Program in 1979 revealed that among the 637 institutions using faculty advising programs, training for the advisors consisted mostly of written communications (handbook) (58%) (Carstensen & Silberhorn, 1979, p. 5). Only 43% reported using an annual orientation meeting, and even fewer (24%) colleges had regularly scheduled in-service workshops (p. 5). Although informal advisor training is likely becoming more common among colleges and universities, in-depth reports on the content and methodology of such programs are few in number. Even scarcer are studies which have attempted to develop training programs and then evaluate their effects in a controlled manner. Only one study was found in the literature which focused on faculty advisor training with controlled evaluation.

Bonar (1972) designed, implemented, and evaluated a pre-service training program for selected advisors at Florida State University. The subjects were doctoral candidate students who also had responsibil-

ity for advising lower division students--eight advisors from the School of Education and four from the School of Arts and Sciences. The eight advisors in the School of Education were divided into two groups at random. The four advisors in the School of Arts and Sciences became a third group. Each group received a different advisor training program.

Group I was trained through Bonar's individualized computer managed instructional (CMI) program. Group II received training in a one-day orientation session conducted by a skilled advisor and were given a copy of the Basic Division Advisor's Handbook. Group III from the School of Arts and Sciences received only the Handbook as their training. None of the subjects had any prior experience as an academic advisor. During the next two quarters the subjects proceeded to advise students (pp. 58-60).

Bonar evaluated the effectiveness of each method by having the advisees complete the Cummer Satisfaction Questionnaire (CSQ) each of the two quarters. The CSQ is a 22-item Likert-type satisfaction scale which was developed and used by Cummer in 1961 (Cummer, 1961, Chapter 2). Also used as a measure of effectiveness were the advisees' grade point averages (GPA) (p. 61). In his analysis of the data, Bonar dropped Group III out of the comparison because they "constituted a different population of students and advisors" (p. 89). In comparing student satisfaction and GPA's means between Groups I and II Bonar found no significant difference (pp. 90-92). He did find significant differences in the student satisfaction means for advisors within

methods in Groups I and II (pp. 90-92).

However, informal feedback, unrelated to the statistical portion of the study and gathered by asking the CMI trained advisors to fill out a questionnaire, indicated strong support for the effectiveness of the program (p. 92). Bonar felt that the systematic model used to develop the CMI program resulted in a "thorough and complete training program requiring minimum revision" (p. 92).

The pre-service training program developed by Bonar has been in use at Florida State University since 1972. A major change has been made in that the training no longer is computer managed, but it is conducted through the use of proctors (Bonar, 1976, pp. 190-198). Figure 2.1 outlines the content of the program as it is currently being used at Florida State (Bonar, 1976, p. 197). A review of the content shows that the instructional goals are to develop within the faculty member an understanding of the advisor's role in terms of the interpersonal dynamics of the advisor-advisee relationship; to increase the advisor's knowledge of the overall curriculum and scheduling process; and to enable the advisor to more effectively handle students who are undecided about a career and educational program. The training program takes about four days to complete (Bonar, 1976, p. 193).

Other reports of faculty advisor training are available in the literature, but none have attempted to evaluate the effectiveness of the programs in a controlled fashion. A noteworthy program is the model designed by Tamminen, Gum, Snaby and Peterson (1976) aimed primarily at increasing the advisor's interpersonal skills. The content of their

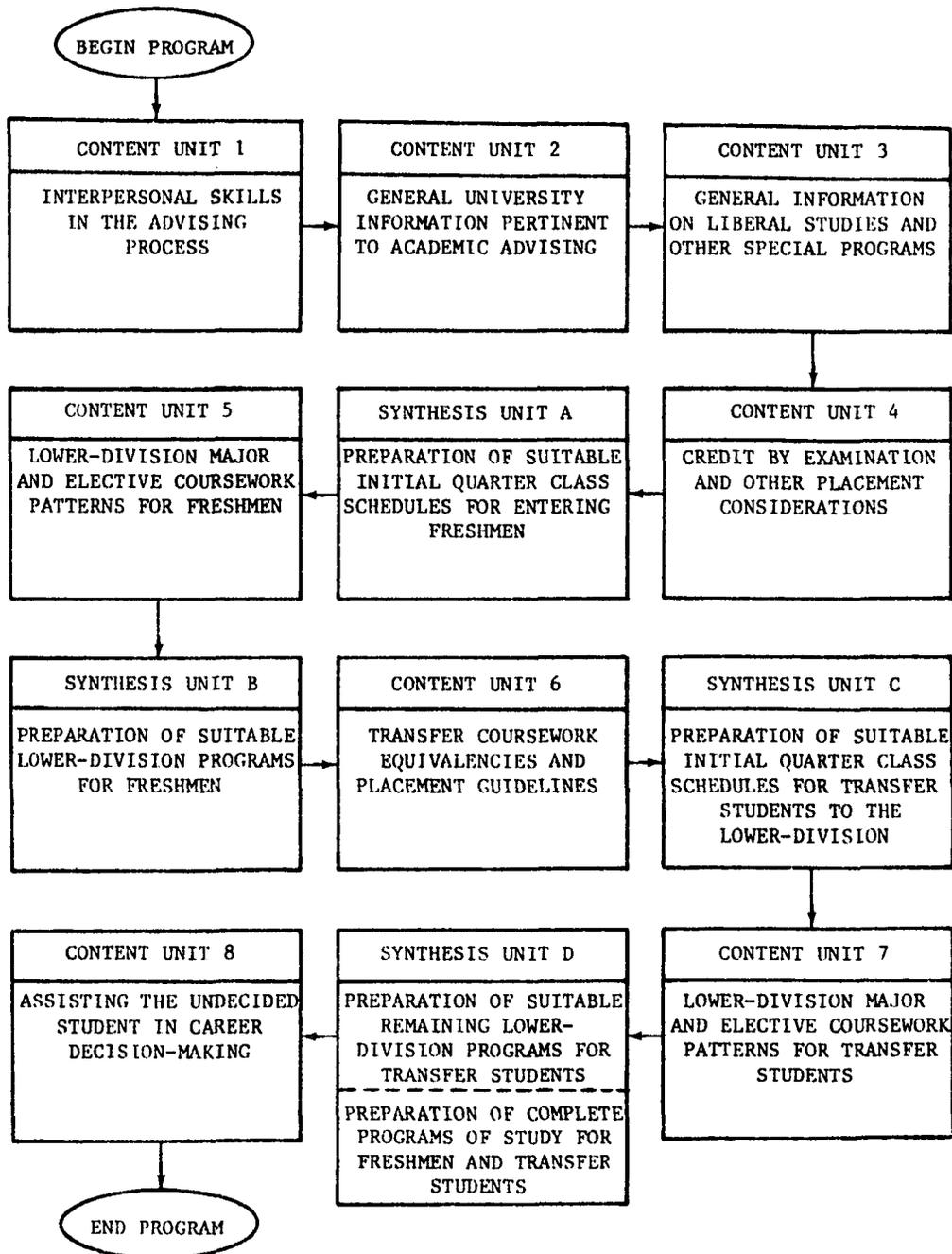


Figure 2.1 - Content and synthesis unit topics included in the advisor training program.

training program consists of five skill packages. The first three packages form a skill building set which includes: 1) the positive relationship-building skills of micro-counseling, 2) empathy training, and 3) interpersonal process recall (p. 40). These three training packages emphasize the process of listening and responding and the impact that advisors and advisees have on each other. This training set is then followed by packages on assertiveness training and group interaction skills.

The instruction was conducted in small groups of 10-12 teachers. Role playing, videotaping, and simulations served as training tools. Evaluations of this program have been positive. Participants who have completed the program have demonstrated more effective counseling effectiveness and greater open mindedness toward advisees. The subjective evaluations of the program by the teachers themselves have emphasized their increased understanding of the advising process and more confidence in dealing with student problems (p. 41).

The two models just described represent examples of more comprehensive programs aimed at training faculty to become effective advisors. Other efforts to improve the advising have been limited to focusing upon particular aspects of the advising system. Many faculty have difficulty, for example, in functioning as career advisors for their advisees. Although career advising is primarily handled through counselors at most colleges, faculty are involved as well, since a student's academic program is usually related to his/her career choice. A project was conducted at Stephens College (Missouri) during the spring

of 1973 with the objective of helping faculty to become better career advisors (Gelwick, 1974, p. 214-217). This training program consisted of three stages. First, the faculty were given selected research and theory to study. Second, participants became involved in a one-evening career exploration group where they simulated the roles of advisor and advisee. Third, each faculty member then served as a co-leader for his own group of advisees during a one-day group marathon on career options. Feedback from the faculty through interview sessions was encouraging. Faculty members reported plans to incorporate the knowledge and skills learned into their on-going advising. In addition, all the participants recommended that the career advising program be adopted throughout the college (p. 216).

Overall, the training of faculty advisors, whether formal or informal, has not been subjected to rigorous evaluation. As stated by Hardee (1970), "whether in-service assistance makes the difference between the successful and less-than-successful performance of advisors is, of course, speculative" (p. 23). Hardee's statement clearly points out the need for studies which attempt to evaluate the effects of advisor training on advisor performance.

Evaluation of Advising

In measuring the effects of academic advisement, the literature reveals primarily two basic approaches. One is to use the perceptions of students and/or advisors toward the advisement process. The second attempts to relate student performance to academic advisement.

The purposes of this section of the review of literature are to describe studies representative of each approach and to identify those variables in the advisement process considered to be important.

Rossman (1968) conducted a released-time study at Macalester College. Six faculty members were released from one of three courses regularly assigned and given additional advisor training through weekly discussion meetings. Each advisor was assigned 10 men and 10 women advisees chosen at random from the freshman class. The remaining freshmen were assigned to faculty advisors teaching a full load. Throughout the year the experimental advisors met more frequently with their advisees than did the control group advisors. At the end of the year, Rossman found no significant differences between the two groups of advisees in terms of retention, grade-point average, level of aspiration, satisfaction with college or perception of the campus. However, experimental group advisees did report being more satisfied with their advisors than the control group advisees (1968, pp. 358-363).

As described by Moeller (1972), in a study by Morehead and Johnson (1964), advisors who spent additional time with their advisees did produce significant effects:

The special program provided for eight advisor-advisee meetings during the academic year: twice each semester in groups and twice each semester individually. The meetings consisted of instruction, advice, discussion, and informal conversation.

The advisors for both special and typical advising programs were

interested faculty. The advisees included two groups of male electrical engineering freshmen: forty-eight men in the special advising program and 178 men in the regular advising program. Statistically the two groups were the same with respect to age, predicted grade-point average, courses studied during the academic year, and five personality variables as measured by the Minnesota Personality Scale. The students in the special advising program earned a significantly higher grade-point average ($P < 0.01$) for the year and had a significantly greater proportion of high achievers ($P < 0.01$). The difference in dropouts was insignificant. Additional findings included (1) a positive relationship between the effects of a faculty advising program and the time duration of the program, (2) special faculty advising reduces the number of dropouts who have the potential for academic success, and (3) special faculty advising is more effective with individuals having high rather than low predicted grade-point averages. (p. 51-52)

Hendrix (1965) created a special advising program at the University of Wyoming for twenty freshman students. Based upon entrance tests, it had been predicted that these freshmen would earn low grade-point averages. The students were informed of the possibility of experiencing academic difficulty, challenged to put forth an extra effort by avoiding excessive course loads, and encouraged to meet with advisors and counselors frequently. At the conclusion of the fall semester, the experimental group of advisees had earned higher grade-

point averages than the other 60 low-predicted grade-point average students who had been advised in the regular faculty advisory program (pp. 185-188). However, Dawson (1972) cautions that since the experimental group advisees were required to also enroll in a course in study skills, their achievement may, therefore, have been due to the course, and not to the special advising program (p. 17).

The previous three studies, examples of attempts to show the effects of advisement by measuring student performance, indicate the need for much further research before any results can be generalized. More often, researchers have chosen to use student and staff perceptions as the approach to assessing advisement practices.

R. B. Kamm stated in 1950 that "if several pertinent questions about a particular student personnel service are asked of a sufficiently large random sample of the local college population, a valid indication of the worth of the service to those students will be available" (Bonar, 1972, p. 30). Following Kamm's recommendation, many studies since 1950 have measured the effectiveness of advising systems through the use of student and/or staff perceptions (Cummer, 1961; Fashbender, 1969; Rosenberg, 1969; Peterson, 1970; Murry, 1971; Moeller, 1972; Bonar, 1972; McConaughy, 1974; Grites, 1974; Teague, 1977; Brady, 1978). Three studies which have not been discussed thus far in this review of literature will now be reviewed.

The study by Fashbender (1969) is worth mentioning because of its inclusion of a control group. A community college in California which used a pure-counselor academic advising system served as the population.

Eleven faculty members, chosen at random, were selected to serve as advisors. The faculty advisors were given training and extra pay for carrying advisory duties. The counselors then assigned a random group of sophomores to the faculty advisors for the next academic year. The remainder of the sophomores were retained by the counselors as a control group. The students were polled at the end of the year for their reactions. Fashbender found that both groups of sophomores were about equally satisfied with their advisement. However, students did tend to prefer the instructors because of their availability and expertise (Dawson, 1972, p. 23; McConaughy, 1974, p. 29).

Peterson (1970) devoted his dissertation to the development and testing of the Academic Advisement Survey. The survey contains clusters of questions in three major areas: functions of advisement, style of advisor, and outcomes of advisement. The subscales of class selection, vocational, personal, rapport, relationship, effects, and overall satisfaction showed sufficiently high reliability to be considered functional (p. 76). Moeller (1972) used these subscales in a survey of advising practices at four community colleges in Illinois. Moeller compared student satisfaction at the two schools using both counselors and faculty as advisors to the two schools using only professional counselors as advisors. He found no significant difference in student satisfaction between systems (p. 176).

A recent and interesting study by Brady (1978) focused upon identifying advisor goals and student needs and then compared the two for congruence. Undeclared undergraduate students and faculty assigned as

advisors in the College of Arts and Sciences Information and Advising Center (University of Massachusetts at Amherst) served as the population. Brady developed, field-tested, and then administered two parallel survey instruments to the advisors and advisees (pp. 38-54).

Results from the questionnaires showed that faculty goals and student needs were incongruent in 75% of the categories (p. 147). Findings related directly to this study include:

1. Information - providing specific information was not a preferred faculty goal but was the strongest student need. (p. 148)
2. Interpersonal Skills - faculty saw the goal of good interpersonal relations as a greater concern than students. However, both groups placed low value on items which pointed toward making the advising relationship a highly personal one (p. 152). Both faculty and students expressed the need for a friendly and open-minded relationship. (p. 152)
3. Functional - "There was strong agreement between advisor and advisee that the general function of a viable advising system is to help students to develop their goals and aid them in achieving those goals" (p. 152). However, whereas students wished faculty to help them achieve their goals once they have been set, the faculty viewed as one of their primary functions to help students set those goals. (p. 153)

Brady's recommendation in relation to the informational category was that unless faculty could be convinced, possibly through training, of students' needs for specific information, particularly in vocational

areas, then an alternate method would have to be instituted within the Center to fill such a need (pp. 148-149).

Temporal Variables

Thus far this review of literature has revealed that effective advisors can be characterized as being (1) knowledgeable, (2) warm, friendly and concerned for the student, and (3) accessible. In addition to these prerequisites, other variables, mostly related to the factor of time, can influence the advisement process. In each case much further research is needed.

Length and Number of Sessions

Although the length of the advisor/advisee relationship does not appear to be related to student satisfaction (Grites, 1974, p. 20), the number and length of the sessions may result in greater satisfaction (Cameron, 1952, p. 139; Cummer, 1961, p. 96; Grites, 1974, p. 64). As Grites concluded, "those [students] who had more advisor contacts, and more lengthy ones, did rate their advisors more favorably" (p. 65). Or as Murry (1971) summarized, "although an optimal length or frequency for the advising session has not been found, it appears that very brief, infrequent sessions are characteristic of ineffective advising" (p. 16). In one study students reported 30 minutes to be about right (Keill, 1957, p. 363).

Advisor Load

Research on advisor load has produced conflicting evidence. Hardee (1970) recommends a "reasonable advisee load" but specifies no number (p. 14). O'Banion (1972, p. 68) and Dawson, (1972, p. 90)

based upon their research, advocate that advisor loads be no more than 15 to 20 students if the faculty advisor teaches full-time.

Students in Moeller's study (1972) received more assistance in personal matters in the community colleges using both counselors and faculty as advisors. This finding Moeller contributed to lower advisor loads (15 to 48 advisees in the shared systems compared to 352 to 411 in the counselor-only systems) (p. 182). Sheffield and Meskill (1972) reported that advisee loads were too great to enable the 12 full-time academic counselors to be effective in the C. W. Post College study (p. 30). Grites (1974) found no relationship between advisor load and students' satisfaction with their advisement (p. 64).

