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Trends in Sophomore Students' Perceptions of Academic Advising Services  
at East Tennessee State University

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A dissertation  
presented to  
the faculty of the Department of Educational Leadership and Policy Analysis  
East Tennessee State University

In partial fulfillment  
of the requirements for the degree  
Doctor of Education

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by  
E. Renée Chaffin Couch  
December 2004

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Dr. Hal Knight, Chair  
Dr. Nancy Dishner  
Dr. Patricia Robertson  
Dr. Terrence Tollefson

Keywords: Academic Advising, Developmental Advising, Retention Management  
Advising First Year Students

## ABSTRACT

### Trends in Sophomore Students' Perceptions of Academic Advising Services at East Tennessee State University

by

E. Renée Chaffin Couch

The purpose of this study was to determine sophomore students' perceptions of academic advising at ETSU as reported in fall 2002 and trends in sophomore students' perceptions of academic advising at ETSU from 1994 to 2002. Four research questions and seven hypotheses were examined.

The ACT Survey of Academic Advising was the instrument used in this study. This survey was administered to ETSU sophomores enrolled in 2000-level English literature classes during the fall semesters of 1994, 1998, and 2002. Data obtained from the survey regarding topics of discussion with advisors, satisfaction with assistance received, and impressions of advisors were analyzed to determine student perceptions and satisfaction. Variables of age, sex, college residence, type of advisor, and transfer status were examined in the 2002 data to determine any significant differences in these student subgroups. Comparative analysis was used to determine differences between ETSU sophomores surveyed in 2002 and sophomores included in a national normative study. Means scores obtained in 1994, 1998, and 2002 were tested to determine trends in students' perceptions since 1994. This study used a descriptive research design. All hypotheses were tested using an alpha level of .05.

The results of this research indicated that continued improvements in academic advising services were needed at ETSU. The data in this study showed that ETSU students were satisfied with assistance received from their advisors in some areas. Students' impressions of their advisors were less than favorable. There were few statistical differences between ETSU student subgroups. There were few statistical differences between ETSU and students in the normative study in satisfaction with advisors' assistance. ETSU students had significantly less favorable

impressions of their advisors than those in the normative study. Regarding trends in ETSU students' perceptions of academic advising at ETSU, students were significantly more satisfied and had significantly higher impressions of advisors in 1998 and 2002 than in 1994. There were no significant differences in responses of sophomores surveyed in 1998 and those surveyed in 2002 on any items.

## DEDICATION

This work is dedicated to my parents, Lester and Gilda Chaffin, and my sister, Lesley Chaffin-Oakley. Each of these special people walked through at least some part of this journey with me. Without their support and encouragement, I would not be completing this degree.

## ACKNOWLEDGEMENTS

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## CHAPTER 1

### INTRODUCTION

A Frenchman visiting this country in the 1870s commented that “the American student is not left to himself enough. Instead of being encouraged to reflect, he is constantly guided” (as cited in Rudolph, 1962, p. 91). While similar criticisms echoed throughout the European community for many years, Americans did not change their course.

The student personnel movement, an American development that began after World War I, grew out of higher education’s concerns for the “whole student” and the reintegration of extracurricular and classroom activities (Brubacher & Rudy, 1997, p. 331). This movement exemplified the contrast between higher learning in America where “student misconduct outside of class, or even academic failure in class, was regarded as reflecting on the university, not on the individual” (p. 331) and other countries that considered intellectual training the sole responsibility of the institution. The student personnel movement culminated in the establishment of student deans and/or student affairs departments on campuses throughout the country.

Student development theory, along with the ideals of individualism and democracy, have become strongly entrenched in American higher education, heavily impacting extracurricular activities and student services such as academic advising. In applying student development theory to academic advising, knowledge of student, career, and adult development theories has been given as “the most promising foundation for an advising philosophy, advising objectives, and advising programming” (Gordon, 1988, p. 117). Functioning under this concept, academic advising has come to be known as a form of teaching that serves both students and the institutions they attend. Evaluating student perceptions of academic advising in conjunction with other program assessment strategies is useful for determining the current state of an institution’s advising program, if modifications are needed, and how changes should occur (Creamer & Frost, 1995).

In 1992, East Tennessee State University (ETSU) consulted with Noel and Levitz, a private firm that provides student enrollment and retention services to North American higher education institutions (Noel-Levitz Centers, Inc., 2002), to discover areas of improvement that

could impact recruitment, retention, and institutional effectiveness. Referencing data from the 1990 administration (Advisement Task Force, 1996) of the ACT Student Opinion Survey, which targeted academic advising as an area for improvement, and the ACT Assessment Profile, which indicated 42% of the students had expressed the need for help in educational/occupational planning, Noel and Levitz (Noel-Levitz Centers, Inc., 1992) reported there were “clear implications for improved academic advising” (p. 9). Increasing the effectiveness of freshman advising and career development were ranked by Noel and Levitz as mid-range goals.

In 1994, the ACT Survey of Academic Advising was administered for the first time at ETSU to determine sophomore students’ perceptions of advising services during their freshman year (Gross, 1996a). The survey data showed that ETSU students reported (for both faculty and other types of advisors) that they were less than satisfied with the assistance they received in all of the 18 advisement discussion areas addressed by the survey. In addition, ETSU students were significantly less satisfied than the students in the national norm study with assistance received from their advisor on issues and topics discussed in an advising session. The overall impression of ETSU advisors, both faculty and other types, was significantly less favorable than that reported by students from the national study. There were few differences in ETSU sophomore students’ satisfaction with advising services when analyzed on the basis of their age, sex, enrollment status, or type of advisor.

Gross (1996a) reported the highest satisfaction ratings were given for information provided on academic progress, registration, dropping and adding courses, meeting degree/graduation requirements, selecting/changing major, and clarifying life/career goals. Higher satisfaction ratings for information on academic progress, registration, dropping and adding courses, meeting graduation requirements, and selecting/changing major indicate better performance by ETSU advisors in matters related to course selections and requirements—traditional advising topics. Developmental advising extends beyond course selection to address the whole student and individual needs. Clarifying life/career goals is an area included in a developmental advising program. While advisor information in clarifying life/career goals was among those receiving higher satisfaction ratings, matching learning styles with courses/instructors—another developmental advising topic—received the lowest satisfaction rating from both groups.