Curriculum

Very little research has been done concerning the effect of curriculum in the advising process. Although McConaughy (1974) concluded in his review of the literature that personality differences between occupational-technical students and transfer students might affect their perceptions of their advisors, his study only focused on occupational students (p. 37). The Grites (1974) and Teague (1977) studies which included comparisons of occupational and transfer students did not find any significant difference between the two groups' satisfaction with their advisement (p. 64, 283).

This study seeks to examine the impact of curriculum upon advising in two ways. Certain programs at Paul D. Camp are characterized by having only one or two instructors. The instructors not only serve as the academic advisors for the students in the program but also teach

these students in the majority of their classes. Also, the teachers/ advisors for these programs bear direct responsibility for the program's success--that is, insuring that sufficient numbers of students graduate each year to meet state requirements.

In comparison, within other programs there are many instructors. These teachers may not have their advisees in class at all or only in a very few sections. Responsibility for graduating enough students is very dispersed and indirect. Usually, such responsibility lies with the division chairman or the Dean of the College. In some cases due to the large number of students in a program, students may be assigned an advisor completely outside their field of study. For example, students in the clerk-typist program are assigned to social science instructors rather than to business instructors.

The differences between these two classifications of programs are likely having impact upon both the advising system and students' satisfaction with their advisement. As described in Chapter I, during a student's initial quarter at Paul D. Camp, he/she is assigned a faculty advisor. The faculty advisor is responsible for that student's advisement. In particular, the advisor is required to complete a detailed program audit sheet when the advisee is ready for graduation. However, it is likely that students enrolled in the second category of programs described above may not be going to their assigned advisors. Despite this fact, the assigned faculty advisor is still responsible for that advisee's progress and is expected to complete the audit sheet for graduation. Thus, there may be a significant difference in the

frequency of advisees being advised by assigned advisors between the two general types of programs.

Secondly, because of more advisor/advisee contact in certain programs and the direct responsibility borne by the teachers for the programs' success, students in this first general type of program described above may be receiving more thorough advisement than students who have their advisors as teachers only occasionally or not at all, or students whose advisors are not in the advisees' fields. Thus, the more influences promoting contact with their advisors, the more likely students are to be satisfied with their advising services.

Status (full-time or part-time)

Only the study by Teague (1977) examined the status variable. Teague found that part-time students were significantly less satisfied with their advisement than their full-time counterparts (p. 294). The researcher concluded that "low ratings by part-time students may well reflect a limited effort on the part of advisors and institutions to deal with this section of the student body" (p. 284).

Attendance (day or night)

This variable has not been examined in previous studies. A student's attendance during the day or only at night may affect the advising system in two ways. First, night students may not be going to their assigned advisors. There is the possibility that faculty advisors will not be as available at night, and thus their advisees may be turning to counselors and/or administrators for advisement. Despite this fact, as with the curriculum variable, the faculty are

still held responsible for that advisee's folder, record-keeping, and progress within the college.

Secondly, many of the night students also work full-time during the day, regularly come to class just prior to its starting time, and go home immediately after class. Because of this lack of time, night students may not be receiving the same thoroughness in advisement as day students. It is possible that faculty advisors are not as accessible or able to spend as much time with night students. As a result, night students may be less satisfied with their advisement than day students.

Summary

The following statements summarize the areas discussed in this review of the literature.

1. Historically, advising students has been a function carried out by faculty. With the growth in size and types of colleges, the expansion of curricular offerings, and the enrollment of students with diverse backgrounds, academic advisement has become an increasingly complex function.
2. Criticisms by both faculty and students have led institutions to experiment with a number of different advising systems. None of these innovations have proven to be consistently more successful than faculty advising systems.
3. Two approaches to advisement--authoritarian and developmental--have been described in the literature. Given the criticism of the traditional approach, many authorities are urging both

two and four year institutions to adopt the developmental model of advising.

4. Studies have shown with varying degrees of success that faculty, counselors, paraprofessionals, and students can serve as advisors in particular situations. The decision on who should advise and within what structure must be made in light of each institution's unique environment.
5. Academic advisors need to be trained. Advisors must be very knowledgeable about their institution, their advisees and how the two can best be matched. Advisors must possess adequate interpersonal skills and be accessible to students. Where possible, only those faculty or staff who are interested in serving as advisors should do so.
6. Evaluations of advising systems for the most part have not been rigorous. The effectiveness of advising systems has usually been measured by using student and faculty perceptions or student progress accounts such as grade-point averages or retention rates.
7. There may be differences between students as classified by curriculum, status and attendance in the quality of the advisement they are receiving. Also, the number of advisees and the amount of time spent together by the advisor and advisee may affect students' satisfaction with their advisement.
8. The literature reviewed strongly supports the purpose and design of this study. Only one study (Bonar, 1972) focused

upon the development, implementation, and controlled evaluation of a faculty advisor training program. Given that most advisor training has been conducted informally and only sporadically, and in light of the past and current criticisms of faculty advising, educators have strongly recommended the development and implementation of formal advisor training programs. Furthermore, the literature recommends the use of case studies with controlled evaluation of the effects of such training programs and of other variables related to advising quality.

CHAPTER III: METHODOLOGY

The purposes of this chapter are to describe the (1) population, sample, and subjects, (2) treatment and data gathering procedures, (3) instrumentation, (4) design, (5) statistical hypotheses, and (6) statistical analysis procedures used for this study.

Population and Sample

In this case study, Paul D. Camp Community College served as a sample institution of the larger body of community colleges which are similar to it. Paul D. Camp's professional staff and advisees were considered as samples of the larger class of advisors and advisees working in advising systems that rely on faculty. Small, rural comprehensive community colleges attempting to use such advising systems were the pool of institutions from which Paul D. Camp was a sample.

Tables 3.1 and 3.2 provide basic descriptive data on the faculty and students at Paul D. Camp in the fall quarter of 1979.

Table 3.1

Full-time Teaching Faculty Who Served as Advisors
by Race and Sex

<u>Race</u>	<u>Number</u>	<u>Sex</u>	<u>Number</u>
Negro	6	Male	22
Caucasian	23	Female	7
Total	29	Total	29

Source (Note 3).

Table 3.2

Percentage of Student Enrollment by Curriculum, Race, Sex, Status, and Attendance

<u>Curriculum</u>			<u>%</u>	<u>No.</u>	<u>Race</u>		<u>%</u>	<u>No.</u>	<u>¹Attendance</u>		
Occupational & Technical (2 yrs)	26	315			Negro	53.4	651				
College Transfer	18	219			Caucasian	45.4	553				
Occupational & Technical (1 yr)	29	357			Other	11.2	14				
Unclassified	27	327			Total	100	1218				
Total	100	1218									
<u>Sex</u>	<u>%</u>	<u>No.</u>	<u>Status</u>	<u>%</u>	<u>No.</u>	<u>Day</u>	<u>%</u>	<u>No.</u>	<u>Night</u>	<u>%</u>	<u>No.</u>
Male	37.2	454	Full-time	44	538	Day	72	873	Night	28	345
Female	62.8	764	Part-time	56	680	Night					
Total	100	1218	Total	100	1218	Total	100	1218			

Source (Note 2).

¹This ratio of day to night students is somewhat misleading. Classes which begin prior to six o'clock are counted as day classes. There are many night classes which begin at 5:50 and thus are counted as day classes.

Table 3.2

Percentage of Student Enrollment by Curriculum, Race, Sex, Status, and Attendance

<u>Curriculum</u>		<u>%</u>	<u>No.</u>	<u>Race</u>		<u>%</u>	<u>No.</u>
Occupational & Technical (2 yrs)		26	315	Negro	53.4	651	
College Transfer		18	219	Caucasian	45.4	553	
Occupational & Technical (1 yr)		29	357	Other	11.2	14	
Unclassified		27	327	Total	100	1218	
Total		100	1218				

<u>Sex</u>	<u>%</u>	<u>No.</u>	<u>Status</u>	<u>%</u>	<u>No.</u>	¹ <u>Attendance</u>	<u>%</u>	<u>No.</u>
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Total	100	1218	Total	100	1218	Total	100	1218

Source (Note 2).

¹This ratio of day to night students is somewhat misleading. Classes which begin prior to six o'clock are counted as day classes. There are many night classes which begin at 5:50 and thus are counted as day classes.

The curricular offerings at Paul D. Camp are listed below:

OCCUPATIONAL-TECHNICAL CURRICULA

Associate in Applied Science Degree (A.A.S.) - 6 Quarters

Agricultural and Natural Resources Technology:
(Majors: Agricultural Business, Agronomy)

Business Technology:
(Majors: Management, Industrial Management,
Secretarial Science)

Engineering Technology:
(Majors: Electrical/Electronics)

Industrial Technology:
(Majors: Automotive)

Public Service Technology:
(Majors: Corrections Science, Police Science)

UNIVERSITY PARALLEL-COLLEGE TRANSFER CURRICULA

Associate in Science Degree (A.S.) - 6 Quarters

Business Administration
Education
General Studies
Science

Associate in Arts Degree (A.A.) - 6 Quarters

Liberal Arts

DIPLOMA AND CERTIFICATE

Applied Electricity
Automotive Mechanics
Clerk-Typist
Corrections
Drafting
Law Enforcement
Machinist (Diploma and Certificate)
Steno-Clerical Arts
Supervision
Teacher Aide (Diploma and Certificate)
Welding (College Catalog, 1979, p. 24)

Selection of Subjects

Advisors The names of the twenty-seven full-time teaching faculty who would be serving as advisors during the academic year 1979-80 were listed alphabetically. An additional three slots were added to the list for the two technical faculty members and one math faculty member who were to be hired for the coming year. Through a random number computer program, the faculty was divided into two groups of 15 each. A "flip of the coin" designated one half as the experimental group and the other half as the control group. The sample was chosen at random, and the treatment was assigned at random as recommended by Popham (1967, pp. 9-13) and Kerlinger (1973, pp. 117-133).

Students The student subjects for this study consisted of the students who attended Paul D. Camp during fall, winter, and spring quarters, 1979-80. In April, 1979, the director of the computer center at Paul D. Camp produced a list of the 411 students who had attended the institution for the entire year. After initial enrollment, each of these students was assigned a teaching faculty member as an academic advisor.

Procedures for the Study

In the spring of 1979, an overall timetable was established for the study. Following is a description of each phase of the study as it occurred.

I. Design and Implementation of the Training

A. Design and Development (June-September, 1979)

1. During the spring of 1979, a review of the literature

related to academic advising was conducted. Informal discussions were held by this researcher with staff personnel to elicit their ideas and expertise on academic advising.

2. In July, 1979, the faculty and staff met to discuss academic advising problems at Paul D. Camp and the appropriateness of an advisor training program. They agreed that an advisor training program might improve advisor performance. The Training Program Coordinator presented an overview of his research study and elicited comments from those present. As a result of the discussion at the meeting, the individuals holding the following positions agreed to participate as trainers:

Coordinator of Admissions

Special Services Counselor

Career Counselor

Director of Student Services

Division and Assistant Division Chairmen

Title III Project Director

3. Treatment At the initial meeting of the trainers, the Training Program Coordinator recommended that an 18-hour training program be developed using the systems design approach (Bonar, 1976, pp. 190-193). Figure 3.1 presents the systems design approach used by the

training group.

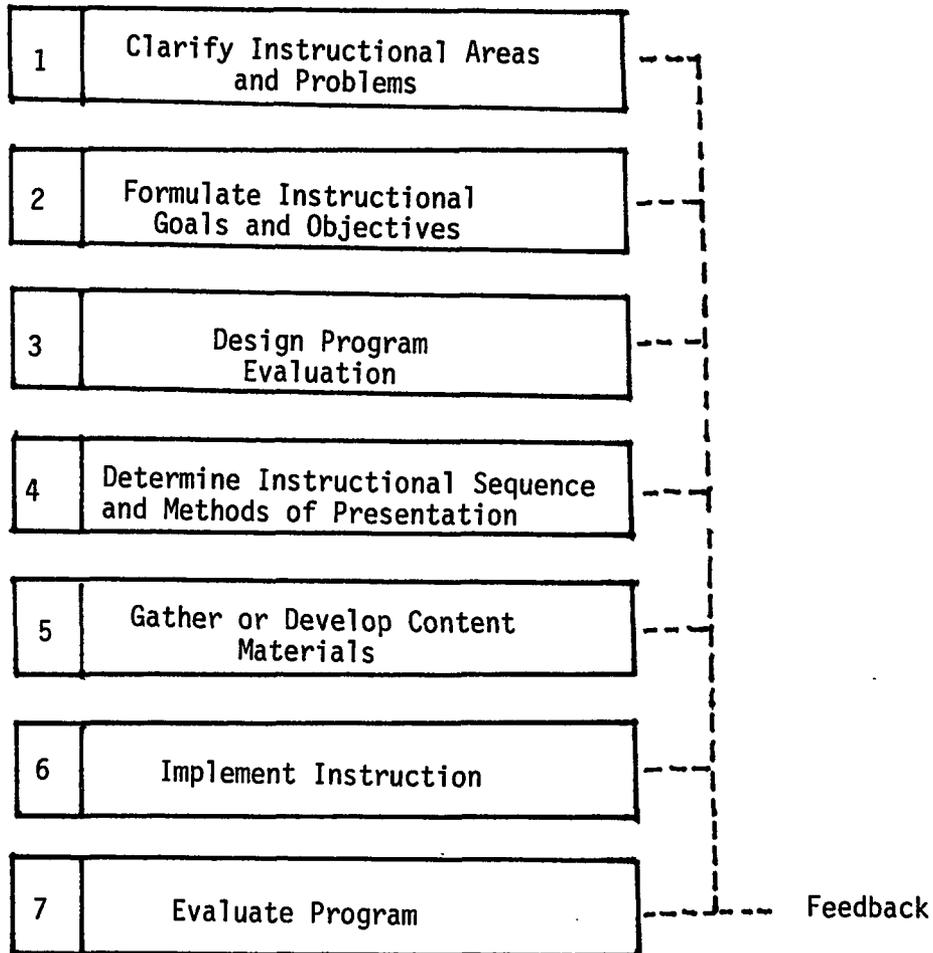


Figure 3.1. Systems approach for designing advisor training program.

The lessons, times and trainers included in the Advisor Training Program as developed by the training group are presented in Figure 3.2. The trainers agreed to use the LESSON PLAN OUTLINE (Appendix A) in the preparation of their segments of the program. Each lesson plan was to outline learning objectives, content and methodology, supporting materials and post-test items.

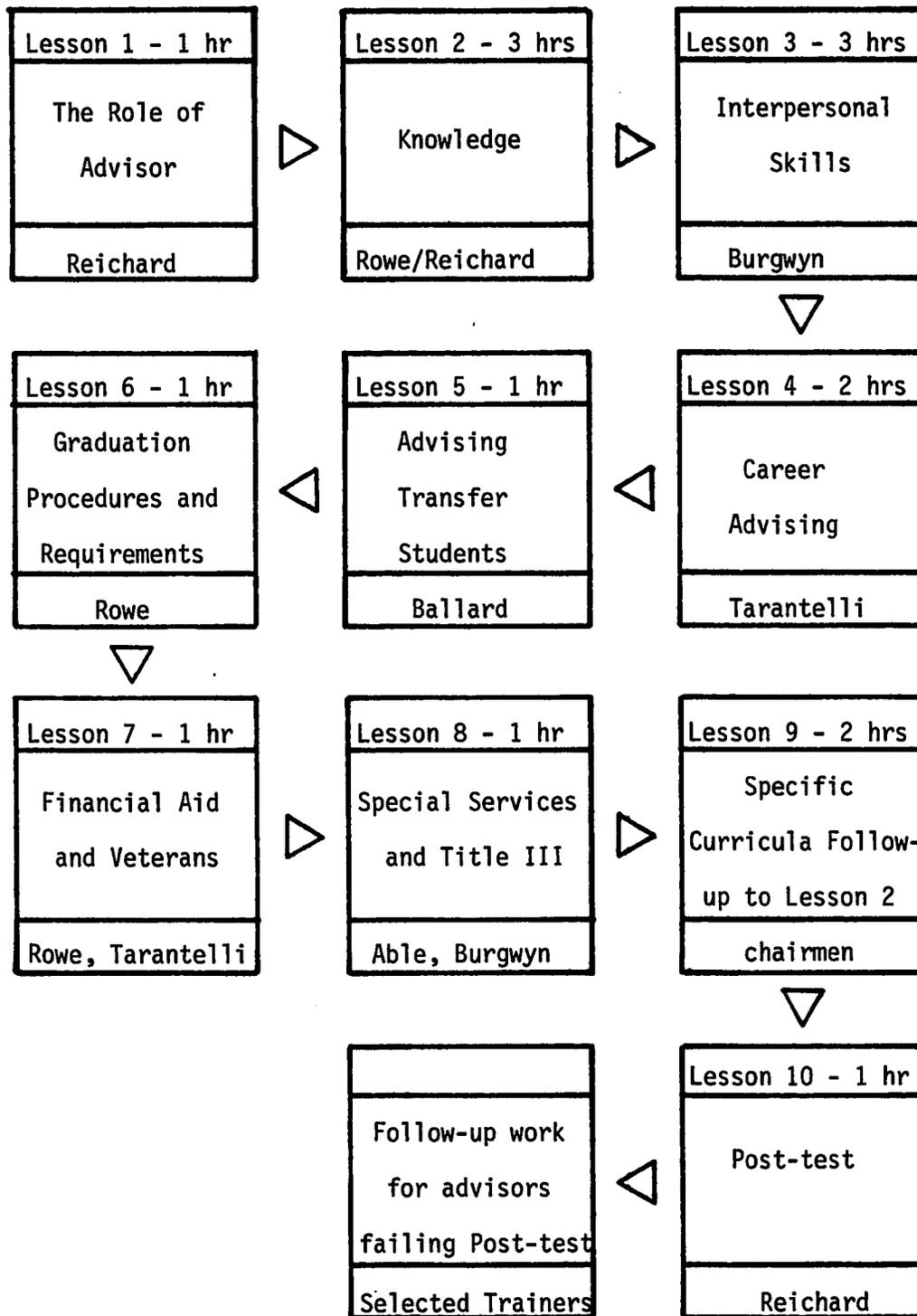


Figure 3.2. Training program sessions

4. During July, August, and the first two weeks of September, 1979, the trainers developed the specific lessons. The Coordinator worked closely with the trainers as they planned the lessons, and where they could help each other, the trainers discussed and offered suggestions on the lessons. The Coordinator gathered the post-test questions and circulated them for a critique to each member of the training group. Some questions were removed and others revised in order to insure that all were clear and possessed sufficient content validity. Appendix B lists the learning objectives for each lesson. Appendix C is the training program post-test. The only change in the training program from the original plan was the reduction of Lessons 7 and 8 from two hours to one hour each. Thus, the training program consisted of 16 hours.
5. In August, 1979, the Coordinator and the Dean of the College completed the specific timetable for implementing the training program. They agreed that lessons 1-4 would be presented during faculty orientation week, September 17-21, 1979, and lessons 5-10 later in that fall quarter.
6. In August, 1979, the Coordinator divided the teaching faculty into experimental and control groups of advisors. The results of this random division were sent to the

Dean of the College (Appendix D).

B. Implementation (September-December, 1979)

1. Just before fall quarter began, the Dean of the College sent the faculty members of the experimental and control groups a letter explaining to them their roles in the advising study (Appendix E).
2. Lessons 1-4 of the Advisor Training Program were given as planned, during the faculty orientation week and at times announced in advance on a Pre-quarter Work Period Schedule (Appendix F). After the Coordinator reviewed the faculty's class schedules for the quarter, he arranged lessons 5-8 for October 16-17 (Appendix G). Lesson 9, on Specific Curricula, was given by the division and assistant division chairmen to their experimental group advisors during November. Lesson 10, Program Post-test, was scheduled for and held on December 4. At this time the participants were given the Participant Evaluation Form (Appendix H) and asked to fill it out and return it to the Training Program Coordinator within a week. Fourteen of the original fifteen faculty members selected participated in the Advisor Training Program. One new faculty member did not arrive on campus in time to participate.

II. Data Gathering and Analysis (December, 1979-May, 1980)

- A. Program Post-test I As indicated above, the post-test

(Appendix C) was administered to the program participants on December 4, 1979. The original version of the post-test contained 65 items. An item analysis of the test questions and comments from the participants caused the Coordinator to remove five items prior to arriving at a final score.

- B. Informal Evaluation Each program participant filled out the Participant Evaluation Form (Appendix H) at the conclusion of the program in December, 1979.
- C. Program Post-test II The same test was given to the experimental group of advisors again in April, 1980, when it was also administered to the control group.
- D. Advising Satisfaction Questionnaire (ASQ) The Advising Satisfaction Questionnaire (Appendix I) was administered to the students from April through July, 1980. The computer center personnel provided the Coordinator with a list of the names of the students who had been enrolled in a program and had attended the college throughout the academic year 1979-80. The Division Chairman of Arts and Sciences and the Career Counselor agreed to assist the Coordinator in administering the questionnaires. Each of these individuals chose a number of classes to visit and requested the permission of the teachers to come into their classes to give the questionnaire. After the questionnaires were completed, the students' names were checked off on

the computer list. By this method, approximately 250 questionnaires had been completed by May 15, 1980. At this time, the names of students who had not completed the questionnaire were given to the director of the computer center, whose staff then produced a spring quarter class schedule for each student in question. Using these schedules, the Coordinator located the students and arranged for each to be released from a class for fifteen minutes in order to complete the questionnaire. By June 1, some 300 students had completed questionnaires. At this time, the remaining students were mailed the survey and asked to return it to the Training Program Coordinator in an envelope provided. By June 30, 1980, 351 questionnaires had been received. After a final mailing on July 15, an additional 16 questionnaires were received by August 1, for a total of 367, or a completion rate of 89.3%.

Ethical Considerations and Safeguards

The only problem in this area was having advisees identify their advisors on the questionnaire. The administrative staff and faculty agreed that the results of questionnaires would not be used to judge an individual faculty member's performance as an advisor.

Instrumentation

Program Post-test Post-test items were developed by the trainers for each lesson. These items consisted of objective questions--multiple-

choice, true-false, or fill-in-the-blank. The committee of trainers judged the content validity of each item, revising when necessary.

Advising Satisfaction Questionnaire (ASQ) A copy of the instrument as it was used in this study is in Appendix I. The Advising Satisfaction Questionnaire in its present form was created by Grites (1974) by combining two instruments that had been used in earlier research projects by Rosenburg (1969), Peterson (1970), and Murry (1972). Most recently the ASQ was slightly modified and used in a research study by Teague (1977). The Advising Satisfaction Questionnaire is a 23-item Likert-type scale that surveys student perceptions of academic advising by eliciting information on the following areas:

(a) advisor's knowledge of and interest in advisee, (b) accessibility of advisor, (c) discussion of non-academic areas, (d) advisor's knowledge of institutional regulations and requirements, (e) warmth and friendliness of advisor, (f) frequency of contact, (g) freedom and encouragement to be open, (h) elimination of enrollment errors by advisor, and (i) overall satisfaction with advisor. (Teague, 1977, p. 282; Grites, 1974, p. 29)

The questionnaire in its initial form consisted of 14 items arranged as two sets of seven items each, which measure student satisfaction with seven characteristics of the advisor suggested in the literature as being related to successful advising--items A-G above (Murry, 1971, p. 27). Murry (1971) added the two items concerning the elimination of enrollment errors--item H above (p. 47). Grites (1974) added a seven-item subscale on overall satisfaction which had been developed

by Peterson--item i above (Grites, 1974, p. 30; Peterson, 1970, p. 60). Thus, the instrument now has (1) eight paired items (one question worded positively, the other negatively in each pair), (2) the seven item satisfaction subscale worded in the positive for a total of 23 items. The instrument was used most recently in a study by Teague (1977), who reworded the negative items positively and used the questionnaire to examine student perceptions of advising systems in eight Maryland community colleges (p. 282).

As used in this study, the questionnaire is in the form produced by Grites (1974, p. 29-30). However, here two items were added to test the advisor's knowledge of the advisee's career plans. The 25 items are scored on a 5-point scale, ranging from "Strongly Agree"--scored 5--to "Strongly Disagree"--scored 1. Scoring was reversed for items worded negatively. Omitted items were scored 3, "Undecided-Uncertain." The possible range, therefore, was from 25 (least satisfied) to 125 (most satisfied).

Reliability Rosenberg (1969) reported a .88 split-half reliability estimate for the 14 paired items he developed (Grites, 1974, p. 30). For the two items Murry (1972) added on the elimination of enrollment errors, he adopted the same estimate. The seven-item satisfaction subscale was tested for reliability by Peterson (1970) using both test-retest and split-half methods. Peterson reported a test-retest reliability of .84 and a split-half reliability of .92 for the subscale, and stated that the reliabilities of the subscale were "high enough to be acceptable for use" (pp. 64-65). Grites (1974) reported a coeffi-

cient alpha of .99 for the entire 23-item instrument, which further supports the ASQ as a reliable instrument.

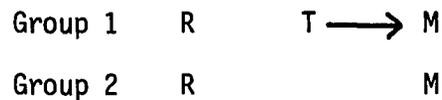
Validity The content validation of questionnaire items is essentially a matter of judgement--"alone or with others, one judges the representativeness of the items" (Kerlinger, 1973, pp. 458-459). The content validity of the ASQ items was established in this manner. Rosenberg (1969), Murry (1971), and Peterson (1970) all used the expertise of professionals in constructing their questionnaire items (Murry, 1971, p. 47; Peterson, 1970, p. 16). To further insure that the questionnaire items are valid for this study, the committee of trainers judged the content validity of each.

Since the primary purpose of this study was to assess the present status of the sample institution's advising system, concurrent validity of the instrument items had also to be considered. Murry (1971) reported that Rosenberg "correlated satisfaction scores with satisfaction ratings made by reviewing a free response section of his questionnaire," obtained a correlation coefficient of .86, and concluded the scale had sufficient concurrent validity (Murry, 1971, p. 48; Grites, 1974, p. 30).

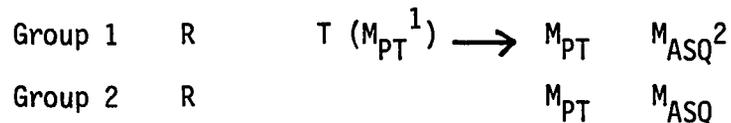
Grites (1974) conducted an independent validity check by correlating the seven-item overall satisfaction subscale with each of the two-item scales and with the total instrument. He obtained correlation coefficients ranging from .776 to .921 for the two-item scales and of .976 for the total scale (p. 31). Grites decided that the coefficients were high enough to be acceptable as measures of both concurrent and content validity (p. 31).

Design

This study used the Post-Test Only Control Group Design delineated by Popham (1967, pp. 12, 21). The outline of the design is



The only modification to the design was the inclusion of two measurements, the program post-test and the Advising Satisfaction Questionnaire. In addition the experimental group was given the post-test immediately after the program was finished. Thus the modified design is



- | | |
|----------------------|--|
| 1. Program Post-test | 2. Advising Satisfaction Questionnaire |
|----------------------|--|

Although Popham states that the Post-test Only Control Group Design is a powerful analytical tool, it is "all too rarely seen in school research" (p. 12). The design was chosen for use in this research study because of two interrelated reasons. The major concern was the need for control over any possible "Hawthorne effects." Any attempt to divide the faculty advisors into two groups by a pre-test could have alerted them that increased attention was being paid to

academic advising. Such an effect could cause all the subjects to behave differently as advisors, thus confounding the results of the treatment to follow (Kerlinger, 1973, p. 345). In order both to control for this concern and to equalize the groups, the faculty were divided at random into two groups. Both Popham (1967, p. 13) and Kerlinger (1973, pp. 356-357) point out that through random selection it can be assumed that both groups are essentially similar on most independent variables. Random selection therefore served to lessen any possible "Hawthorne effect" and to equalize the groups as much as possible. Concern over a possible "Hawthorne effect" also led to the decision not to involve the control group in the program post-test until the final measurements were taken.

Hypotheses and Procedures for Statistical Analysis

In this section each hypothesis is stated in statistical form, the variables are identified and the analytic procedures used to test the hypothesis are described. The confidence level for each hypothesis is the .05 level.

H1 There will be no significant difference between the mean scores of the experimental group of advisors on the first administration of the post-test and the second administration of the post-test given two quarters later; that is, $M = 0$.

Variables: The dependent variable is the post-test scores. The independent variable is learning retention. Were the trained advisors able to retain the cognitive learning acquired through

the advisor training program?

Statistical Procedure: A paired t-test procedure was used to test for the equality of the means.

- H2 There will be no significant difference between the mean score of the experimental group of advisors on the first administration of the post-test and the mean score of the control group of advisors on the same test taken two quarters later; that is,

$$\mu_{\text{experimental group}} = \mu_{\text{control group}}$$

Variables: The dependent variable is the post-test scores. The independent variable is advisor participation in the Advisor Training Program.

Statistical Procedure: A random t-test was used to test for the equality of the mean scores.

- H3 There will be no significant difference between the mean score of the experimental group of advisors on the second administration of the post-test and the mean score of the control group of advisors on the same test taken at the same time (April, 1980); that is,

$$\mu_{\text{experimental group}} = \mu_{\text{control group}}$$

Variables: The dependent variable is the post-test scores. The independent variable is advisor participation in the Advisor Training Program.

Statistical Procedure: A random t-test was used to test for the equality of the means.

- H4 There will be no significant difference in the frequency of advisees being advised by their assigned advisors between curricula in

which the advisors also have their advisees in several classes and the curricula in which this is not the case; that is, $\chi^2 = 1$.

Variables: The dependent variable is the frequency of advisees advised by their assigned advisors. The independent variable is the curriculum group an advisee belongs to.

Statistical Procedure: A CROSS TABS program was run to test for any significant relationship.

- H5 There will be no significant difference in the frequency of advisees who were advised by their assigned advisors during winter or spring quarters, 1980, between day and night students; that is, $\chi^2 = 1$.

Variables: The dependent variable is the frequency of advisees being advised by their assigned advisors. The independent variable is student attendance (day or night).

Statistical Procedure: A CROSS TABS program was run to test for any significant relationship.

- H6 Students who have been advised by trained advisors will not be significantly more satisfied with their advisement than students advised by untrained advisors; that is, $r_{Y.T} = 0$.

- H7 Students advised by advisors who also serve as their teachers in several classes will not be significantly more satisfied with their advisement than students advised by advisors who do not serve as their teachers or are outside their field of study; that is, $r_{Y.C} = 0$.

- H8 Students who report having longer sessions with their advisors will

not be significantly more satisfied with their advisement than students who report shorter sessions; that is, $r_{Y.L} = 0$.

- H9 That an advisor advises fewer students will not significantly affect those students' satisfaction with their advisement; that is $r_{Y.N} = 0$.
- H10 Full-time students will not be significantly more satisfied with their advisement than part-time students; that is, $r_{Y.S} = 0$.
- H11 Students who attend college during the day will not be significantly more satisfied with their advisement than students who attend college only at night; that is, $r_{Y.A} = 0$.
- H12 When combined into a predictive equation, the independent variables of treatment, curriculum group, length of session, number of advisees, status and attendance cannot be used as a highly reliable predictor of student satisfaction with their advisement; that is, multiple $R = 0$.
- H13 When the six independent variables are combined into an equation, the variable of treatment will not be the most powerful predictor of student satisfaction with their advisement, nor will it be followed second by the variable of curriculum group; that is, $r_{Y.T} \nrightarrow r_{Y.C}$ or $r_{Y.L}$ or $r_{Y.N}$ or $r_{Y.S}$ or $r_{Y.A}$ and, $r_{Y.C} \nrightarrow r_{Y.L}$ or $r_{Y.N}$ or $r_{Y.S}$ or $r_{Y.A}$.
- H14 When combined, the subset of variables of treatment and curriculum group will not account for more of the variance in student satisfaction with their advisement than the combined subset of variables

of length of session, number of advisees, status and attendance; that is, multiple R_{TC} † multiple R_{LNSA} .

Variables: The dependent variable for hypotheses H6-H14 is the satisfaction scores reported by the students on the Advising Satisfaction Questionnaire. The independent variables are

- (1) Treatment (T) -- Trained Advisor (1), Untrained Advisor (0)
- (2) Curriculum (C) -- Group I (1), Group II (0)
- (3) Attendance (A) -- Day (1), Night (0)
- (4) Status (S) -- Full-time (1), Part-time (0)
- (5) Advisor Load -- measured interally
- (6) Length of Session -- measured interally

Statistical Procedure: A step-wise multiple regression procedure was run to identify the relationships in hypotheses 6-14. The categorical variables of treatment, curriculum group, attendance, and status were converted to interval variables by coding them 0 and 1 (Note 4). The reason for using multiple regression rather than analysis of co-variance was that there might be interaction between the categorical variables and interval variables. Analysis of co-variance cannot test for interactions between co-variates and nominal variables.

H15 Students advised by trained advisors will not be significantly more satisfied with their advisement than students advised by untrained advisors or students advised by administrators or counselors; that is, $\mu_{\text{trained}} = \mu_{\text{untrained}} = \mu_{\text{administrator/counselor}}$.

Variables: The dependent variable is the satisfaction scores reported by the students on the Advising Satisfaction Questionnaire (ASQ). The independent variable is the type of advisor--trained faculty, untrained faculty, or an administrator or counselor.

Statistical Procedure: A one-way analysis of variance will be performed to test for the equality of the means.

Summary

This study sought to improve the academic advising at Paul D. Camp Community College through a program to train advisors. The college personnel included 27 full-time teaching faculty, several administrators and counselors who also served as academic advisors, and the 411 students who attended PDCCC throughout the academic year 1979-80. Demographically, the population is very heterogeneous. Of the 27 faculty advisors, 14 were selected at random and participated in the advisor training program, while the remainder (13) served as a control group.