Since 1994, a number of initiatives have been explored and implemented at ETSU in the area of academic advisement. Following an in-depth study of the state of advising in 1995 and 1996, the Undergraduate Advisement Improvement Task Force made 15 recommendations for improving the effectiveness of advisement services at ETSU (Advisement Task Force, 1996). Having defined advisement as a “continuous interactive process between an advisor and student which facilitates the development and achievement of the student’s overall goals” (p. 4), the primary recommendation was to adopt a developmental advising model. Advising based on developmental principles produces quality advisement programs that lead to positive outcomes for students and institutions (Baer & Carr, 1985; Crockett, 1978, 1985; Ender, Winston, & Miller, 1984; Gordon, 1988; Habley, 1981). Other recommendations included establishing a University Advisement Center, appointing an advisement director, endorsing student and advisor rights and responsibilities, improving the advisement infrastructure, and modifying advisor responsibilities.

In accordance with Advisement Task Force recommendations, the University Advisement Center was established in 1997 (East Tennessee State University, 2001a). A Director for Undergraduate Advisement was appointed to provide a more coordinated effort in student advising. Since 1997, advisor training and assessments have been instituted, an Academic Advising Council and Academic Advising Review Committee meet regularly to discuss and evaluate advising issues, and advising handbooks have been developed (East Tennessee State University Office of Undergraduate Student Advisement, 1999). The Advisement Resources Career Center (ARC), a joint effort of Academic and Student Affairs, was also established in 1997 (East Tennessee State University, 2001a). The ARC houses the Office of Undergraduate Student Advisement and University Advisement Center providing undergraduate advisement for students who are undeclared or attempting to change majors as well as services for tutoring, career placement and internships, scholarships, and adult, commuter, and transfer students.

The Office of Undergraduate Student Advisement administered the Survey of Academic Advising at ETSU for the second time in 1998. This study showed that 51.9% of the 372 sophomores completing the survey reported in Section II, Question A that the advising system offered by ETSU was adequately meeting their needs; 18.3% reported the system was more than

adequately meeting their needs; and 15.3% reported the system was meeting their needs exceptionally well (American College Testing, 1999). The mean scores of satisfaction with advisor's assistance on all 18 advising topics were higher in 1998 than 1994 with students reporting a score of 4 (satisfied) or higher on all but seven topics.

Lee (1998) wrote that ETSU has adopted a sound advisement model and "must continue to move forward toward the full implementation of the Developmental Advising Model as specified in the Undergraduate Advisement Improvement Task Force Report" (p. 5). ETSU's Quality Enhancement Plan (East Tennessee State University, 2001a), which was developed in 2001 as part of the Accreditation Review Project, recommended professional advisors in every college serving undergraduate students in order to facilitate this process of full implementation.

### *Statement of the Problem*

The purpose of this study was to (a) determine sophomore students' perceptions of their academic advisement experience at ETSU and their level of satisfaction with the services received as reported in fall 2002 and (b) determine trends in sophomore students' perceptions and levels of satisfaction with academic advising services received at ETSU. Variables of age, sex, college residence, extracurricular involvement, use of University Advisement Center services, type of advisor, and transfer status were examined in the 2002 data to determine any significant differences in perceptions among students in these various subgroups. Trends were determined by comparing satisfaction and impressions reported in 1994, 1998, and 2002.

### *Significance of the Study*

Individualized attention to students is inherent in developmental advising (Gordon, 1988). Gordon stated "most students want an advisor who will enter into a personal, caring relationship in which academic and career decision-making issues are discussed and where concern is shown for them as individuals" (p. 118).

Data from the Noel-Levitz Student Satisfaction Inventory, which was administered by the Office of Student Affairs at ETSU in 2002, supported Gordon's statement (Noel-Levitz Centers, Inc., 2002). Inventory reports showed that students gave high importance to having an advisor who was knowledgeable about the general education core and major requirements, approachable,

concerned about their success as individuals, and helped them set goals to work towards. While the ETSU data showed that some colleges were performing better than others in these areas, survey participants, both the entire sample and sophomore subgroup, were generally satisfied with their advising experiences.

Persistence is directly related to the quality of the students' experience in the first year of college (Cuseo, 2003; Dunphy, Miller, Woodruff, & Nelson, 1987; Levitz, Noel, & Richter, 1999; Light, 2001; Tinto, 1993, 1999; Upcraft, Gardner, & Assoc., 1989). Therefore, giving special attention to freshman students is considered a good strategy (Levitz et al.). Developing a comprehensive approach to the freshman year is supported by research (Cuseo, 2003) and should include faculty involvement and individualized programs that meet special academic advising needs (Upcraft et al.).

Because there is statistical evidence that associates positive outcomes with advisement programs employing developmental strategies, assessing academic advising can be a useful tool. Having a broad assessment plan can benefit institutions by: (a) identifying strengths and weaknesses of the advisement program; (b) targeting areas in which freshman advising can be improved; (c) providing data that can support continued or increased funding for developmental advising initiatives; (d) giving feedback to individual advisors; (e) assisting with strategic planning for both the institution and advising department; and (f) improving cost efficiency (Upcraft, Srebnik, & Stevenson, 1995). Effective assessments include evaluations and measurements of different indicators such as cost, clientele needs and satisfactions, professional standards, benchmarking, and institutional data bases (Upcraft, 2003).

This study provides a comprehensive view of the freshman advising experience as reported by ETSU sophomores from 1994 to 2002. The data can be used to identify areas for improvement strategies as well as accomplishments of the developmental advising program. Evaluations of the overall advisement program can provide direction for future initiatives in the implementation of the developmental model.

### *Research Questions*

1. How do sophomore students surveyed in 2002 feel about academic advising services at ETSU as reported in the Survey of Academic Advising?



2. Are there any significant differences in the 2002 sophomore students' perceptions of academic advising services on the basis of their age, sex, college residence, involvement in extracurricular activities, use of University Advisement Center services, type of advisor, or transfer status?
3. How do ETSU sophomore students surveyed in 2002 compare with sophomore students in a national norm study of student perceptions of academic advising?
4. How do sophomore students' perceptions of academic advising at ETSU in 2002 compare with ETSU sophomore students' perceptions of academic advising in 1994 and 1998?

#### *Research Limitations and Delimitations*

This study was limited to a sample of sophomore students enrolled in 2000 level English literature classes taught at ETSU on the main Johnson City campus in the fall of 1994, 1998, and 2002. Participants in the study were from classes in which instructors agreed to the administration of the survey during class time. Responses to the survey were dependent on the self-report of students who were willing to participate in the research and were in class on the day the survey was administered.

#### *Definitions of Terms*

Academic Advising Services refers to guidance for students that is related to their undergraduate curricula (Levine, 1978).

Adult Students are defined by the Division of Student Affairs at ETSU as those who are 23 or older.

College Residence refers to on-campus housing versus off-campus housing.

Developmental Advising Program is one that incorporates educational objectives through the use of teaching methods and developmental theories (Creamer, 2000). The focus is on the whole person and assisting students in setting goals for life as well as academics.

Extracurricular Involvement refers to participation in and/or attendance of out-of-class campus events provided by ETSU.

Faculty Advisor refers to a full-time faculty member who provides academic advising to students in his or her department while maintaining the primary responsibilities of teaching and other related duties.

Professional Advisor refers to a staff member within a university college, department, or advisement center whose work is primarily dedicated to academic advisement functions.

Transfer students are those who stated in Section I: Item I that the type of school they last attended was not a high school or vocational/technical school.

Use of University Advisement Center Services is defined as using any services provided by the University Advisement Center located in the ARC.

### *Overview of the Study*

This research is organized into five chapters. Chapter 1 includes the introduction, statement of the problem, significance of the study, research questions, research limitations and delimitations, definitions of terms, and overview of the study. Chapter 2 provides a review of related literature and research covering the historical development of academic advisement in higher education, developmental advisement practice, and advisement of first-year students. Chapter 3 includes information regarding the methodology of the study, research design, population and sampling method, instrumentation, data collection procedures, data analysis, hypotheses, and summary. Chapter 4 contains results of the data collection and analyses. Chapter 5 contains the summary, conclusions, and recommendations resulting from the study.

## CHAPTER 2

### REVIEW OF LITERATURE

A review of the literature for academic advising produced a wealth of information covering many different aspects of the field. This chapter will examine two areas of academic advising considered relevant to this study: the historical development of academic advising in American higher education and developmental advisement practice. The historical development of academic advising provides the foundation for current trends in advising practice and evaluation. Topics to be covered include the application of student development theory, results of national studies on developmental advising practice, and the relationship of academic advising and retention management. The section on developmental advisement practice will be presented in terms of definition, positive outcomes, and meeting the needs of first year students.

#### *The Historical Development of Academic Advising in Higher Education*

The political, social, and economic forces that created this independent, democratic nation also shaped a unique system of education (Brubacher & Rudy, 1997; Rudolph, 1962). Brubacher and Rudy (1997) maintain that the founders of higher education in America attempted to hold on to the traditions of Western Europe; therefore, the first institutions established by the colonists were replicas of Cambridge and Oxford. However, the colonists soon found that the European system would not thrive in a country that was vastly different in both geography and culture.

Brubacher and Rudy (1997) identified seven distinctive characteristics of American higher education: popularization of opportunity, training for a broad scope of vocations, a utilitarian concept that education serves the basic needs of life, various types of institutions, lack of government-imposed standards, a corporate structure of support and control, and a strong emphasis on the extracurriculum. The following sections on the historical development of academic advising will connect the evolution of advisement to popularization of opportunity, training for a broad scope of vocations, the utilitarian concept of education, and America's strong emphasis on the extracurriculum.

Frost (2000) identified three periods in the historical development of academic advising: (a) the period before academic advising was defined, 1636 to the late 1800s; (b) the period when academic advising was defined but not studied, the late 1800s to the 1970s; and (c) the period when academic advising was defined and studied, 1972 to 2000. Habley (1995) noted that “the only historical constant in academic advising is that members of the faculty have always played a prominent role in the delivery of those services” (p. 11). The nature of faculty involvement in academic advising and the extent to which they have delivered these services have fluctuated over time. The perceived importance of positive interactions between faculty and students has remained consistent, however, leading to both the development of advising programs in the late 1800s and the current emphasis on evaluating and improving upon these programs (Kramer, 1995).

#### *Academic Advising in Higher Education From 1636 to the 1870s*

Frost (2000) suggested that the first period in the development of academic advising in the U. S. was a relatively static 250 years, beginning with the establishment of Harvard in 1636. The limited curricula of the earliest institutions left students in little need of advisement regarding course selections. Academic advisement focused mainly on institutional requirements. Even so, faculty members were still very much involved with students. The dynamics of college life in those colonial schools and the relations of faculty and administration with students laid the foundation for the academic advising of the future (Gordon, 1992).

Following the American Revolution, the traditional authoritative relationships between faculty and students began to fracture as individualism became more deeply imbedded in the American philosophy of life (Brubacher & Rudy, 1997; Frost, 2000). The European Enlightenment of the late seventeenth and early eighteenth centuries “held that men as individuals have worth and dignity and that they are able to judge truth for themselves” (Pulliam & Van Patten, 1999, p. 77). Even though the full impact of the Enlightenment was slow in reaching the United States, Americans were beginning to form “a more elaborate education structure” (Brubacher & Rudy, 1997, p. 143). Students began to assert their desires for more control over their lives. They became interested in extracurricular activities such as fraternities.

The focus of higher education began to change and expand beyond its original purpose of training the clergy.

By the start of the Civil War in 1861, higher education institutions had grown in number and scope (Brubacher & Rudy, 1997; Pulliam & Van Patten, 1999; Rudolph, 1962). The first state schools, which were established in the latter part of the eighteenth century, were “an attempt to found state and national universities that would be free of sectarian control and would offer equality of educational opportunity” (Brubacher & Rudy, p. 145). Schools such as the Massachusetts Institute of Technology, established in 1861, and Rensselaer Polytechnic Institute, founded in 1824, were dedicated to science, engineering, and technology (Brubacher & Rudy; Pulliam & Van Patten). The Morrill Act of 1862 provided land for colleges dedicated to teaching agriculture and mechanical arts (Brubacher & Rudy Pulliam & Van Patten), giving these schools “popular and practical orientations” (Rudolph, p. 244).

As the focus of education shifted to the practical needs of Americans, historians (Brubacher & Rudy, 1997; Pulliam & Van Patten, 1999; Rudolph, 1962) documented that the opportunity to attend colleges and universities was extended to more than just a privileged few. The first exclusively women’s college opened in 1836 in Georgia (Brubacher & Rudy). Oberlin, which opened in 1833, admitted men and women as well as African-Americans. The second Morrill Act, passed in 1890, provided land-grant schools for Negroes in states that prohibited Negroes from attending the 1862 land-grant colleges (Brubacher & Rudy; Pulliam & Van Patten).