A 16-hour advisor training program was the treatment. The treatment's effects were measured using a Post-test Only Control Group Design. Measurement was made with an objective post-test, an informal free-response questionnaire, and an advisee satisfaction questionnaire. The post-test measured the difference between the experimental and control groups of advisors in the level of knowledge about academic advising at PDCCC. The informal free-response survey drew responses from the trained advisors concerning the merits of the training program.

The Advising Satisfaction Questionnaire collected student perceptions of their advisement.

The primary hypothesis was that trained advisors would be more knowledgeable and their advisees would indicate greater satisfaction with them as compared to the advisors not included in the training program. In addition, the impact that certain temporal variables were having on the advising system was analyzed.

CHAPTER IV:
ANALYSIS AND DISCUSSION
OF THE RESULTS

In this chapter each hypothesis will be re-stated, and the findings for that hypothesis will be presented. Following the presentations is a discussion of the results.

H1₀ Hypothesis one stated that there would be no significant difference in the mean score of the experimental group of advisors on the first and second administrations of the advising program post-test; that is, $M = 0$. Table 4.1 presents the pertinent statistics from the t-test procedure used to test this hypothesis. The t value of 1.71 with 13 degrees of freedom was not significant at the .05 percent level, and thus, the null hypothesis is accepted.

H2₀ Hypothesis two stated that there would be no significant difference between the mean score of the experimental group of advisors on the first administration of the post-test and the mean score of the control group of advisors on the same test two quarters later; that is, $\mu_{\text{experimental}} = \mu_{\text{control}}$.

H3₀ Hypothesis three stated that there would be no significant difference between the mean score of the experimental group of advisors on the second administration of the post-test and the mean score of the control group of advisors on the same test taken at the same time (April, 1980); that is, $\mu_{\text{experimental}} = \mu_{\text{control}}$.

Table 4.1
Results of Advising Program Post-tests I and II:

Experimental Group			
	<u>Post-test I^a</u>	<u>Post-test II^a</u>	
Mean	48.8 ^b	47.4	
Standard Deviation	4.6	3.8	
Standard Error	1.2	1.0	
Mean Difference	1.4	t value	= 1.71
Standard Deviation	3.1	df	= 13
Standard Error	.84	2-tail Probability	= .112

^an = 14 for each test.

^btotal questions = 60.

Table 4.2 presents the results of the t-tests for hypotheses two and three. For hypothesis two the t value of 3.45 with 25 degrees of freedom was significant at the .05 percent level, and thus, the null hypothesis is rejected. For hypothesis three the t value of 2.91 with 25 degrees of freedom was significant at the .05 percent level, and thus, the null hypothesis is rejected.

H4₀ Hypothesis four stated that there would be no significant difference in the frequency of advisees being advised by their assigned advisors between curricula in which the advisors also have their advisees in several classes and the curricula in which this is not the case; that is, $\chi^2 = 1$.

Presented in Table 4.3 are the results of the CROSSTABS program used to test hypothesis four. Since Chi-Square equaled 84.8 with 2 degrees of freedom, the null hypothesis is rejected.

H5₀ Hypothesis five stated that there would be no significant difference in the frequency of advisees being advised by their assigned advisors during winter or spring quarters, 1980, between day and night students; that is, $\chi^2 = 1$. Presented in Table 4.4 are the results of the CROSSTABS program used to test hypothesis five. Since Chi-Square equaled 30.0 with 2 degrees of freedom, the null hypothesis is rejected.

H6₀ Hypothesis six stated that students who had been advised by trained advisors would not be significantly more satisfied with their advisement than students advised by untrained advisors; that is, $r_{Y.T} = 0$. As presented in Table 4.5, $r = -0.061$, which

Table 4.2

Comparison of Advising Program Post-tests between the
Experimental and Control Groups of Advisors

	<u>EXP. Group (Test I)^a</u>	<u>EXP. Group (Test II)^a</u>	<u>Control Group^b</u>
Mean	48.8	47.4	42.5
Standard Deviation	4.6	3.8	4.9
Standard Error	1.2	1.0	1.4

<u>EXP. Group (Test I) to Control Group</u>	<u>EXP. Group (Test II) to Control Group</u>
df = 25	df = 25
t value = 3.45	t value = 2.91
2-tail Probability = .002*	2-tail Probability = .008*

^a $\underline{n} = 14$ * $\underline{p} < .05$

^b $\underline{n} = 13$

Table 4.3
 Frequency of Advisees Visiting Assigned Advisors
 by Curriculum Group I or II

	Curriculum Group I		Curriculum Group II		Total	
	N	%	N	%	N	%
Visit 0	24	12.1	101	48.3	125	30.6
Visit 1	28	14.1	45	21.5	73	17.9
Visit 2	<u>147</u>	<u>73.9</u>	<u>63</u>	<u>30.1</u>	<u>210</u>	<u>51.5</u>
Total	199	100.1	209	99.9	408	100.0
* $\chi^2 = 84.8$ with 2 df Lamda (asymmetric) = 0.1919						
Cramer's V = 0.46 Lamda (symmetric) = .3073						

*P < .05.

Table 4.4

Frequency of Advisees Visiting Assigned Advisors

by Student Attendance (Day or Night)

	Day		Night		Total	
	N	%	N	%	N	%
Visit 0	55	20.5	49	49.5	104	28.3
Visit 1	57	21.3	12	12.1	69	18.8
Visit 2	<u>156</u>	<u>58.2</u>	<u>38</u>	<u>38.4</u>	<u>194</u>	<u>52.9</u>
Total	268	100.0	99	100.0	367	100.0
<p>*$\chi^2 = 30.0$ Lamda (asymmetric) = 0.0635</p> <p>Cramer's V = 0.29 Lamda (symmetric) = 0.0404</p>						

*P < .05.

Table 4.5
Simple Correlations between Scores and the
Six Independent Variables

Variable	Simple R
Treatment	-0.061
Curriculum Group	0.259*
Status	-0.048
Attendance	-0.050
Advisees	0.271*
Minutes	0.304*

* $p < .05$.

is not significant at the .05% level; therefore, the null hypothesis is accepted.

H7₀ Hypothesis seven stated that students advised by advisors who also served as their teachers in several classes would not be significantly more satisfied with their advisement than students advised by advisors who did not serve as their teachers in several classes or were outside their field of study, that is, $r_{Y.C} = 0$. As presented in Table 4.5, $r_{Y.C} = 0.259$, which is significant at the .05% level; therefore, the null hypothesis is rejected.

H8₀ Hypothesis eight stated that students who reported having longer sessions with their advisors would not be significantly more satisfied with their advisement; that is, $r_{Y.L} = 0$. As presented in Table 4.5, $r_{Y.L} = 0.304$, which is significant at the 0.5% level; therefore, the null hypothesis is rejected.

H9₀ Hypothesis nine stated that the number of advisees advised by an advisor would not significantly affect those students' satisfaction with their advisement; that is, $r_{Y.N} = 0$. As presented in Table 4.5, $r_{Y.N} = 0.271$, which is significant at the .05% level; therefore, the null hypothesis is rejected. However, since $r = + 0.271$, the research hypothesis is also rejected.

H10₀ Hypothesis ten stated that full-time students would not be significantly more satisfied with their advisement than part-time students; that is, $r_{Y.S} = 0$. As presented in Table 4.5, $r_{Y.S} = -0.048$, which is not significant at the .05% level;

therefore, the null hypothesis is accepted.

H11₀ Hypothesis eleven stated that students who attended college during the day would not be significantly more satisfied with their advisement than students who attended college only at night; that is, $r_{Y \cdot A} = 0$. As presented in Table 4.5, $r_{Y \cdot A} = -0.050$, which is not significant at the .05% level; therefore, the null hypothesis is accepted.

H12₀ Hypothesis twelve stated that when combined into a predictive equation, the independent variables of treatment, curriculum, length of session, number of advisees, status and attendance could not be used as a reliable predictor of students' satisfaction with their advisement; that is, Multiple R = 0. As presented in Table 4.6, Multiple R = .40, which is significant at the .05% level; therefore, the null hypothesis is rejected.

H13₀ Hypothesis thirteen stated that when the six independent variables were combined into an equation, the treatment variable would not be the most powerful predictor of students' satisfaction with their advisement, nor would it be followed second by the variable of curriculum; that is, $r_{Y \cdot T} \nless r_{Y \cdot C}$ or $r_{Y \cdot L}$ or $r_{Y \cdot N}$ or $r_{Y \cdot S}$ or $r_{Y \cdot A}$ and $r_{Y \cdot C} \nless r_{Y \cdot L}$ or $r_{Y \cdot N}$ or $r_{Y \cdot S}$ or $r_{Y \cdot A}$. As presented in Table 4.6, the treatment variable was not brought into the equation first, nor was the curriculum variable brought in second. Thus, the null hypothesis is accepted.

H14₀ Hypothesis fourteen stated that when combined, the subset of variables of treatment and curriculum would not account for

Table 4.6
Results of the Stepwise Multiple Regression Procedure
of Scores with the Six Independent Variables

Variable	Multiple R	R Square
Minutes*	.30	.09
Advisees*	.38	.15
Curriculum Group*	.40	.16
Status	.40	.16
Attendance	.40	.16
Treatment	.40	.16

*F-Ratio > 2.09 prior to entry into the equation, and $\underline{p} < .05$.

more of the variance in students' satisfaction with their advisement than the combined subset of variables of length of session, number of advisees, status, and attendance; that is, Multiple $R_{TC} \neq$ Multiple R_{LNSA} . As presented in Table 4.6, since the status, attendance and treatment variables are not significantly related to the dependent variable, the subsets of variables are not comparable, and thus, the null hypothesis is accepted.

H15₀ Hypothesis fifteen stated that students advised by trained advisors would not be significantly more satisfied with their advisement than students advised by untrained advisors or students advised by administrators or counselors; that is,

$$\mu_{\text{trained}} = \mu_{\text{untrained}} = \mu_{\text{administrator/counselor}}$$

Table 4.7 presents the results of the Analysis of Variance program used to test hypothesis fifteen. The F-ratio of 5.26 with 2 and 364 degrees of freedom is significant at the .05% level, and thus, the null hypothesis is rejected.

Discussion of Findings

In this section the results of the statistical analyses will be discussed and compared with the research hypotheses.

Hypotheses One, Two and Three It was hypothesized that the level of knowledge attained by the experimental group of advisors would diminish during the five-month period between the end of the training program and when the advisors re-took the program post-test. The t-test analysis revealed that this was not the case. The training

Table 4.7

Analysis of Variance: Scores by Group--

Trained Advisors, Untrained Advisors and Counselors/Administrators

Source of Variation	df	Sum of Squares	Mean Squares	F-Ratio
Between Groups	2	3319.40	1659.70	5.26*
Within Groups	364	114927.66	315.74	
Total	366	118247.00		

Group	N	Mean	SD	Standard Error
1 (trained advisor)	115	100.2	18.6	1.7
2 (untrained advisor)	142	102.3	15.8	1.3
3 (adm./counselor)	110	95.1	19.1	1.8

Duncan Procedure : Subsets

Subset 1 - Group 3

Subset 2 - Groups 1 and 2

*P < .05.

program participants, as a group, maintained throughout the year their level of knowledge about their advising function.

Research hypotheses two and three were confirmed by the t-test analyses. In each case the experimental group of advisors exhibited a higher level of knowledge in regard to their advising function than the control group of advisors who did not participate in the training program. Therefore, the Advisor Training Program must be considered successful because it increased both the advisors' cognitive knowledge and their skill in communicating with advisees.

Although the mean score of the trained advisors was higher than that of the untrained advisors, an examination of the experimental group's scores indicates that considerable improvement can be made in the Advisor Training Program. On a 100 point scale, the trained advisors scored as a group an 81 on the first test and a 79 on the second. Because of the importance of advisor knowledge to advising, the training program should be analyzed to identify the objectives which the participants had difficulty in mastering.

Hypotheses Four and Five Null hypotheses four and five stated that the variables of curriculum and attendance would not affect the frequency of advisees actually being advised by their assigned advisors. However, the results of the CROSSTABS programs for these hypotheses caused the null hypotheses to be rejected and the research hypotheses to be accepted.

The results for hypotheses four and five are best judged when compared to the stated policy of Paul D. Camp's advising system. If

the advising system were operating in accordance with its design, one would expect, with few exceptions, that advisees would have been advised by their assigned advisors twice, that is, during both winter and spring quarters of 1980 (P.D.C.C.C. Catalog, 1979-80, p. 18). The figures presented in Table 4.3 indicate clearly that the advising system is not operating as it should. Only 52% of the students were actually advised by their assigned advisors during both winter and spring quarters. Within this general picture, the variables of both curriculum group and attendance significantly influenced the frequency of visits.

There is a large difference between students in Curriculum Group I and II as to whether students visited their assigned advisors. Only 30% of Curriculum Group II students, compared to 74% of Curriculum Group I students, were advised by their assigned advisors during winter and spring quarters, 1980. Also important is the fact that 48% of Curriculum Group II students as compared to only 12% of those in Group I, did not visit their assigned advisors at all. It would appear, then, that for the curricula in Group I, the advising system better fulfills the school's expectations than in the case for the programs in Group II. Because of the characteristics of the programs within Group I, these results were expected.

In general, the curricular programs in Group I have program heads who are in a direct sense responsible for the survival of their programs (examples: law enforcement, welding, drafting). Secondly, these same faculty members, for the most part, serve as the students' advisors

and also are the primary teachers for most of the students' classes. Thus, in these programs there is built-in motivation to make sure their assigned advisees are advised. When advisor and advisee are also teacher and student, the classroom contact gives them ample opportunity to get to know each other.

In comparison, the academic programs in Group II do not have program heads (example: transfer programs). Also, the assigned advisors may teach their advisees, at best, in only an occasional class. Finally, in some cases the advisors are outside the students' major field of study (for example, students in clerical studies are advised by social science faculty).

In addition to variations in the availability and motivation of advisors, the quality of advising received by the students may also explain in part the different frequencies of visits to assigned advisors. Within Curriculum Group II, of those advisees who went to their assigned advisors, 84% went twice. Within Curriculum Group I, only 58% of those advisees who saw their assigned advisors did so twice. The results of the stepwise multiple regression program (see Table 4.6) revealed that the advisees in Curriculum Group I were significantly more satisfied with their advisement than advisees in Curriculum Group II. It may be that some students within Curriculum Group I programs were unsatisfied with their assigned advisors and did not as a consequence go back to them the next quarter.

This study does not reveal whether the described differences between the Curriculum Groups I and II or the quality of advisement is

causing the different frequency of visits to assigned advisors. These results do show, however, that a relationship exists between Curriculum Group and frequency of visit. In particular, the advising system is not working within its design for the academic programs in Curriculum Group II.

Turning to the variable of attendance (day or night), one can see that it also had an impact upon the frequency of visits by advisees to assigned advisors. Fifty-eight percent of the day students as compared to 40% of the night students were advised by their assigned advisors during the winter and spring quarters of 1980. Moreover, 50% of the night students did not visit their assigned advisors at all, compared to only 21% of the day students. Obviously then, for day students the advising system is operating more in line with its stated goal. A partial explanation for the difference between the frequencies of visits by day and night students may lie in the availability of advisors. Faculty advisors are on campus during the day almost every day. At night they may only be on campus once or twice during the week. The night schedule of a faculty advisor may conflict with an assigned advisee's class schedule or some other responsibility. However, the probability that advisor availability is the only, or even the most, important factor is lessened somewhat when one returns to the data on the day students. Forty-two percent of the day students visited their assigned advisors only once or not at all, when one would expect them to be readily available. Therefore, other unidentified factors in addition to advisor availability may be causing the different rates of

day and night students. The data in Table 4.4 does point out that the advising system is not working as well with night students.

Comparing the overall significance of the two variables, the factor of curriculum group had a greater effect than student attendance upon the advising system. The Chi-Square for curriculum group was 84.8 but for attendance 30.0. Also, the Cramer's V statistic of 0.46 for curriculum group, when compared to 0.29 for attendance, confirms that the variable of curriculum group has a greater influence. The relative influence of each variable upon advisees' visits is also revealed by their respective asymmetric Lambda values. The ability to predict a student's visiting pattern is improved by 19.2% if the curriculum group for that individual is known. Knowledge of the student's attendance improves the prediction of his visiting pattern by only 6.4% (Tables 4.3 and 4.4).

Hypotheses Six through Eleven Null hypotheses six through eleven were for tests of zero-order correlations between each of the six independent variables and the dependent variable of students' satisfaction scores.

For hypothesis six, the correlation coefficient was -0.061 between the treatment (training program) and students' satisfaction with their advisement. This was the major hypothesis of the research study. Despite the facts that the Advisor Training Program did raise the level of knowledge of the participants and that those who went through the program judged it to be very good (see p. 120), students advised by trained advisors did not report greater satisfaction with

their advisement than students advised by the untrained advisors. Although it is impossible to pinpoint the exact reasons for this result, some plausible explanations can be advanced.