The transformation of higher education in the nineteenth century (Brubacher & Rudy, 1997; Levine, 1978; Pulliam & Van Patten, 1999; Rudolph, 1962) was also influenced by the German model of scholarship. “American Ph.D.’s, who had been trained in Germany, tried to introduce a more impersonal, intellectualistic approach molded on the Continental European university” (Brubacher & Rudy, p. 331). Citing a 1969 article in the *Journal of Higher Education*, Frost (2000) wrote: “Professors who advocated a research philosophy devoted their energy to research and scholarship and tended to ignore their students” (p. 6). These changes in the purpose of education, along with the explosion of knowledge, brought inevitable changes in the university curriculum.

Historians have determined that “the central educational battle of nineteenth-century America was fought over the elective system” (Brubacher & Rudy, 1997, p. 100). As early as 1825, Thomas Jefferson advocated student choice in classes at the University of Virginia (Brubacher & Rudy; Pulliam & Van Patten, 1999; Rudolph, 1962). His ideas were not accepted right away, however. Choice of classes remained uncommon prior to the Civil War. According to Rudolph, Harvard became a leader in this area in 1875 when new requirements allowing upperclassmen to select almost all their classes were instituted.

The result of electives was a broader curriculum and specialized departments in which professors and students could follow their interests (Brubacher & Rudy, 1997; Rudolph, 1962). “It was the instrument ... that permitted the American university to enter into a vital partnership with the society of which it was a part” (Rudolph, p. 305). It was this blend of German ideals into the English college that created what has become the American university. Rudolph credits Harvard President Charles Eliot with the demise of the classical curriculum in American higher education. Eliot led Harvard through 40 years of reform that influenced higher education and academic advisement.

#### *Academic Advising in Higher Education From the Late 1800s to Early 1970s*

Frost (2000) defined a second period in the development of academic advising from the late 1800s to the early 1970s. During this hundred year period, larger, more diverse student bodies; expanded curricula; and research-oriented faculty members enlarged the gulf between students and faculty. As expressed by some leaders, this presented problems for higher education (Rudolph, 1962). Leading universities began initiating new programs designed to increase faculty involvement. Johns Hopkins University instituted the first faculty advisement system (Gordon, 1992); Harvard created a Board of Freshman Advisors (Brubacher & Rudy, 1997). Rudolph explained the reasoning behind these initiatives.

The whole apparatus of counseling was an effort to provide some equivalent for the *in loco parentis* tradition which suffered so severely as the university idea prevailed. The creation of a system of faculty advisers at John Hopkins in 1877 [*sic*] and the appointment of a board of freshman advisers at Harvard in 1889 [*sic*] were apparently the first formal recognition that size and the elective curriculum required some closer

attention to undergraduate guidance than was possible with an increasingly professionally oriented faculty. By the 1920's most colleges and universities were busy perfecting various systems of freshman counseling, freshman week, faculty advisers, and before long the campus psychologist as well as the college chaplain would join these many agencies in giving organized expression to a purpose that had once been served most simply by a dedicated faculty. (p. 460)

As Rudolph pointed out, faculty advising and student counseling services were becoming national trends by the early twentieth century.

In an address at Brown University in 1899, the University of Chicago President William Rainey Harper elaborated on his belief in the elective system and individualism in education. The philosophy and predictions he espoused in this historic speech have been described by contemporary scholars as “the forerunner of developmental advising” (Gordon, 1992, p. 3). The following quote is taken from Harper's presentation:

The work of the student has been, in large measure, transformed as a result of the wide choice of subjects placed before him, and by the freedom given him to make his own choice. But, now, in order that the freedom may not be abused, and in order that the student may receive the assistance so essential to his highest success, another step in the onward evolution will take place. This step will *be the scientific study of the student himself*. Today the professor's energy is practically exhausted in his study of the subject which he is to present to the student. In the time that is coming provision must be made, either by the regular instructors or by those appointed especially for the purpose, to study in detail the man or woman to whom instruction is offered. (Harper, 1905, p. 321)

Specifying the areas in which students would need to be studied—character, intellect, motivation, creativity, social development, unique abilities—Harper went on to say that the student's choice of coursework and teachers would be based on their intellectual maturity, needs, and individual tastes.

The data thus gathered will determine the character of all advice given the student and of any punishment administered; for punishment as well as advice must be adapted to each individual case, and no two cases can possibly be alike....

The university is the place for men who have come to know themselves, and who have learned what they can do and what they cannot do, to study in the line of their chosen calling. (Harper, 1905, p. 324)

Harper's prediction was evidence of the influence of psychology, which was developing as a science at that time and impacting education on all levels (Pulliam & Van Patten, 1999). Holistic psychology, which is referenced in the counseling trend described by Rudolph and in Harper's statements, is similar to Lewin's field theory that "emphasizes the child as a whole and insists that the individual can never be studied and understood except as he or she relates to the forces present in his or her entire environment" (Pulliam & Van Patten, 1999, p. 171). Harvard's president, Lawrence Lowell, continuing in the footsteps of his predecessor, Charles Eliot, emphasized student-faculty interaction through a return to "the ideals of holism" (Frost, 2000, p. 8). In his view, it was "bad education" (p. 8) to view students as needing only intellectual training.

Heightened interest in student mental health following World War I resulted in the demand for a wide array of counseling services addressing students' physical, emotional, academic, and spiritual needs (Brubacher & Rudy, 1997). Brubacher and Rudy cited programs developed at the University of Chicago as good examples of the national trend after 1918. There, students had educational counseling to help them with course selections, as well as study skills; vocational counseling for assistance in career planning; and personal counseling which incorporated the help of other professionals to help students deal with financial, religious, mental, and other needs. These programs "were all posited on the assumption that higher education should concern itself with the successful development of the whole personality of the student ... nonintellectual as well as intellectual factors" (p. 343). While these programs did not always achieve the intended goals, "ideas about help with academic adjustment and academic advising seem to have developed during this time from an undefined concept to defined components of some formal programs" (Frost, 2000, p. 9).

College enrollments grew at an amazing pace following World War II (Brubacher & Rudy, 1997). Brubacher and Rudy and Pulliam and Van Patten (1999) recorded the following events that enabled Americans to pursue secondary education. In 1944, the Servicemen's Readjustment Act opened the door for veterans to continue their education. The Brown vs. Board



of Education decision in 1954 integrated public schools. The National Defense Education Act of 1958 and Higher Education Act of 1965 provided scholarships, and the Higher Education Facilities Act of 1963 provided monies for new construction. “Continued formalization of academic advising on most campuses was one response to two forces: student populations that were increasingly numerous and diverse, and faculties that were devoted to research” (Frost, 2000, p. 11).

By the 1960s, American students were said to be “the most thoroughly guided and counseled students in the world” (Brubacher & Rudy, 1997, p. 348). Since that time, “an explosion of developmental theory related to students [has] found its way into the literature in numerous fields of study” (Evans, Forney, & Guido-DiBrito, 1998, p.10). Writing in 1992, Gordon stated: “The evolution of academic advising philosophies or objectives has been closely linked to the proliferation of many of the theoretical frameworks presented in the last 30 years” (p. 7).

In the early 1970s, Burns Crookston and Terry O’Banion linked academic advisement to teaching and student development theory (Frost, 1995, 2000; Gordon, 1992). O’Banion (1972) connected the purpose of academic advising to choosing a course of study that enabled students to realize their total potential. “As such, academic advising is a central and important activity in the process of education” (p. 62). He proposed that institutions offer students sequential experiences in five dimensions of academic advising—“(1) exploration of life goals, (2) exploration of vocational goals, (3) program choice, (4) course choice, and (5) scheduling courses” (p. 62)—in this sequence. Such an advising program could incorporate summer group sessions, as well as continuous activities, programmed to help students learn about themselves, occupations, and the institution. Both Crookston and O’Banion assigned the student responsibility for his or her decisions. The advisor’s role was to provide learning experiences and the freedom to make choices.

Crookston (1972) wrote that “the emergence of the student development philosophy in recent years necessitates a critical reexamination of this traditional helping function [academic advising] as well as the assumptions which undergird it” (p. 12). Crookston’s developmental view of academic advising as teaching was based on two assumptions. First, higher learning occurs when developing individuals create a satisfying life plan around a chosen profession.

Second, teaching encompasses all interactions between the student and teacher that lead to growth and can be evaluated.

It follows that developmental counseling or advising is concerned not only with a specific personal or vocation decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills. Not only are these advising functions but deriving from the above assumptions, they are essentially teaching functions as well. (p. 12)

Student development theories are often classified as psychosocial, pertaining to identity development; cognitive-developmental, focusing on how meaning is derived from experience; and typology, which looks at personality and temperament (Creamer, 2000). Chickering's seven vectors of development, included with the psychosocial theories, are considered particularly relevant to academic advising (Gordon, 1992).

Based on Erikson's theory that "the stabilization of identity [is] the primary task for adolescents and young adults" (Chickering & Reisser, 1993, p. 22), Chickering's seven vectors provide "an outline of developmental tasks that students need to accomplish if they are to move smoothly into adulthood" (Gordon, 1992, p. 8). Gordon (1992) summarizes the seven vectors as follows:

1. Developing competence, which includes intellectual competences of understanding, synthesizing, and analysis; physical and manual skills; and interpersonal competences of effective communication, working in a group, and building successful relationships
2. Managing emotions by learning appropriate means of expression and control
3. Moving through autonomy toward interdependence, which involves the ability to trust in one's opinions and abilities, while recognizing the need for healthy relationships with family, peers, the community, and the world
4. Developing mature interpersonal relationships that incorporate the appreciation of individual and cultural differences and the ability to establish intimacy
5. Establishing identity, which involves the definition and expression of self in terms of one's unique characteristics

6. Developing purpose through the ability to make assessments, set goals, and persist in a vocation, interpersonal relationships, and personal interests

7. Developing integrity which allows for balance of self and others and behaving according to one's values.

Gordon (1988) linked effective developmental advisement with the vectors of developing competence, autonomy, and purpose.

Creamer (2000) acknowledged other identity development theories applicable to the field of academic advisement that reflect an awareness of the growing diversity on the typical American campus. For example, Marcia's four identity states and Josselson's identity development apply specifically to women. The models of Cross, Helms, and Phinney address racial and ethnic identity development. Gay, lesbian, and bisexual identity development theories are discussed by Cass and D'Augelli.

Evans et al. (1998) explained cognitive-developmental theories as those that refer to how people think on the basis of both heredity and environmental influences. While the work of Piaget formed the foundation for this group of theories, Perry's intellectual and ethical model of development is widely used. Other theorists such as Belenky, Clinchy, Goldberger, and Tarule described women's unique views. Kohlberg produced a moral reasoning theory that is also referenced in this group. Gilligan challenged the universality of Kohlberg's theory, introducing the ethic of caring—a structure of moral reasoning she considered more prevalent in women.

Typology theories have also been identified with developmental advising practice (Creamer, 2000). This group of theories, which is used to explain different personalities, temperaments, and learning styles (Chickering & Reisser, 1993) includes Kolb's theory of learning, the Myers-Briggs Type Indicator, and Keirsey Temperament Theories.

Regarding career development theory, Creamer (2000) explained that many types or classifications existed. Among those theories widely used are trait and factor, developmental, decision-making, social learning, and theories of minority career development. Each of these classifications is represented by one or more theories explaining one's career preferences and choices.

### *Academic Advising in Higher Education From 1972 to 2004*

The final period in Frost's (2000) historical development of academic advising covered occurrences from the 1970s through the time of her publication in 2000. By the late 1970s, advising was gaining credibility as a student service and a profession. One of the most significant events of this time was the formation of the National Academic Advising Association (NACADA) in 1979 to increase interest in academic advisement and improve upon advisement practice. The prominence of academic advising continued to grow. Habley (1988) described the decade of the eighties as seeing "a dramatic surge of interest in the field of academic advising" (p. 5). The application of student development theory, comprehensive studies of advising practice, and the need for retention management programs were contributing factors to this surge.

The views expressed by Crookston and O'Banion in 1972 have been described as "classic articles" (Gordon, 1992, p. 5) that promoted what has been termed both "a new concept of academic advisement" (Frost, 2000, p. 12) as well as the "reintroduc[tion of] a concept of advising that had been a part of earlier faculty-student relationships" (Gordon, p. 5). Contemporary descriptions of academic advising read very much like works published in the late 1970s and early 1980s. Writing about effective student affairs practices, Goetz (1996) cited publications from 1978 and 1984 describing academic advising as "a teaching-learning activity, a way to stimulate personal and intellectual growth, ... [and] values clarification and goal identification" (p. 93).