First, the Advisor Training Program was an in-service program. With the exception of one individual, the participants had all served as advisors previously. It is difficult to get individuals to change advising behaviors which are already well-established. A 16-hour program may have been too short to change the behavior of the advisors. Another partial answer may be in the length of time spent between the advisors with advisees. Advisees reported spending, on the average, 21 minutes with their advisors during a typical session. One or two sessions of 21 minutes may not have been enough to allow the "effects" of the training program to work. To test this explanation, a follow-up questionnaire to advisees after several more meetings with their advisors would be in order.

For hypothesis seven, the correlation coefficient was .23 between the advisees' curriculum group and their satisfaction with their advisement. The influence of this variable is better understood when examined along with the other significant variables--advisees and length of sessions; therefore, it will be discussed later in this chapter.

For hypothesis eight, the correlation coefficient was -0.048 between the advisees' status (full- or part-time) and their satisfaction with their advisement. This finding that part-time students were just as satisfied as full-time students with their faculty advisors is encouraging. Whereas Teague's study (1977, p. 294) revealed that part-

time students were less satisfied with their advisement than full-time students, at Paul D. Camp this apparently is not the case. This conclusion, however, applies only to students advised by faculty advisors. A number of part-time students did not visit a faculty advisor at all, but were advised by a counselor or administrator. As will be seen later (p. 119), both the full-time and the part-time students advised by a counselor or administrator reported less satisfaction with their advisement. What can be said, then, is that, if the system can be revised so that part-time students do visit their faculty advisors, the quality of advisement they receive should not be less than that provided to full-time students.

For hypothesis nine, the correlation coefficient was -0.050 between the advisees' attendance (day or night) and their satisfaction with their advisement. Again this finding, as with that for the variable of status, that night students are as satisfied as day students with their faculty advisors is important. Apparently, faculty advisors are delivering the same quality of service to the night students whom they advise; however, in reference to hypothesis five (p. 105), one real problem for the advising system is in providing means for the night students and their faculty advisors to come together.

For hypothesis ten, the correlation coefficient was $.28$ between number of advisees advised by the faculty advisor and the satisfaction score reported by those advisees. This finding, that the more advisees an advisor advised, the more satisfied those students were with their advisement, was unexpected. One would expect that with fewer advisees, more time could be spent with each one, and thus that they would be

more satisfied with their advisement. However, this finding indicates that at this institution those advisors carrying heavier advisee loads also provided better service.

The average advisor load was 23 advisees, with a range among advisors from one to 42. The standard deviation was 11. In other words, most of the faculty advisors advised between 12 and 34 students during winter or spring quarters of 1980. O'Banion (1972, p. 68) and Dawson (1972, p. 90) recommended that faculty advisors handle no more than 15 to 20 students. These results conflict somewhat with those recommendations.

At Paul D. Camp some advisors are carrying advisee loads of from 20 to 42 students and also are effective advisors in the eyes of their advisees. It would seem, then, that advisors who are willing to give the necessary time for advisement can carry advisee loads of up to 40 students and still do a good job.

For hypothesis eleven, the correlation coefficient was .30 between the length of the advising sessions and students' satisfaction with their advisement. The longer the sessions lasted, the more satisfied the advisees tended to be with their advisement. Not only was this variable the strongest correlate with student satisfaction, it also confirms earlier research (see p. 64).

The average advisor/advisee session lasted 21 minutes. The standard deviation was 13 minutes with a range among advisors of 45 minutes. Most of the advisors, according to the students, spent from 7 to 34 minutes with them in a typical session. These statistics give

at least some hint about the many kinds of advising taking place at Paul D. Camp.

Does the length of time spent in a typical session reveal anything about whether the system tends to be more "clerical" or more "developmental"? In Hardee's "automat sterotype" description of unsuccessful advising systems, the majority of time in the advising session is devoted to the mechanical process of filling out the student's course registration form for the next quarter or semester (1970, p. 10). In contrast, Hardee (1970), Walsh (1980) and Crookston (1972), among many others, advocate a "developmental" advising process. In this system the majority of time in the session would be devoted to a discussion of the advisee's academic progress, career goals, study skills, etc. (see Table 2.1). Grites (1980b) suggests that no more than 25% of the advising time should be devoted to course registration paperwork (p. 2). Assuming that filling out registration forms requires about five to ten minutes to complete, it appears that during the typical session at Paul D. Camp, the advisor and advisee are doing more than just completing the clerical aspects of registration. It may be that the advisors who are spending more time with their advisees are approaching the "developmental" view of advising, and thus the students are more satisfied. This possible relationship is only conjecture at this point and clearly indicates the need for further research.

Hypotheses Twelve, Thirteen and Fourteen Null hypotheses twelve, thirteen and fourteen called for an examination of the combined influence of the six independent variables upon students' satisfaction with

their advisement. The hypothesized order among the independent variables and two subsets of variables in hypotheses thirteen and fourteen did not occur (Table 4.6). Only one subset of predictive variables emerged. Combined, the variables of length of session, advisor load and curriculum group were significantly related to students' satisfaction scores. Hypothesis twelve stated that the six independent variables, when combined into a predictive equation, could be used as a highly reliable predictor of students' satisfaction with their advisement. The Multiple R value of .40 and the R^2 value of .16 reveal that this is not the case (Table 4.6). In addition, only the variables of minutes, advisees, and curriculum group were significantly related to the satisfaction scores and they account for the total of explained variance. The discussion presented here will focus upon these three variables. In Table 4.8 the results of the step-wise multiple regression procedure containing only the variables of minutes, advisees, and curriculum group are presented. In Table 4.9 the overall F test for the entire equation is presented. Upon examining Table 4.8, one can see that the minutes variable accounted for 9.2% of the explained variation followed by the number of advisees variable, which accounted for 5.5% of the variation. The addition of the curriculum group variable only brings about an increase of 1.9% in the explained variation. This marked reduction in the explained variance by the curriculum group variable as compared to its r value of .26 is due to its strong correlation with the variable of advisor load ($r = .57$) and somewhat smaller correlation with the variable of length of session ($r = .15$). The

Table 4.8

Results of the Stepwise Multiple Regression Procedure
of Scores with the Variables of Minutes, Advisees
and Curriculum Group

Variable	Multiple R	R Square	RSQ Change	Beta
Minutes	0.30409	0.09247	0.09247	0.26428
Advisees	0.38449	0.14783	0.05537	0.16814
Curriculum Group	0.39724	0.15780	0.00996	0.12249

Table 4.9

Analysis of Variance for Combined Independent

Variables of Minutes, Advisees, and Curriculum Group

Due to	df	Sum of Squares	Mean Square	F-Ratio
Regression	3	11859.319	3953.106	15.80*
Residual	353	63295.771	250.181	
Total	356			

* $p < .05$.

Table 4.10

Breakdown of Number of Advisees and Length
of Sessions by Curriculum Group

Curriculum Group	Mean Number of Advisees	Mean Length of Session
I	15.6	18.6
II	28.3	22.5

three variables combined account for 16% of the total variation in the satisfaction scores. The overall F value of 15.80 for the equation does confirm that the Multiple R value of .40 for the combined variables did not occur as the result of chance.

Although the three variables of length of session (minutes), advisor load (advisees) and curriculum group (I or II) only explain 16% of the variation in the satisfaction scores, analysis of these variables does provide some descriptive evidence on the advising system's operation. As can be seen in Table 4.10, advisors in Curriculum Group I programs are carrying heavier loads and also spending more time with their advisees. Furthermore, these advisees also indicate greater satisfaction with their advisors and their advisement (Table 4.6).

Hypothesis Fifteen Null hypothesis fifteen stated that the level of satisfaction of students advised by administrators or counselors would be no different than the level of satisfaction reported by advisees of either trained or untrained advisors. There were 367 respondents to the Advising Satisfaction Questionnaire, of whom 110 never visited a faculty advisor during winter or spring quarters of 1980. These students were advised by an administrator or a counselor, or may have switched from one to the other. Thus, for almost one-third of the students, for whatever reason, the advising system did not work as planned; that is, they never saw either their assigned faculty advisor or any faculty advisor at all.

The results of the Analysis of Variance procedure used to test

hypothesis fifteen are outlined in Table 4.11. The F-ratio of 5.26 with 2 and 364 degrees of freedom revealed that there was a difference among the mean scores for the three groups. The Duncan procedure confirmed that the mean score of 95 for the group advised by administrators or counselors was significantly lower than the mean scores for the students seen by untrained advisors (102) and by the trained advisors (100). The fact that nearly one-third of the advisees in this study never visited a faculty advisor, and in turn, were less satisfied with their advisement reveals within the system a major area which needs investigation. The design of the system assigns no advising duties to administrators or counselors, yet as the system actually operates, they do a considerable amount of advising.

Overall Results The mean satisfaction score reported by the 367 advisees, regardless of who advised them, was 99.5 on the ASQ scale of 1 to 125. The standard deviation was 18 points. Converted to a 100-point scale for conceptual purposes, these advisees rated their advisement at 79.6 points. Obviously, then, there is room for considerable improvement on the part of all the personnel serving as advisors and within the design of the advising system itself.

Further Findings

Although not a part of the statistical portion of this research study, nonetheless an important element in the evaluation of the Advisor Training Program was the information provided by the program participants on the Participant Evaluation Form (Appendix H). Following is a

brief summary and discussion of the responses of the 13 advisors who completed the survey.

I. Overall Program

- A. Participants will become knowledgeable of the content and process of academic advising at Paul D. Camp Community College. Overall, the participants said that this objective was met quite successfully.
- B. Participants will become familiar with the interpersonal dynamics of the advisor/advisee relationship. Ten of the advisors responded that this objective was met reasonably well. One participant felt that too much time was spent on this topic, and another rated this topic itself as a poor choice. Several advisors noted that a couple of the other participants seemed to resist the idea that advisors need counseling skills.
- C. Participants will identify and discuss current problems with Paul D. Camp's advising system. Several participants felt that this topic did not receive sufficient coverage. Suggestions were made to allot a specific portion of the program to this matter rather than to attempt to tackle problems as they emerge in the discussions from lesson to lesson.

II. Individual Lessons

- 1. Role of the Advisor
- 2. Knowledge--Academic Advising (Catalog)

3. Interpersonal Skills
 4. Career Advising
 5. Advising Transfer Students
 6. Graduation Procedures and Requirements
 7. Financial Aid and Veterans
 8. Special Services and Title III
 9. Specific Curricula
 10. Post-test
1. Do you feel any of the lessons should be eliminated from the program? If so, which ones? Why?
 2. What suggestions do you have for improving any of the lessons?
 3. Should any topics be expanded?

Responses to these questions clearly indicated that the participants possessed different frames of reference in regard to their roles as advisors. Based upon the responses, the participants fell into two broad groups. One group apparently perceived their role as advisors narrowly. These individuals suggested that such topics as interpersonal skills, career advising, financial aid, veterans, special services, and Title III be eliminated or severely curtailed. These advisors, it seems, saw their role as providing only specific information and answering questions. When such matters as financial aid occur, the student should be referred to a specialist in that area.

The other group of advisors, the majority in the case, made suggestions for improving the program but felt that all the topics were worthy

of inclusion. Apparently these advisors perceive their role more broadly to include more knowledge and the need for particular interpersonal skills. The suggestions from this group included shortening some topics by eliminating certain details, using more visual aids and less lecturing, and including some actual role simulations by the participants to give them practice and feedback.

With the exception of a few suggestions, the participants did not see the need to expand the lessons or program. Those who indicated a need for expansion referred to the topics of knowledge (#2 and #9), and interpersonal skills (#3). One participant wanted more time for discussion within each lesson.

The different assumptions underlying the responses to questions #1, 2, and 3 of Part II indicate that Paul D. Camp Community College should examine the issue of what the role of advisor properly entails at the institution.

4. Do you feel that the group format and the lecture/discussion methodology used in the program were effective, given the objectives of the program? Twelve of the thirteen respondents felt the methodology was effective. One participant, affirming the lecture/discussion group approach, said that an individualized approach would never work for him. Another advisor thought that the use of two small groups rather than one large one might make the methodology even more effective.
5. Do you feel that as a result of participating in the program

your role as an academic advisor will change? The eight participants who answered this question all indicated that change would occur. Their comments speak for themselves:

"Yes--I will become more personal";

"I will become a better advisor--more understanding and patient";

"I will try to get to know the students better";

"I feel it's [advising] more important and will be more comfortable";

"I will become more effective--save students' time by knowing more";

"Yes--more attentive to advisees and more time spent on files."

III. Future

Do you feel that the Advisor Training Program should be held again for new faculty or those faculty who didn't participate this time? The nine participants who responded to this question agreed the program should be held again. Specific suggestions were to shorten the program, not require participation, and provide some kind of motivators for attendance.

IV. Suggestions

Other suggestions not already mentioned included (1) not rushing the program, (2) assigning advisees early and requiring a formal meeting between the advisor and advisee to go over

ground rules prior to the next quarter's registration, (3) having the Dean of the College or the President attend some sessions to show administrative support and to lessen the impact of the fact that participation was required, and (4) given the attitude of some of advisors in the program, possibly concentrating advising with fewer faculty who are provided released time from their teaching duties.

In essence, the participants indicated strong support for the Advisor Training Program. Although they expressed differing opinions on which topics should be included in the program, they unanimously supported its methodology. Those faculty who completed the program would like to see it repeated, though with some revisions. In addition, the training program and the participants' evaluations raised a question concerning the role advisors are expected to fulfill. Disagreement and confusion over the advisor's role was clearly evident.

Summary

In Chapter Four the fifteen statistical hypotheses were tested and analyzed in accordance with the procedures outlined in Chapter One. All hypotheses were tested at the .05 significance level. In addition, the evaluation of the Advisor Training Program by the participants was analyzed.

An analysis of the t-test procedures indicated that the Advisor Training Program raised the level of knowledge of the participants and that they retained that level of knowledge over a two-quarter period.

An analysis of the CROSS TABS procedures indicated that the

variable of curriculum group and the variable of student attendance (day or night) did affect the visiting pattern of the advisees to their assigned advisors.

An analysis of the Stepwise Regression procedures indicated that:

- (1) the variables of length of session, number of advisees and curriculum group were significantly related to students' satisfaction with their advisement,
- (2) the variables of Advisor Training Program, student status (full- and part-time) and student attendance were not significantly related to students' satisfaction with their advisement,
- (3) the three independent variables significantly related to students' satisfaction accounted for 16 percent of the variance in the dependent variable.

An examination of the results of the Analysis of Variance procedure indicated that the students advised by faculty advisors were more satisfied with their advisement than students advised by an administrator or counselor.

A subjective analysis of the participants' evaluations of the Advisor Training Program indicated that it was successful, worthwhile, and should be repeated in the future.

CHAPTER V:
SUMMARY AND CONCLUSIONS

Summary

There were two purposes for this study. The first purpose was to design, implement and evaluate an advisor training program for faculty advisors. The second purpose was to analyze whether certain temporal variables were having any impact on the operation of the advising system.

The subjects of the study were the 411 students who attended Paul D. Camp during the fall, winter and spring quarters of the academic year 1979-80 and who had been assigned to a faculty advisor for academic advisement. The faculty and staff who advised these 411 students were also subjects of the study. Complete data was collected for 367 of the 411 student subjects.

The Advisor Training Program was designed during the period June-September, 1979. The program was implemented between September and December of that year, through a series of ten lessons for the 14 randomly selected faculty advisors who participated in the training. The Advisor Training Program was evaluated in three ways. First, the program participants were given a post-test of 60 items immediately following the training. The same test was administered again two quarters later. At the same time, the test was also administered to the control group of nonparticipating faculty. Second, the participants evaluated the training program by completing a free-response evaluation questionnaire (Appendix H). Third, the 411 students were asked to complete an

Advising Satisfaction Questionnaire (ASQ) at the end of the 1979-80 academic year.

In addition to the treatment variable (advisor training), certain other system variables were included for analysis in the study. These variables were the advisees' curriculum group, status (full- or part-time), attendance (day or night), length of advisor/advisee sessions, and the number of advisees advised by each faculty advisor. The individual and combined effects of these six independent variables upon the students' satisfaction with their advisement as measured by the ASQ were tested with a Stepwise Multiple Regression procedure. The influence the variables of curriculum group and attendance were having upon the pattern in which advisees visited their assigned advisors was tested by two CROSSTABS procedures. Finally, through an Analysis of Variance procedure, the satisfaction scores of the students who had been advised by a counselor or administrator were compared to satisfaction scores of the faculty advisors' advisees.

The results of the study were used to answer three general questions:

- (1) Will students who have been advised by faculty that have received the advisor training program be more satisfied with their advisement than students who have been advised by faculty who did not receive the training program?
- (2) Is there a significant relationship between students' satisfaction with their advisement and any of the following variables: (A) curriculum, (B) student status (full- or

part-time), (C) student attendance (day or night), (D) length of advisor/advisee sessions, and (E) advisor load (number of advisees)?

- (3) Is there a significant relationship between the frequency of advisees actually being advised by their assigned advisors and the variables of curriculum and attendance?