In 1980, a NACADA task force established eight goals for academic advising programs based on developmental principles (Habley, 2000a). These goals were used in developing standards for academic advising practice and have been evaluated in the national studies of academic advisement practice conducted after 1979. Habley listed these goals as follows:

1. Assisting students in self-understanding and self-acceptance (values clarification; understanding abilities, interests, and limitations)
2. Assisting students in considering their life goals by relating their interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education

3. Assisting students in developing an educational plan consistent with life goals and objectives
4. Assisting students in developing decision-making skills
5. Providing accurate information about institutional policies, procedures, resources, and programs
6. Referring students to other institutional or community support services
7. Assisting students in evaluating or reevaluating progress toward established goals and educational plans
8. Providing information about students to the institution, college, academic departments, or some combination thereof. (pp. 40-41)

These goals reflect key elements found in the numerous definitions and conditions offered for developmental advisement.

*Comprehensive Studies of Advising Practice.* While the concept of developmental advising has received wide support and recognition, translating these views into practice has proven to be a slower process (Habley, 1988). In his keynote address at the 2000 annual NACADA conference, Habley (2000b) stated that “the theory of developmental advising remains relatively underdeveloped” (p. 7). A comprehensive study of advisement practice conducted by the American College Testing Service (ACT) has provided the evidence for that statement. ACT administered surveys in 1979, 1983, 1987, 1992, 1997, and 2003. The first study, which was conducted in 1979, showed that in most institutions delivering information was the primary function of advising (Frost, 2000). In 1987, this was the only area of advisement in which students said they received satisfactory service.

Carstensen and Silberhorn (1979) described academic advising at that time as a low-status function provided mostly by faculty and focusing on students’ informational needs. Very few programs had developed an overriding mission or training and evaluation systems. The 1983 study showed similar results with some gains shown in the number of schools reporting the development of comprehensive purpose and goal statements (Crockett & Levitz, 1984; Habley, 1988). Regarding the 1987 study, Habley (1993) summarized his and Crockett’s report stating that modest positive gains had been made in the improvement of academic advisement services.

Little had been accomplished, however, in two areas he considered critical to an exemplary program: (a) the application of developmental advising and (b) establishing standards of performance having training, accountability, and reward components.

While the first three studies showed little improvement on the national level, significant changes had occurred on some campuses (Habley, 1988). Saluri and Habley (1988) reported on 71 institutions that had received the ACT-NACADA award for exemplary advisement programs from 1984 to 1987. With only one exception, all award recipients were noted for having centralized advising centers designed to meet the unique needs of the campus. Ball State University, for example, added adjunct advising centers to improve communications with the central administration and provided professional advisors for freshmen. Eastern Illinois University used its advisor center to assist targeted student groups such as freshmen, honors, and undeclared majors. Using volunteer faculty members, providing advisor training and handbooks, using computer systems to assist advisors with manual paperwork, and following an intrusive advising model in which advisors make frequent contacts with specific students were all cited as enhancements to advising programs.

Habley's (1993) summary of the 1992 study described advising offices "in a state of crisis" (p. 109) as a result of financial constraints and other factors. He based his conclusion on findings that showed advisors had more advisees with whom they were spending less time, advisors taking on more additional responsibilities, and heavy reliance on group advising. While improvements had been made in areas such as perceived effectiveness and more diversity among those providing advising services, advising programs overall had not achieved a high level of effectiveness, with four-year public schools making the least gains, and developmental advising remaining at unsatisfactory levels. Habley reported that "training, accountability, evaluation, and recognition/reward are the most significant methods through which advising can be improved but, they are still seen as the least effective components of campus advising programs" (p. 112).

Habley and Morales (1998) concluded from the 1997 survey that gains in advisement practice may have been "hitting the wall" (p. 65). They gave *hitting the wall* two possible interpretations: (a) having gone as far as possible in changing and improving advisement practices or (b) having encountered great challenges and difficulties in bringing about additional

improvements. Areas of special concern included the absence of significant improvements in advisement coordination, non-systematic methods of support for faculty advising, advising centers still in crisis—providing more diverse services, and developmental program effectiveness ratings remaining below the neutral scale. Advising programs in four-year public institutions continued to lag behind other types of institutions. In a key area of developmental advising—training for advisors—the data showed a decrease in focus on skills related to student-advisor interaction and relationship building. The topics most likely to be covered focused on the information and factual aspects of advising—traditional advising skills.

The final report of the 2003 ACT survey remained under review during the time this study was completed.

*Academic Advising and Retention Management.* Burnett and Oblinger (2003) wrote that the quality of an institution's student support services can make the difference between students who are enjoying a satisfying experience and those who are beset by frustration and discouragement. Student academic services, such as advising, are critical components of a comprehensive enrollment management strategy or program (Penn, 1999; Schuh, 2003).

Correlations between faculty-student interaction and student retention and satisfaction were reported from studies such as those by Astin (1985, 1991, 1993), Pascarella and Terenzini (1991), Tinto (1993), and Light (2001). Developmental advising programs provide excellent opportunities for students to experience the caring attitude of a staff person, which is also a powerful retention tool (Crockett, 1985). Ender et al. (1984) wrote that “many college leaders and administrators ... look to the advising process as a place to begin to affect the mission of the institution (including total student development) and student satisfaction and retention” (p. 13). Referencing their personal observations of college and university campuses, Levitz, Noel, and Richter (1999) stated that institutions had experienced lower dropout rates when they had strong orientation and advisement programs that helped students have a successful first year. Light suggested that “good advising may be the single most underestimated characteristic of a successful college experience” (p. 81).

The advisor is a facilitator who brings about interactions between the student and institution which may ultimately lead to student retention (Baer & Carr, 1985). “When [students

are] presented the opportunity and guidance through an academic advising system to shape features of their own academic lives, they find their personal relationship with the institution enhanced and their desire to persist strengthened” (Trombley & Holmes, 1980, p. 22).

#### *A Summary of the Historical Development of Academic Advising in Higher Education*

In 1986, Habley stated that over the course of 20 years, academic advising would be “recognized as a critical and respected function of the [higher education] enterprise” (p. 6). He specified eight challenges associated with this change: (a) the need for research that tests advising theories and assumptions; (b) the need for research that relates quality advising to the achievement of institutional goals other than student retention; (c) having campus decision makers who see beyond traditional advising systems; (d) having to justify professional advisors during periods of financial decline; (e) raising the status of faculty advisement as well as faculty advisors through the use of a volunteer system, comprehensive training, and evaluation and rewards; (f) utilizing computer assisted advisement so that advisor-student interaction is maintained and effectiveness is not compromised; (g) advancing the professional aspects of advisement such as standards for practice; and (h) establishing a career path for advisors that includes opportunities for advancement and transferable skills.

From all indications, Habley’s insightful predictions have become the reality of the past and present. Writing on the status of academic advisement in 2000, Habley (2000a) stated “there has been tremendous growth in the field of advising.... [It] has moved from a peripheral support function into a position of increasing prominence in higher education” (p. 42). While recognizing this achievement, Habley also acknowledged that challenges continue to confront efforts for change.

#### *Developmental Advisement Practice*

Habley (1988) stated that when Crookston and O’Banion introduced the concept of developmental advising in 1972 they “provided a glimpse of what academic advising could become” (p. 2). National surveys conducted from 1979 to 1997 have indicated that the vision has yet to become a complete reality (Crockett & Levitz, 1984; Habley & Crockett, 1988;



Habley, 1993; Habley & Morales, 1998; Saluri & Habley, 1988). On a national level, developmental advising practice remains less than satisfactory, particularly in four-year public institutions. Many individual campuses, however, have instituted exemplary developmental advisement programs.

Recognizing that changes in academic advising have been and will continue to be a slow normative process (Habley, 1988), the vision for developmental advisement as a standard practice has remained intact. The previous section on the historical development of academic advising illustrated that higher enrollments, increased diversity, faculty's preoccupation with research, and students' needs prompted the development of academic advising programs in the late 1800s and the subsequent evaluations of those programs. As these conditions persist on the typical American campus, the advising profession continues to advocate programs founded on developmental principles.

#### *The Definition of Developmental Advising*

Creamer (2000) defined advising as "an educational activity that depends on valid explanations of complex student behaviors and institutional conditions to assist college students in making and executing educational and life plans" (p. 18). Advisement is based on the belief that it should help a student learn and develop as a whole person and incorporate interactive teaching methods which lead to effective goal-setting. Creamer asserted that advisement is a "form of teaching that is both complex and puzzling, and its effectiveness depends on the sound use of multiple theories about students and the educational institutions in which they study" (p. 18).

Crookston (1972) stated that developmental advising occurred when there was an advisor-advisee relationship in which both parties took responsibility for learning. This new definition was a sharp contrast to the traditional prescriptive practice Crookston described as a relationship in which students brought specific problems to advisors in expectation of the right answers. Based on the premise that those in authority had the answers, students were relieved from any responsibility if the posed solution did not work. Prescriptive practice works well in situations where simple informational or procedural answers are required. In developmental advising, however, the student and advisor collaborate and agree on who takes the initiative or

responsibility and how knowledge and skill are obtained and applied to student issues that go beyond the scope of simple informational or procedural questions.

Crookston (1972) demonstrated the difference between prescriptive and developmental advising by showing how each approach worked in different areas of the advisement experience. When considering student abilities, for example, the prescriptive approach focused on the student's limitations. The developmental approach focuses on student potential. In terms of motivation, prescriptive advising sees students as lazy; developmental advising sees students as active. The prescriptive approach describes student maturity as immature; the developmental approach describes students as mature and responsible. The developmental approach sees students rewarded by their achievement—not just grades and course credits—and capable of taking initiative and sharing in the learning process with the advisor. The student-advisor relationship is built not on authority but trust.

Based on Crookston's description, developmental advising is a process founded on a relationship between advisor and student that requires students' active participation in the processes of self-exploration, evaluation, critical thinking, and goal-setting. It is holistic and based on a belief in each individual's capacity and desire to achieve his or her maximum potential. These elements have resonated in advisement literature produced throughout the past 30 years.

As many institutions began to utilize computers in their advisement services, Jordan (2000) wrote that while prescriptive and developmental advising could be described as a continuum, the need for efficiency should never override opportunities for relationships. "Some of those students seeking answers to relatively simple questions ... via a listserv, also need an emotional connection" (p. 25). According to Gordon (1988), the heart of developmental advising was the individual contact. Prescriptive advising can be handled through computer programs. Developmental advising cannot.

Baer and Carr (1985) wrote that developmental advising was concerned with human growth and the individual and unique characteristics of students. Ender et al. described developmental advising as a "systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources" (p. 19). Advisors facilitate

student exploration of self, careers, and the institutional environment; and must assume the roles of counselor, student advocate, and guardian (Walsh, 1979). “Just as the role of counselor elicits students’ goals and the role of advocate supports them, the role of guardian must judge them, asking, What [*sic*] is a sound program?” (p. 448). Citing Crockett and Habley, Gordon (1988) wrote that academic advisement “is a decision making process [facilitated] through communication and information exchanges with an advisor; it is ongoing [and] multifaceted...” (p. 110).

Walsh (1979) called for a revitalization of academic advisement that synthesizes the entire college experience, bringing together elements he described as seldom examined—“students’ goals in attending college, their reasons for choosing a major, or the relationship of education to the rest of life,” and integrating “the academic self with one’s others selves” (p. 447). Schein, Laff, and Allen (1987) also spoke to academic advisement as a means for integrating the student’s full college experience. Because academics represent only one part of the experience and growth, institutions separating teaching and advising functions force students to compartmentalize their experiences. This presents a “‘dis-integrated’ environment” (p. 3) that they must integrate on their own. Holistic advisors who blend student development theory into academic advising strategies build bridges between university departments to meet student needs. In addition, “the interplay among academic, social, personal, and cultural issues is critical to diverse student success....Academic advisers who understand how quality of life issues can influence the college experience are more likely to be successful with diverse students” (Torres, 2003, p. 343).

Goetz (1996) stated that developmental advising “acknowledges the stages of learning, and respects the activity of how individuals come to understand the world around them....What is critical for advisors is the need to acknowledge how the student frames the task of educational exploration” (p. 97). Goetz noted that students experiencing the process of exploration and indecision frame their indecision in different ways. Some process it as a positive experience, accepting it as part of their learning. Others consider their indecision incompetence. Individual academic advisors frame indecision in different ways as well creating “a complex advising idea” (p. 97).

### *Positive Outcomes Associated With Developmental Advising*

Gordon (1988) referred to the individualized attention inherent in developmental advising as the heart of the advising process. She noted that the personal touch is just what some students need in order to successfully transition to the college environment and persist through graduation. “Students need to feel the support of their advisor as they focus on an event or relationship that is impeding their academic progress” (p. 114). In reference to establishing a developmental advising program, Gordon iterated that “most students want an advisor who will enter into a personal, caring relationship in which academic and career decision-making issues are discussed and where concern is shown for them as individuals” (p. 118). Others (Baer & Carr, 1985) have also emphasized the advisor’s personal attention to students, calling it a major component of advising. Developmental advising programs provide excellent opportunities for students to experience the caring attitude of a staff person, thus creating a powerful retention tool (Crockett, 1985).