Conclusions

The results of the fifteen statistical hypotheses test in the study and of the non-statistical evaluation of the Advisor Training Program by its participants merit the following conclusions:

- (1) The Advisor Training Program was at least partially successful. The program was successful in that it (a) raised the level of advising knowledge of the trained advisors and (b) those advisors rated the program they had gone through as very successful. However, when surveyed for their perceptions of their advisors and the advising system, the advisees who had been advised by the trained advisors were no more satisfied with their advisement than were the advisees of the untrained advisors.
- (2) The length of time spent in a typical advising session was significantly related to advisees' satisfaction with their advisement. The more time an advisor was willing to spend with an advisee, the more satisfied those advisees were likely to become.

- (3) Advisor load was significantly related to advisees' satisfaction. However, the relationship was opposite of that predicted; that is, the more advisees an advisor advised, the more satisfied those students were. Advisor loads varied from 1 to 42. Thus, at Paul D. Camp it appears that some advisors can handle as many as 30 to 40 advisees and still be effective.
- (4) There are distinct differences in the advising system as it operates between Curriculum Groups I and II. In Curriculum Group I programs, the advisors, as program heads, are directly responsible for the success of their programs; they teach their advisees in many classes, and these advisees are majoring in the advisors' programs. In Curriculum Group II programs, advisors do not serve as program heads; they may not have their advisees in classes, or have at most, only a few; and the advisees may be majoring in a field outside that of their advisors. The advisees within Curriculum Group I were significantly more satisfied with their advisement than those in Curriculum Group II. Second, there was a clear difference between the two curriculum groups in the pattern in which advisees visited their assigned advisors. For the most part, advisees went to their assigned advisors within Curriculum Group I but not in Curriculum Group II.
- (5) There was no significant difference in the level of satisfaction between day and night students who had been advised by

faculty advisors. However, the attendance status of students was related to the visiting pattern of students to assigned advisors. Night students did not visit their assigned advisors as often as day students.

- (6) Full-time and part-time students who had been advised by a faculty advisor were equally satisfied with their advisement.
- (7) When combined into a predictive equation, the three variables of length of session, advisor load, and curriculum group could not be considered as a highly reliable predictor of students' satisfaction with their advisement. The combined effects of these three variables accounted for 16 percent of the variance in the student satisfaction scores.
- (8) The students who went to a counselor or administrator for advisement rather than to their assigned faculty advisor were somewhat less satisfied with the results than were the students advised by a faculty member.
- (9) As measured on a 100-point scale, students overall rated their advisement at the 80-point level. There is room for improvement both on the part of the advisors and of the system itself at Paul D. Camp Community College.

Discussion

Advisor Training Program The need to train faculty members for the role of advisor receives unanimous support in the literature. The intended purpose of advisor training is to enable advisors to function

within two particular areas--the provision of accurate and timely knowledge and the ability to establish a friendly and meaningful relationship with the individual advisee. The success of the Advisor Training Program developed and implemented as part of this study was not verified experimentally. Although the program raised the cognitive level of the participants and even though they perceived the program to be a success, it did not cause advisees to rate the trained advisors higher than the untrained advisors. Bonar (1972) also attempted to evaluate his training program by measuring student satisfaction as well as student grade point averages. He was unable to show differences in student advising satisfaction between the trained and untrained advisors (pp. 90-92). However, the program participants gave the training high evaluations, and Bonar's program has been in use since its development (1976, pp. 190-198). The advisors who participated in this training also rated the program as very good and felt it should be repeated in the future. Thus, despite the lack of experimental proof, the Advisor Training Program can be considered a worthwhile project which, after modifications, should probably be continued as part of Paul D. Camp's advisor preparation efforts.

Likewise, other community colleges that wish to improve the performance of faculty advisors would do well to institute a formal comprehensive training program. The objectives for each of the Advisor Training Program lessons used in this case study would be applicable to most faculty advising systems, particularly so in institutions similar to Paul D. Camp. The lecture and discussion method of delivering the

lessons received strong support. For institutions with a small professional staff or those where larger groups can be divided, the small group approach which permits thorough discussion of each of the topics, appears best.

After considering possible reasons for the lack of statistical significance in the measurement of the program's effects, both this institution and others should plan controlled evaluations of future advisor training programs. The length of this program, the short time advisors and advisees spent together during the evaluation phase of this study (one or two sessions of approximately 21 minutes each), and the fact that the program participants had already served previously as advisors are possible factors which prevented experimentally verifiable results.

Another factor which was not controlled directly was advisor attitude. It was apparent during the lesson sessions and also in the participants' evaluations that the advisors differed somewhat in their attitudes toward the importance of advising and the responsibilities associated with it. The training program focused mostly upon increasing the advisors' knowledge of the advising process. It also attempted to show the importance of advising to both the student and the institution. It may be that the program was unable to bring about changes in the attitude of advisors which meant they did not change their advising practices despite knowing more about advising. Cummer (1961) found a positive correlation between the advisor's interest in advising and the student's satisfaction with that advisement (pp. 95-96). Future

research on advising systems should attempt to assess directly the impact of advisor attitude on students' satisfaction with their advisement.

Length of Sessions The finding in this study of a significant correlation between length of the advising sessions and student satisfaction confirms earlier research. Cameron (1952), Cumber (1961), and Grites (1974) found a similar relationship. In a study by Keill (1957), students had reported 30 minutes to be about right. Since the students in this study who reported sessions between 21 and 45 minutes were most satisfied, the 30-minute figure seems to be a fair benchmark for evaluating advising systems. The quantity of time the advisor and advisee spend together appears to be at least a partially reliable indicator of the quality of advising taking place.

Advisor Load The question of what constitutes a "reasonable" advisor load of advisees has been hard to answer. The results of this study lend support to the concept that a "reasonable" load must be defined within each institution. The size of the institution, its type of students and its particular curricula affect the number of advisees which an advisor can handle. Further, the importance of advising within a faculty member's workload probably makes a difference. For some of Paul D. Camp's advisors, loads of 20 to 40 advisees appear to be reasonable.

Again, these heavier loads tended to be in programs with built-in motivators for advisors and where there was the most opportunity for advisors and advisees to get to know each other. In other programs,

the students reported lower satisfaction even though the advisors were carrying loads of less than 20 advisees. Based upon this evidence, it may not be possible to establish a uniform ideal number of advisees for all advisors. Institutional programs should be analyzed separately because what constitutes a reasonable load in one program may be unreasonable in another. Although O'Banion (1972, p. 68) and Dawson (1972, p. 90) recommend no more than 15 to 20 students be assigned to full-time teaching faculty as advisees, they were referring to college transfer programs. If researchers are going to continue to try to identify a specific number of advisees as reasonable, this should be done by program and by type of institution. Also, earlier studies have not described how advisor load was defined. This study defined advisor load as the number of students actually advised, and indicated that there can be a great difference between this figure and the number of students merely assigned to an advisor. Future studies should clearly define how the advisor load was computed.

Curriculum Group Neither Grites (1974) nor Teague (1977) found differences in students' satisfaction with their advisement between occupational and transfer students. The classification of programs in this study was done slightly differently. In the programs of Curriculum Group I, the faculty advisors also serve as program heads who are responsible for the success of their programs. They teach their advisees in many classes, a fact which provides the advisor and advisee ample time to get to know each other and to schedule meetings. The faculty advisors are also in the fields in which their advisees are

majoring. In contrast, advisors in Curriculum Group II do not serve as program heads. They may only have their advisees in one or two classes. In addition, in some programs the advisors are outside their advisees' fields. In this study, the advisees enrolled in Curriculum Group I reported greater satisfaction with their advisement than did those enrolled in Curriculum Group II.

The advisors in Curriculum Group I served more advisees, spent, on the average, more time with them, and from their advisees' viewpoint, did a better job than Curriculum Group II advisors. In this institution, the advising system was operating more in line with its design within Curriculum Group I than in Curriculum Group II. For this reason, other community colleges with a division of programs similar to Paul D. Camp's should analyze their advising systems in light of this difference. Paul D. Camp, as well as other schools, should look for ways to reproduce in other programs these characteristics of the programs in Curriculum Group I. Possible changes could include creating program heads for all programs and assigning students only to faculty who are knowledgeable in the students' fields of study. The latter change could require giving some advisors released time from teaching should their advisee loads go above 40.

Status and Attendance Part-time students and night students who met with faculty advisors were as satisfied as full-time and day students. Those who turned to administrators or counselors reported less satisfaction with their advisement. Thus, the problem confronting this institution is to make the faculty advisors available to students at

night. This may prove very difficult to accomplish. Once faculty and student schedules are set, there may be direct conflicts between the schedules of advisees and their advisors. Where this is the case, it may be possible to train certain counselors to serve as adjunct advisors for specific programs. Another alternative may be to set up specific nights during registration when program advisors would be available, and inform those advisees ahead of time.

Implications for Further Research

McConaughy (1972) strongly urged that future research on advising systems focus upon a local approach (pp. 86-87). According to Grites (1980a, 1980b), the first step in improving an advising system is to thoroughly assess its strengths and weaknesses. This study has attempted to fulfill both of the recommendations. This research has answered some questions about one institution's advising system, which in turn, should assist others in making improvements. As well as providing information about the system, this study has also raised many questions which suggest further research.

First, institutions of higher education should continue to evaluate their advising systems through student surveys. Other instruments besides the one used in this study could be considered. When further research is done, it should include additional variables. The impact that advisor attitude is having upon the advisees and upon the system's operation should be assessed. As Grites (1980b, p. 3) recommends, those faculty who dislike or disparage advising might best be excused

from service. The frequency of advisees consulting their assigned advisors and these students' satisfaction should be analyzed in light of other student characteristics such as age, previous educational level, commitment to a degree and academic performance. In addition to student surveys, a system's effectiveness should be evaluated by other dependent measures such as grade point averages, retention and graduation rates, and the elimination of enrollment errors. Repetitions of this study with the inclusion of other variables will provide an even broader data base upon which to build improvements.

Second, the role of faculty advisor should be clearly defined within each institution. Evidence from this study indicated considerable confusion among advisors over the exact nature and responsibilities of an advisor. Advisors cannot be expected to adequately fulfill, nor should they be evaluated upon, a role which is not clearly delineated. O'Banion (1972) argues that more important than who does advising is the philosophy of the institution and the understanding and commitment advisors bring to their roles (p. 62). To bring commitment, faculty advisors must first clearly understand their responsibilities. An institution wishing to improve its faculty advising system should first develop and state clearly its philosophy on advising to provide advisors a clear definition of what they are to do. A related issue is the need to provide rewards for promoting excellence once the advising role is clearly established.

Third, further research is needed to discover more precisely the exact nature of the advising taking place within faculty advising

systems. Are systems more "clerical" or "developmental" as they are presently functioning? Advisees and advisors should be surveyed through either a questionnaire or scheduled interviews to identify the activities actually taking place within the advising sessions. Hardee (1970), Crookston (1972), and Grites (1980a, 1980b) all describe what should be happening in these meetings.

Fourth, recent research indicates that effective advising may be directly related to student retention (Grites, 1980b). The retention rates among the Curriculum I and II Groups used in this study should be correlated to student satisfaction to see if a relationship exists.

Fifth, further research on the effectiveness of training programs for faculty advisors is needed. Thus far, attempts to experimentally "prove" their effectiveness have not been successful. The advisor training program developed in this case study should be adapted and tested at other community colleges similar to Paul D. Camp. Given the great emphasis upon the need to provide training to advisors, more research to show that such programs can improve the quality of advising is clearly needed.

Sixth, this study points out the merit of local institutional studies. Although data from broader studies assist in understanding the operational aspects of an advising system, accurate information can be generated only by self-assessment. For example, whereas earlier research on the independent variables used in this study was often inconclusive or contradictory, when examined from a local standpoint some definite relationships emerged. More local institutional studies on academic advising systems are thus highly recommended.

APPENDIX A
LESSON PLAN OUTLINE: ADVISOR
TRAINING PROGRAM

Lesson Plan Outline
Advisor Training Program
Paul D. Camp Community College

Date _____

Instructor _____

Lesson Topic _____

Lesson Length (hrs.) _____

Behavioral Objectives (Please list the learning objectives for this unit of instruction)

1.

2.

3.

4.

Lesson Plan Outline

Content and Methodology (In the left column please write a brief synopsis of the content of each objective. In the right column corresponding the synopsis describe the methodology to be used to deliver the content. Please indicate in the right column the approximate amount of class time for each objective.)

Content	Methodology

Lesson Plan Outline

--

References (Please list the references used to develop this unit of instruction.)

Materials and Training Aids (Please list any audio-visual aids and other classroom aids needed for this unit of instruction.)

Lesson Plan Outline

Evaluation (Please list the objective test items designed to evaluate the mastery of the instructional objectives.)

APPENDIX B
ADVISOR TRAINING PROGRAM:
LESSON LEARNING OBJECTIVES

ADVISOR TRAINING PROGRAM: LESSON LEARNING
OBJECTIVES

Lesson 1 - The Role of Advisor

At the conclusion of this lesson you should be able to:

- 1) Identify several complaints which students typically express about their academic advisors.
- 2) From a student viewpoint, identify and explain three characteristics of effective advisors.
- 3) Define academic advising in operational terms.
- 4) Describe the philosophy behind the academic advising at PDCCC.

Lesson 2 - Knowledge

At the conclusion of this lesson you should:

- 1) Know the types of information about a student which are necessary to advise him/her realistically.
- 2) Know where in the college to obtain information which is necessary to accomplish objective #1.
- 3) Be able to explain how information from objectives #1 and #2 is used when advising students.
- 4) Become very familiar with contents of each section of the PDCCC College Catalog.
- 5) Be able to explain the purpose and use of each item on the Advisee Folder Checklist.

Lesson 3 - Academic Advising and Communication Skills

- 1) Participants will become aware of their value system and how it can enhance and/or detract from academic advising.
- 2) Participants will become familiar with and be able to emulate attending behaviors, active listening techniques, "open-ended" questioning, and information eliciting techniques.

- 3) Participants will become aware of differences between their roles as instructors and their roles as advisors and be able to distinguish between the appropriate and inappropriate behaviors for each role.

Lesson 4 - Career Advising

- 1) To be able to use "open-ended" questions to gain information from students concerning careers.
- 2) To understand how a student's past experience determines how he or she makes decisions and what the decisions may be.
- 3) To understand how a "rational" decision-making process can assist students in career development.
- 4) To be able to apply #1, #2, and #3 in a structured format to better meet the needs and expectations of students.
- 5) To know when to refer a student to the Career Assistance Center and what services are offered in the C.A.S.

Lesson 5 - Advising Transfer Students

- 1) To emphasize the significance of providing quality advising to transfer students.
- 2) To familiarize advisors with the resources available for advising transfer students.
- 3) To assist advisors in developing the appropriate procedure for advising transfer students.

Lesson 6 - Graduation Procedures and Requirements

At the conclusion of this lesson you should:

- 1) Know the specific steps and timetable an advisee must follow to be eligible to graduate.
- 2) Be able to describe the purpose of a Program Audit Sheet and know how to complete one for each advisee.

Lesson 7 - Financial Aid and Veterans

A. Financial Aid

- 1) Participants should know the Basic Educational Opportunity Grant (BEOG) process.
- 2) Participants will know the credit hour requirements of the BEOG award.
- 3) Participants will become aware of the Basic Grant regulations concerning academic progress, academic status, and withdrawals.
- 4) Participants will become acquainted with other financial aid programs administered by Paul D. Camp Community College.

B. Veterans

- 1) To assist faculty in understanding V.A. Standards of Progress.
- 2) To assist faculty in understanding V.A. policy for repeating courses, incomplete grades, and changing programs.
- 3) To assist faculty in understanding PDCCC's reporting responsibilities to the V.A. and school liability.

Lesson 8 - Special Services and Title III Programs

A. Special Services

- 1) Participants will become familiar with procedures for acceptance into the Special Services Program.
- 2) Participants will acquire knowledge necessary for appropriate student referral to Special Services.
- 3) Participants will become familiar with the four components of the Special Services Program and how they can benefit students.

B. Title III

- 1) Advisors will be able to identify the criteria used for designating Title III target students.
- 2) Advisors will be able to list the services provided by Title III for the target students.
- 3) Advisors will be able to use the results of statistical data

from Title III evaluations in advising students with low reading scores on the Nelson Test.

Lesson 9 - Specific Curricula

The advisor will become knowledgeable in each of the areas listed below as they relate to that advisor's program.

- 1) Math and English testing and placement
- 2) Procedures to waive courses in the program
- 3) Program prerequisites
- 4) Course scheduling
 - a. Courses offered every quarter
 - b. Courses only offered in particular quarters
 - c. Courses usually offered in summer
- 5) Course substitutions
- 6) Scheduling students starting in winter, spring, or summer
- 7) Graduation audit sheet
- 8) Transfer - typical colleges; particulars of those programs
- 9) Typical career patterns; area job opportunities
- 10) Other particulars about the program and courses in it
(eg. - individualized typing)
- 11) Differences and similarities among closely related programs
(eg. - A.S. Education and A.A. Liberal Arts)

Lesson 10 - Program Post-test

See APPENDIX C

APPENDIX C
ADVISOR TRAINING PROGRAM:
POST-TEST

Advisor Training Program
Paul D. Camp Community College

Lesson 10
Post-test

I. Multiple Choice - Please circle the letter of the best answer.

1. Which steps listed below are part of Terry O'Banion's Academic Advising Model?
 - a) 3,4 1) exploration of life goals
 - b) 1,2,5 2) exploration of vocational goals
 - c) 3,4,5 3) program choice
 - d) 1,2,3,4,5 4) course choice
 - e) 2,4 5) scheduling courses
2. After a student has attended Paul D. Camp for at least one quarter, the advisee's folder should always contain:
 - a) PDCCC application
 - b) Grades from previous quarter(s)
 - c) Highschool record
 - d) Course Substitution Authorization Form
 - e) Both A & B are correct
3. According to students, effective advisors:
 - a) take responsibility for ensuring that the registration form is accurate.
 - b) are knowledgeable about institutional policies and regulations.
 - c) show concern for the student's academic and personal welfare.
 - d) Only B & C are correct.
 - e) All (a,b,c) are correct.
4. The 78-79 catalog shows MATH 111, 112, 113; check which of the following may be substituted without approval of the Dean:
 - a) MATH 101, 102, 103
 - b) MATH 141, 142, 143
 - c) MATH 161, 162, 163
 - d) both b and c
 - e) All the above are correct
5. According to VCCS directives for tuition assistance, a senior citizen is:
 - a) anyone over 50
 - b) anyone over 55
 - c) anyone over 60
 - d) anyone over 62
 - e) anyone over 65

6. During the third week of classes, a student withdraws from the college by executing a withdrawal form; he receives:
 - a) no refund
 - b) full refund
 - c) 1/2 refund
 - d) It depends on whether it is a 5 week or 10 week class.
7. A full-time student is enrolled for at least:
 - a) 12 credits
 - b) 15 credits
 - c) 18 credits
8. In a ten week academic session, if a student wishes to drop a course after the sixth week, he must:
 - a) get a letter of approval signed by the Dean of the College
 - b) submit a drop slip and a letter explaining the mitigating circumstances to admissions
 - c) schedule a conference with the Director of Student Services
 - d) All the above are correct.
9. In the first meeting with a new advisee, it is advisable to:
 - a) get down to business immediately
 - b) spend a few minutes getting acquainted with each other
 - c) handle the session as expeditiously and efficiently as possible
 - d) tell the student about career opportunities
 - d) b and d
10. If an advisee and an advisor have had a negative relationship in the classroom, the advisor should:
 - a) dissolve the advising relationship
 - b) refer the advisee to a counselor for registration
 - c) ignore the past relationship
 - d) examine and try to resolve his negative feelings before agreeing to advisee the student
 - d) a and c
11. An advisor should encourage in his advisee:
 - a) an attitude of independence and self-reliance
 - b) an attitude of humbleness
 - c) any behavior that will help him be a "good" person
 - d) any behavior that demonstrates that the student no longer needs an advisor
 - e) a, b, and c
12. Non-verbal communication is important in the advising process because the advisor wants to:
 - a) project a person the student can have confidence in
 - b) demonstrate his knowledge in his field

- c) control the length and content of the session
 - d) a and b
 - e) all of the above
13. Information that a good advisor needs in working with advisees includes:
- a) advisee's career goals and aspirations
 - b) advisee's total college goals
 - c) advisee's growth and referral needs
 - d) a and c
 - e) all of the above
14. Appropriately used verbal techniques will improve communication in the advising session. Some of these are:
- a) frequent use of closed questions
 - b) reflecting feelings expressed by the advisee
 - c) summarizing the content of communication and giving the student a chance to respond
 - d) a and c
 - e) b and c
15. An example of an open-ended question is:
- a) Did you decide to take the job?
 - b) Tell me about school.
 - c) Do you have a large family?
 - d) How old are you?
16. Open-ended questions tend to:
- a) put the student on the defensive
 - b) facilitate discussion
 - c) place students in a situation where they respond with either "yes" or "no"
 - d) decrease advisor-advisee interaction
17. An appropriate response to a student's statement, "I hate this school", would be:
- a) "I know how it is"
 - b) "Uh-huh"
 - c) "I've been there before"
 - d) "You seem upset about the way things are going at school"
18. Before reaching a decision on what academic major to pursue, a student should:
- a) allow a counselor to fill out a schedule.
 - b) be aware of the alternatives, outcomes, probability and desirability of that decision.
 - c) fill his schedule with electives until the decision is made.
 - d) do nothing until the decision is reached.

19. Before reaching a decision on a career, a student should:
 - a) consider self-factors such as interests, values and abilities.
 - b) consider career-factors such as knowledge of alternatives, opportunities for employment and job search strategies.
 - c) both a and b
 - d) both a and b plus employing a "rational" decision-making process.
20. The first step in helping students make decisions regarding careers is:
 - a) gathering information on alternatives
 - b) recognizing that a choice exists
 - c) generating alternatives
 - d) letting a counselor identify options available
21. The first step in career advising is:
 - a) to establish rapport with the student.
 - b) to fill out a schedule.
 - c) to do nothing; let the student control the process.
 - d) to give the student all the possible information on any given career.
22. Structuring the career-advising process is important because:
 - a) it allows for time to be spent constructively.
 - b) it gives the advisor a frame of reference from which to obtain needed information from the advisee.
 - c) both a and b
 - d) it allows the advisor "free-time" in his or her schedule.
23. Students might be referred to the career counselor if:
 - a) they failed all or a majority of courses during the prior quarter.
 - b) they are unsure what career their academic program leads to.
 - c) they desire to change programs.
 - d) all of the above.
24. Twelve quarter hours is equivalent to:
 - a) six semester hours
 - b) nine semester hours
 - c) eight semester hours
 - d) none of the above
25. The first step in advising a transfer student is to:
 - a) determine the student's goals
 - b) devise a year-long plan of courses
 - c) determine status on meeting program requirements
 - d) none of the above

26. Which of the following is considered a traditionally transferable course?
- Biology 101
 - INDT 111
 - ENGL 01
 - none of the above
27. Which of the following resources is/are needed to advise a student transferring to Old Dominion University in Business Administration?
- Old Dominion University Catalog
 - Old Dominion University Transfer Guide
 - O.D.U. Business Administration program sheet
 - all of the above
28. To be eligible to graduate in an Associate Degree Program the student must acquire at least ____ percent of his/her credits at PDCCC.
- 10%
 - 20%
 - 30%
 - 40%
 - 50%
29. Academic advisors should submit their advisees' graduation audit sheets:
- to their immediate supervisor (Assistant or Division Chairman).
 - to the Coordinator of Admissions & Records.
 - to the Director of Student Services.
 - to the Dean of the College.
30. In order for a certificate program to be approved for payment of V.A. benefits:
- it must be approved by Tom Tarantelli
 - it must be certified by the state approving agency
 - 50% or more of its graduates must be employed in a related field
 - both b and c
31. A student who enrolls for the summer taking 3 credits at night for ten weeks, 5 credits the first five week session during the day and 4 credits the second five week session during the day, will be certified to the V.A. as follows:

night
10 weeks [-----]
3 credits

37. What is the minimum number of credits for which a student can enroll in order to receive a BEOG award?
- a) 12
 - b) 9
 - c) 6
 - d) 3
38. In order to receive a full-time BEOG award a student is required to enroll for at least ____ credit hours.
- a) 4
 - b) 8
 - c) 10
 - d) 12
39. Next to BEOG, what is the second most commonly used financial aid program in our college?
- a) Supplemental Educational Opportunity Grant
 - b) College Work-Study Program
 - c) College Scholarship Assistance Program
 - d) Emergency Tuition Assistance Fund
40. What is the name of the in-house, non-interest bearing, short-term loan that a student can get to pay for his tuition?
- a) Tuition Assistance Grant and Loan Program
 - b) Emergency Tuition Assistance Fund
 - c) Guaranteed Student Loan Program
 - d) National Direct Student Loan
41. The Special Services Project benefits students by:
- a) providing tutorial services
 - b) providing counseling to meet their individual needs
 - c) providing financial assistance when they need it
 - d) a and b
 - e) all of the above
42. A student is automatically eligible for Special Services at Paul D. Camp Community College if he:
- a) has been identified as a developmental student
 - b) is not a high school graduate and has not received a GED
 - c) is a BEOG recipient
 - d) a and b
 - e) all of the above

II. True-False - circle either T or F.

43. T or F March 1 is the deadline for submitting applications for graduation and paying the \$10 fee.
44. T or F If a student has been enrolled in one program during parts of academic years 75-76, 76-77, 77-78, and 78-79, he can graduate by meeting the English requirements in one catalog, the math requirements in another.
45. T or F For a student to graduate in any of the curricula at PDCCC he must have earned a grade point average of at least 2.0 in all studies attempted which are applicable toward graduation in his/her curriculum.
46. T or F A student must resolve all financial obligations to the college prior to commencement in order to be eligible to graduate.
47. T or F PDCCC conducts only one formal graduation ceremony each year.
48. T or F A veteran is allowed to change his or her program as often as he or she likes as long as satisfactory progress is made.
49. T or F All Title III students are Special Services students.
50. T or F The paraprofessionals in the Math and Learning Labs assist only Title III target students outside of class.
51. T or F A welding student reading at a 10th grade level will probably earn a significantly higher grade point average than a welding student reading at a sixth grade level.
52. T or F A student in the clerk-typist program who reads below a sixth grade level will probably do poorly in Introduction to Business, which requires a great deal of reading.
53. T or F A student enrolled in the teacher aide program who reads at the seventh grade level may experience some difficulty in successfully completing courses that use college level textbooks.

III. Short completion - please write in your answer.

54. List two complaints which advisees typically express about their advisors.

a)

b)

IV. Individual Curriculum

Teacher Aide

55. T or F A student needs to complete Education 121, Childhood Education I, before he can take Education 122, Childhood Education II.
56. T or F A student needs to complete MATH 101, Fundamentals of Math I, before he can take MATH 102, Fundamentals of Math II.
57. T or F A student who earns a certificate in the teacher aide program does not need to fill out a Change of Program sheet if he returns to the college because he will automatically be enrolled in the diploma program.
58. T or F The audit sheets for the diploma program and the certificate programs are identical.
59. T or F Students who complete the diploma program have the advantage of being able to transfer most of their education courses to ODU because ODU is part of our consortium.
60. T or F Job opportunities in our service area for teacher aide graduates are presently not very good.

Transfer Liberal Arts and Education

55. For a student to waive a transfer course, he/she:
- a) can earn credit by taking a locally designed exam
 - b) can earn credit by taking the appropriate CLEP exam
 - c) can earn credit by submitting a portfolio of prior work and/or educational experience
 - d) All the answers above (a,b,c) are correct.

56. Who has the final approval/disapproval right on whether a course substitution is acceptable in A. S. Education and A. A. Liberal Arts program?
- Dean of the College
 - Assistant Division Chairman
 - Academic Advisor
 - Director of Student Services
 - Coordinator of Admissions and Records
57. Which sequence of courses listed below would not be acceptable in the first quarter a student enrolled at PDCCC in either the education or the liberal arts program?
- BIOL 101, MATH 161, ENGL 111, PHED 142
 - HIST 102, HLTH 110, ENGL 01, MATH 05
 - SOCI 101, MATH 162, ENGL 111, MATH 01
 - SPDR 130, SPAN 101, PSYC 201, ENGL 08
58. Which course(s) listed below are suitable transfer electives in the education and liberal arts programs?
- 1,2,3,4,5 1) PHIL 219 - Ethics
 - 1 2) PHTG 101 - Photography I
 - 2,3,5 3) SOSOC 100 - Introduction to Social Science
 - 1,2,4 4) GOVT 211 - International Relations I
 - 2,4,5 5) ECON 160 - Survey of American Economics
59. Which resource materials listed below should you have ready access to when helping an advisee to map out a year-long program?
- a PDCCC catalog
 - college catalog of the institution the student plans to attend
 - appropriate college transfer guide
 - advisee's file
 - All the answers above (a,b,c,d) are correct.
60. Which items below are accurate descriptions of differences between the liberal arts and education programs?
- 1,4 1) Education majors must take a foreign language; liberal arts majors do not.
 - 3,5 2) The education program requires a speech course; the liberal arts program does not.
 - 2,3 3) Education majors must take the PSYC 201-202-203 series; Liberal arts majors do not have to.
 - 2,4,5 4) Veterans in the education program cannot waive the HLTH/PHED courses; they can in the liberal arts program.
 - 1,2,3,4,5 5) Education majors must take BIOL 101-

102-103; liberal arts majors can choose among biology, chemistry, or natural science.

Transfer Science

55. T or F A student in the science program must take MATH 161, 162, and 163.
56. T or F Courses in the areas of economics, government, English, speech, history, philosophy, psychology, social science, and sociology may be selected as social science electives by science students.
57. T or F The requirements for the science program have remained the same in the new 1979-80 catalog as they were in the 1978-79 catalog.
58. T or F The Obici Hospital nursing students are registered as non-degree transfer students rather than as science students.
59. T or F A student taking Biology 101 must register for both the lecture and the lab in order that the computer will give him his grade in the course.
60. T or F NASC 134 would be a good science with lab course for a science major to take.

Law Enforcement

55. Who has the final approval/disapproval right on whether a course substitution is acceptable in the police science and corrections science programs?
 - a) Dean of College
 - b) Academic Advisor
 - c) Coordinator of Admissions and Records
 - d) Assistant Division Chairman
 - e) Director of Student Services
56. Which sequence of courses listed below would not be acceptable in the first quarter a student enrolled at PDCCC in the police-science transfer program?
 - a) BIOL 102, GENL 100, MATH 101, HIST 111
 - b) ENGL 112, HLTH 110, SOCI 101, MATH 101
 - c) SOCI 102, GOVT 281, PHED 142, ADJU 100
 - d) ADJU 126, SOCI 186, HLTH 110, BIOL 101

57. Which course(s) listed below would be suitable transfer electives in the police science and corrections science programs?
- a) SOSC 100
 - b) ECON 160
 - c) PHIL 219
 - d) HLTH 106
 - e) Both c and d are correct.
58. Which resource materials listed below should you have ready access to when helping an advisee to map out a year-long program?
- a) a PDCCC catalog
 - b) advisee's file
 - c) college catalog of the institution the student plans to attend
 - d) appropriate college transfer guide
 - e) All the answers above (a,b,c,d) are correct.
59. Which items below are accurate descriptions of differences between the A.A.S. degrees in corrections and police science?
- a) 4,5
 - b) 4
 - c) 1,3,4
 - d) 1,2,3,4,5
 - e) 2,4
1. The corrections program requires SOCI 101, 102, 103; the police science program does not.
 2. The corrections program requires BIOL 101, 102, 103; the police science program does not.
 3. Only the police science program requires the ADJU 237.
 4. Only the police science program requires ADJU 100.
 5. The corrections program requires that the student have a personal interview with the program head before enrollment, but the police science program does not.
60. Most of PDCCC's graduates in law enforcement transfer to:
- a) Norfolk State
 - b) Old Dominion University
 - c) Christopher Newport
 - d) Virginia State
 - e) William & Mary

Business Management

True or False

55. A graduation audit sheet should be filled out when you first advise a student, and it should be kept up to date until he graduates.
56. With your approval, a student may substitute ACCT 211-212-213 for ACCT 111-112-113.
57. MATH 161-162-163 is the sequence required for business management students.
58. An advisor has the final approval over course substitutions.
59. GOVT 211 may be substituted for GOVT 180.
60. Business Law II, BUAD 242, may be taken without taking BUAD 241.

Clerk-Typist and Steno-Clerical

55. T or F ACCT 111, Fundamental of Accounting I will substitute with no questions for ACCT 110, Secretarial Accounting.
56. T or F Students receiving a "D" in Typing I who agree to reduce the total number of credits they are taking may sign up for Typing II.
57. T or F A student with prior training in typing or shorthand who elects to skip the beginning course may take any business course of his choice to receive the hours needed.
58. T or F It should be stressed that an understanding of English is as important to an office worker as are the skills of typing and shorthand.
59. The English courses generally taken by clerical and stenographic students are:
 - a) ENGL 01, 02, 180
 - b) ENGL 111, 112, 180
 - c) ENGL 101, 102, 180

60. The following courses except ____ are usually offered only once during the year.
- a) SECR 156, Personal Development
 - b) SECR 136, Filing and Records Management
 - c) ENGL 180, Business English

Business Administration

55. T or F A graduation audit sheet should be filled out when you first advise a student, and it should be kept up to date until he graduates.
56. T or F A student in business administration may elect either the English 111, 112, 113 sequence or the English 101, 102, 103 sequence, depending on where he or she plans to transfer.
57. T or F It is wise to advise a student transferring to Old Dominion to take PHIL 219, PHIL 224 or 225 because these courses transfer as junior-level electives.
58. T or F A student may enroll in PSYC 202 without having had PSYC 201.
59. T or F An elective that will transfer to Old Dominion will also transfer to any other college.
60. T or F SOSC 100 is a good elective for business administration majors.

Secretarial Science

55. T or F A graduation audit sheet should be filled out when you first advise a student, and it should be kept up to date until he graduates.
56. T or F With your approval, a student may substitute GOVT 211 for GOVT 180.
57. T or F A student with prior training in typing and shorthand may choose to skip the first two courses in each subject and take other business subjects to earn the necessary hours.
58. T or F A student who needs remedial work in math should be placed in MATH 56 before signing up for MATH 151.

59. T or F A student who has taken ACCT 111 may also take ACCT 110 for credit.
60. T or F Typing II or its equivalent is a prerequisite for SECR 256, Machine Transcription.

Technologies

55. What is the most important aid in student counseling?
56. Where would a 24 year old black female graduate of a technology program be likely to go to work?
57. Why is community relations so important in regard to job placement?
58. Who gives final approval for course substitutions?
59. Who has the final responsibility for approving overloads?
60. When the advisee's audit sheet is completed, to whom should you send it?

General Studies

55. T or F A student in the general studies program may elect either the English 111, 112, 113 sequence or the English 101, 102, 103 sequence, depending on where he or she plans to transfer.
56. T or F Courses in the areas of drama, art, humanities, English, philosophy, psychology, economics, and speech may be selected as humanities electives by general studies students.

57. T or F A student in the general studies program can advise himself, since the program has very few requirements and takes very little advisor input.
58. T or F The total minimum number of credits for a general studies student to receive an A.S. is 102.
59. T or F The requirements for the general studies program have remained the same in the new 1979-80 catalog as they were in the 1978-79 catalog.
60. T or F The Dean of the College gives the final approval/disapproval for course substitutions.

APPENDIX D
MEMO TO DR. SIMS ON SELECTION
OF EXPERIMENTAL AND CONTROL
GROUPS OF ADVISORS

MEMO

TO: Dr. Sims
FROM: D. Reichard
DATE: August 10, 1979
SUBJECT: Academic Advising Program

Using the APL computer program of randomized numbers, the following faculty members were selected to be in the experimental group for the advisor training program. Also, I have listed the control group members.

Experimental Group

Bruce Baker
Betty Darden
Tom Eddins
Maggie Evans
Billy Powell
Rayford Riddick
Calvin Holt
Jim LeBlanc
Jack Martin
Mike Neal
Ron Osborne
Jerry Pyle
Dave Ritter
Garnett White
Joe Wilbur

Control Group

Bill Able
Rannie Burge
Danny Daniels
Edith DeLoatch
Michael Johnson
Harry Ellis
Mike Forrest
Ben Foust
Clayton Harpold
Leon Harris
Pat LeBlanc
Sylvia Liverman
Brent Moore
Mazina Porter
Bessie Smith

APPENDIX E
LETTERS FROM DR. SIMS TO EXPERIMENTAL
AND CONTROL GROUPS OF ADVISORS

*PAUL D. CAMP COMMUNITY COLLEGE

The faculty advising system which we use at Paul D. Camp Community College is an extremely important part of the effort the institution makes in assisting students to achieve an education tailored to their needs. Advising students, as you know, is often a time consuming and complex task and Paul D. Camp, not unlike other colleges, faces problems in its goal of providing students effective advisement. I am sure that at times you have felt at a loss when trying to locate the "right" information or coming up with the "best decision" when faced with an advisee's problem.

If you recall, at the spring faculty meeting Don Reichard presented a proposal to design an in-service training program for faculty advisors. Since then, Don and several members of the student personnel staff have accomplished the goal. In addition to the obvious benefits to Paul D. Camp students and faculty, the training program and the measurement of its effectiveness is a major part of Don's doctoral dissertation at the College of William and Mary. The research design for the study involves the division of faculty advisors into two groups. By random assignment one group will participate in the training program; the other group will continue to receive advising information and guidance as in the past.

you have been selected to participate in the advisor training program. The organizational meeting will be held at 11:00 a.m. on Monday, September 17th in room 147. The group will meet on Monday, Tuesday, and Wednesday at various times for the first part of the program. Please refer to the orientation week schedule for exact times. Please bring a notepad and pen. Coffee, tea and sweets will be provided!

Sincerely,

P. D. Sims
Dean of the College

*(experimental group)

PDS/kre

*PAUL D. CAMP COMMUNITY COLLEGE

The faculty advising system which we use at Paul D. Camp Community College is an extremely important part of the effort the institution makes in assisting students to achieve an education tailored to their needs. Advising students, as you know, is often a time consuming and complex task and Paul D. Camp, not unlike other colleges, faces problems in its goal of providing students effective advisement. I am sure that at times you have felt at a loss when trying to locate the "right" information or coming up with the "best decision" when faced with an advisee's problem.

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you have been selected to be one of the control group members. You can expect to receive information, etc. related to your advising duties from your assistant division chairman and/or division chairman as we have done in the past. Should you have any questions or needs related to your job as faculty advisor please seek help from your chairmen and/or the student personnel staff.

Sincerely,

P. D. Sims
Dean of the College

*(control group)

PDS/kre

APPENDIX F
PAUL D. CAMP COMMUNITY COLLEGE
PRE-QUARTER WORK PERIOD SCHEDULE

PAUL D. CAMP COMMUNITY COLLEGE

Pre-Quarter Work Period Schedule

Monday, September 17, 1979

9:00 - 9:30 a.m.	Coffee (Tea) and Donuts in Commons
9:30 - 11:00 a.m.	General Faculty Meeting, Room 143 Dr. Adams--Introduction and Opening Address Dr. Gordon Birdsong/Chairman PDCCC Board Dr. Sims--Comments Dr. Hensley--Continuing Education Mrs. Able--Title III Miss Burgwyn--Special Services
11:00 - 12:00 noon	Advising Workshop (Selected Faculty) or On-Campus Work - Room 123A
1:30 - 4:30 p.m.	Advising Workshop (Selected Faculty) or On-Campus Work - Room 123A

Tuesday, September 18, 1979

9:00 - 12:00 noon	Advising Workshop (Selected Faculty) or On-Campus Work - Room 123A
1:00 - 2:30 p.m.	Division Meetings
2:30 - 3:30 p.m.	Standing Committee and Ad Hoc Committee Meetings (Call By Chairman)
3:30 - 4:30 p.m.	Faculty Association Meeting, Room 143, Mr. Forrest

Wednesday, September 19, 1979

9:00 - 1:00 p.m.	Orientation Day for New Students. All Faculty Participate or On-Campus Work
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Pre-Quarter Work Period Schedule
 Page 2
 Fall, 1979

9:00 - 12:00 noon	New Faculty Orientation, Conference Room
9:00 - 12:00 noon	Tour of Suffolk Center, Faculty Teaching in Suffolk
1:00 - 2:00 p.m.	Telephone Workshop (Voluntary) or On-Campus Work - Room 143
2:00 - 4:30 p.m.	Advising Workshop (Selected Faculty) or On-Campus Work - Room 123A

Thursday, September 20, 1979

8:00 a.m. - 4:30 p.m.	Registration. All Faculty Participate and/or Available On Campus
6:30 p.m. - 8:00 p.m.	

Friday, September 21, 1979

All Day	Registration
4:00 p.m.	Attitude Adjustment, Campbell-Younts Park

APPENDIX G
NOTICE TO ADVISORS OF MEETINGS
FOR LESSONS 5-8

ADVISOR TRAINING PROGRAM

TO: Advisors
Bruce Baker
Betty Darden
Tom Eddins
Maggie Evans
Billy Powell
Calvin Holt
Jim LeBlanc
Jack Martin
Mike Neal
Ron Osborne
Jerry Pyle
Dave Ritter
Garnett White
Joe Wilber

FROM: Don Reichard, Coordinator

VIA: Dr. Sims

SUBJECT: Advisor Training Program

Meeting Times

- Session 1 - Lessons 5 and 6
Tuesday, Oct. 16 - 3:00-4:30 - Room 150
- Session 2 - Lessons 7 and 8
Wednesday, Oct. 17 - 3:00-4:30 - Room 150

These two sessions are the last formal meetings in the program. Lesson 9 will be accomplished on an individual basis. Lesson 10 will be held in small groups as schedules permit.

Please bring your advising materials with you. Again coffee, tea and sweets will be available.

Thanks.

APPENDIX H
ADVISOR TRAINING PROGRAM:
PARTICIPANT EVALUATION FORM

Advisor Training Program
Paul D. Camp Community College

D. Reichard
11/28/79

Participant Evaluation Form

Would you please take a few minutes and fill out this evaluation form. Your critique will provide the necessary information to improve the Advisor Training Program for future use.

Thanks,

Don

I. Overall Program

The three broad objectives of the Advisor Training Program are listed below. In each case please describe how well you think the program succeeded in meeting the objective.

A. Participants will become knowledgeable of the content and process of academic advising at Paul D. Camp Community College.

B. Participants will become familiar with the interpersonal dynamics of the advisor/advisee relationship.

- C. Participants will identify and discuss current problems with Paul D. Camp's advising system.

II. Individual Lessons

1. The Role of the Advisor - Don Reichard
2. Knowledge - Academic Advising (Catalog) - Hank Rowe,
Don Reichard
3. Interpersonal Skills - Margaret Burgwyn
4. Career Advising - Tom Tarantelli
5. Advising Transfer Students - Carole Ballard
6. Graduation Procedures and Requirements - Carole Ballard
7. Financial Aid - Nita Holt, Veterans - Tom Tarantelli
8. Special Services - Margaret Burgwyn, Title III - Carol Able
9. Specific Curricula - Don Reichard, Ed Gardner, Joe Payez,
Margaret Willett
10. Post-test - Don Reichard

Would you please answer the following questions.

1. Do you feel any of the lessons should be eliminated from the program? If so, which ones? Why?

2. What suggestions do you have for improving any of the lessons?

3. Should any of the topics be expanded?

4. Do you feel that the group format and the lecture/discussion methodology used in the program were effective, given the objectives of the program?

5. Do you feel that as a result of participating in the program your role as an academic advisor will change? If so, how?

III. Future

Do you feel that the Advisor Training Program should be held again for new faculty and/or those faculty who didn't participate this time?

IV. Other Suggestions?

APPENDIX I
ADVISING SATISFACTION QUESTIONNAIRE

Dear Student,

I am conducting a research study at Paul D. Camp on our academic advising system. In order to determine student satisfaction with our advising system, I am asking students to respond to the following questionnaire. Your cooperation is greatly needed if this study is to be successful. I would appreciate your taking a few minutes to complete this questionnaire. When you are finished, return the questionnaire to the person who gave it to you. If you have already completed this survey once, do not fill it out again.

Thank you
Don Reichard

CHECK THE APPROPRIATE SPACE BELOW.

A. Type of program/curriculum in which you are enrolled:

- One-Year Certificate
 Two-Year Occupational-Technical Degree or Diploma
 Two-Year College Transfer Degree

B. Your current status:

- Full-time (12 quarter hours or more this quarter).
 Part-time (11 quarter hours or less this quarter).

C. Your current attendance:

- Day (I come to classes day and/or night).
 Night (I only take classes at night).

D. When you meet with your advisor, on the average how long does the meeting last?

minutes

E. Which of the persons listed below advised you during the winter and spring quarters 1980? (Which person talked with you about your program, your goals, and helped you plan your schedule of courses?)

Check the appropriate box:

Winter Quarter 1980

Spring Quarter 1980

Faculty Advisor

Faculty Advisor

Counselor

Counselor

Another faculty member

Another faculty member

F. Who is your faculty advisor?

_____ (name)

G. Please sign your name. _____.

This questionnaire is completely anonymous. Once I have recorded that you have completed the questionnaire, your name will be removed from this document.

INSTRUCTIONS: There are no right or wrong answers to the following statements. What is wanted is your own individual feelings about these statements. Read each statement carefully and decide how you feel about it. Then mark your answer on the space provided on the questionnaire.

SA - strongly agree JA - just agree U - undecided or uncertain
D - disagree SD - strongly disagree

	SA	JA	U	D	SD
1. I doubt that my advisor knows who I am or anything about me.	—	—	—	—	—
2. My advisor gives me a feeling of frustration.	—	—	—	—	—
3. When I need to see my advisor, I have little difficulty in setting up an appointment with him/her.	—	—	—	—	—
4. My advisor usually appears so rushed that I hesitate to ask many of the questions or to discuss areas which I feel would be helpful to me.	—	—	—	—	—
5. I feel I could recommend my advisor to another student.	—	—	—	—	—
6. My advisor appears well informed on course requirements, regulations, etc., and I can place a great deal of confidence in any suggestions he/she might make regarding these matters.	—	—	—	—	—
7. My advisor appears to be cold, doesn't pay much attention to what I am saying, and is rather brisk in his/her manner with me.	—	—	—	—	—
8. I have been satisfied with my advisement.	—	—	—	—	—
9. If I had a problem of a personal nature, I would not think of going to my advisor to discuss it.	—	—	—	—	—

	SA	JA	U	D	SD
10. I usually meet with my advisor at least one or more times a quarter other than at registration (or pre-registration).	—	—	—	—	—
11. I am satisfied with my advisor.	—	—	—	—	—
12. My advisor makes me feel at ease and by his/her manner encourages me to discuss anything which might be helpful to me.	—	—	—	—	—
13. Although my advisor has fairly definite office hours when he/she is available for advising, he/she is so busy it is almost impossible to see him/her anyway.	—	—	—	—	—
14. I feel that other colleges should provide advisement like this college provides.	—	—	—	—	—
15. My advisor is not only well informed about course requirements and regulations, but he/she is also sufficiently conscientious about my enrollment each semester so that I am not handicapped with enrollment errors.	—	—	—	—	—
16. I feel that my advisor knows me as an individual and is interested in me as a person.	—	—	—	—	—
17. I feel satisfied as a result of my talks with my advisor.	—	—	—	—	—
18. My advisor seems to know little more about course offerings, regulations, etc., than I do.	—	—	—	—	—
19. About the only time I use my advisor is at registration (or pre-registration) as sometimes not even then.	—	—	—	—	—

	SA	JA	U	D	SD
20. My relationship with my advisor is such that I would not hesitate to seek his/her advice on any subject or problem I might have.	—	—	—	—	—
21. Colleges should provide advisors like mine.	—	—	—	—	—
22. In our meetings together, my advisor appears warm, interested, and patient with me.	—	—	—	—	—
23. Since my advisor is not very knowledgeable or conscientious about his/her advising responsibilities, I can reasonably expect him/her to make some kind of enrollment error when I seek his/her help during pre-registration.	—	—	—	—	—
24. My advisor appears knowledgeable enough about my program that if I had a question about my future career, I would seek his/her advice.	—	—	—	—	—
25. I have discussed my future career plans with my advisor.	—	—	—	—	—

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3. Faculty Advisor List, Paul D. Camp Community College, Fall, 1979.
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Vita

Donald Leroy Reichard

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1974-1981 The College of William and Mary in Virginia
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1970-1972 Indiana University of Pennsylvania
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Abstract

AN ANALYSIS OF THE EFFECTS OF A FACULTY ADVISOR TRAINING PROGRAM AND CERTAIN OTHER VARIABLES UPON STUDENT SATISFACTION

Donald Leroy Reichard, Ed.D.

The College of William and Mary in Virginia, May, 1981

Chairman: Professor Donald J. Herrmann

The purpose of this study was two-fold: to design, implement, and evaluate a program for training faculty advisors, and to analyze in conjunction with the training program whether certain variables were having any impact upon the subject institution's advising system.

An Advisor Training Program was developed and given to a randomly selected group of faculty advisors. The effects of the program were measured by objective post-tests given to both experimental and control groups of advisors. The participants also completed a free-response questionnaire on the program. The effects of the program along with those of the other independent variables of advisee's curriculum group, status (full- or part-time), attendance (day or night), length of advising sessions, and advisor load were measured by administering the Advising Satisfaction Questionnaire to advisees. The effects that the variables of curriculum group and attendance were having upon advisees' visiting patterns to assigned advisors were also examined.

The research led to the following findings: the Advisor Training Program increased the knowledge of the trainees, and was rated successful by them; however, advisees of these trained advisors were subsequently no more satisfied with their advisement than were students advised by the untrained advisors; the longer the advising sessions were, the more satisfied the students; advisee satisfaction was affected by the varying patterns of teacher-student contact characteristic of different curricula; full-time and part-time students were equally satisfied with their advisement; combined, the variables examined accounted for only 16% of the variance in the scores measuring student satisfaction; the variables of both time of attendance and curriculum affected the patterns in which advisees visited their assigned advisors; students advised by a counselor or administrator were less satisfied than were those advised by the faculty.

It was concluded that the Advisor Training Program should be repeated as necessary and be evaluated by not only surveying student satisfaction but also by using other dependent measures such as grade-point averages and retention rates, that there appears to be a problem in certain curricula with both the quality of advising and the availability of advisors, and that there is also a problem with having students advised by counselors or administrators rather than by their assigned faculty advisors.