Research on both national and campus levels have provided information on what students think about advising. Beasley-Fieldstein (1986), who surveyed students at the University of Arkansas, found that students liked advisors who gave accurate information, were accessible, and were personally interested in them. Similar results were ascertained from a study done at the University of New Hampshire in spring 1992 (Bedker & Young, 1994). Students there reported that having an advisor who cared for them as an individual, was friendly and personable, accessible, listened attentively, and had knowledge of institutional requirements and procedures could best establish a quality relationship with advisees.

Noble (1988) reported on the administration of the ACT Survey of Academic Advising—the instrument used for this study—from November 1, 1985, to August 31, 1987, at 55 colleges. In reference to what students from all institutional types reported they had not discussed with their advisors but should have, topics receiving the highest percentage of responses included: academic progress, obtaining credit through nontraditional means, meeting requirements for graduation, matching learning style to courses, improving study skills, clarifying life/career goals, identifying careers that fit abilities, coping with academic difficulties, finding a job after college, and continuing education after graduation. Data that show students’ need to discuss

such topics with their advisors support the idea that the developmental model of advisement is preferred over traditional prescriptive practice.

Pascarella and Terenzini (1991) indicated that student satisfaction depended largely on faculty and student interactions, supporting the connection between academic advising and institutional stability and retention. Whereas persistence is the individual student's performance indicator, retention is the institution's performance indicator (Levitz et al., 1999). The academic advisement process has been called the cornerstone of student retention (Crockett, 1978).

In agreement with this assessment and citing the results of retention studies conducted in the 1970s, Habley (1981) referred to academic advisement as "providing assistance in the mediation of dissonance between student expectations and the actualities of the educational environment" (p. 46). Dissonance occurs at two levels: when students have inaccurate expectations regarding their abilities or educational goals and when they are unclear as to the purpose of higher education. Habley stated that many students enter college without fully realizing how higher education can help them develop and use their abilities. For advisement to be done "as a teaching function" (p. 46) it should "enable students to clarify their educational goals and relate those goals to academic offerings on the campus" (p. 46).

### *Advising First Year Students*

Student persistence, as well as the success of his or her overall college experience, and institutional retention has been shown to be directly related to the quality of the student's experience in the first year of college (Cuseo, 2003; Dunphy, et al., 1987; Levitz et al., 1999; Light, 2001; Tinto, 1993, 1999; Upcraft et al., 1989). For these reasons, the unique needs of freshman students have been a concern of higher education for many years. A comprehensive approach to the freshman year with faculty involvement, knowledge of contemporary and diverse students, and special academic advising needs are essential (Light; Upcraft et al.). Quality programs such as orientation, developmental advising, mentoring, and freshman courses have been shown to improve freshman success in the achievement of educational and personal goals as well as retention rates (Levitz et al.; Upcraft & Gardner, 1989).

Creamer (2000) explained that "students' perspectives are modified as they experience change, and their capabilities grow as they amass experiences that shape their views" (p. 29).

Therefore, the changing environments of freshmen, sophomores, juniors, and seniors result in different advising contexts. “The freshman year...represents a critical point in a student’s life.... Frequency of contact with advisors during this...period enhances the student’s sense of ‘connectedness’ with the institution as well as providing opportunities for advisors to lend decision-making support” (Crockett & Levitz, 1984, p. 42). First-generation students and revised, more complex curricula are two elements of higher education that can present transitional difficulties (Dwyer, 1989).

Kramer and Spencer (1989) advocated “personalizing academic advisement” (p. 97) for freshman through freshman advisement profiles with admissions and other data. Recognizing individual situations and needs helps ameliorate some of the transitional problems students encounter. Pointing to previous studies which related faculty-student interaction with “achievement, persistence, academic-skill development, personal development, and general satisfaction with the college experience” (p. 105), they strongly recommended faculty involvement in freshman advising. “Faculty members assist many traditional-aged students’ transition into adulthood and challenge them to consider new possibilities, broaden their thinking, and develop a passion for learning. They serve as mentors who help students imagine their future and become self-actualized” (Black, 2003, p.78). Light (2001) found that “certain professors exert a profound impact ... [influencing] students’ development as young scholars, as good citizens, as human beings” (p. 104). In some freshman success programs, the student’s advisor is also the instructor for his or her freshman seminar or orientation class, giving the student both a formal and informal connection to faculty and the adviser frequent opportunities for assessment and intervention (Carranza & Ender, 2003).

Students bring more than just program and scheduling needs to the advisement experience. Kuh (1997) reviewed the Student Learning Imperative developed by the American College Personnel Association and concluded several implications for academic advising. Because students are coming to college with higher grades yet less prepared academically than their predecessors, advisors need to help students develop realistic expectations about what it takes to succeed in college. Students see themselves as prepared for college level work; the faculty does not. Habley (1981) referred to these differences in perceptions and realities as the

“dissonance between student expectations and the actualities of the educational environment” (p. 46).

Citing findings from several studies, Cuseo (2003) wrote that students who performed well in high school but failed to maintain good grades in college are more likely to withdraw from school during their first year. While support services may be available for students experiencing academic difficulties, the fact is that many students are reluctant to use them. Advisors can assist students in determining what skills they need to enhance, how much time they need to study, and help them set challenging goals (Cuseo; Habley, 1981). In short, advisors may need to spend time encouraging students to engage in those activities shown to assist in their success—working with faculty, internships, and involvement with the campus. Proactive, student-centered, intrusive programs that help freshmen before they begin to have negative feelings of being under-prepared, under-challenged, isolated, confused, or disappointed are good strategies (Cuseo; Levitz et al., 1999). Students’ emotional, as well as intellectual, needs must be addressed.

### *Summary*

Unlike universities in Europe and other parts of the world, American institutions grew out of the philosophy of *in loco parentis*—“to provide advice and guidance of the kind...students’ parents would give if they were available” (Levine, 1978, p. 134). Thus American students were described in the 1960s as “thoroughly guided and counseled” (Brubacher & Rudy, 1997, p. 348). Developmental advising programs, along with other student services provided in higher education, are a product of this philosophy and the concept that the student is a whole person—a unique individual with his or her own unique needs.

The emergence of student development theories and other psychological measures in the 1900s created a means through which the individual student could be understood and consequently, better served. Creamer (2000) emphasized the importance of synthesizing a wide range of theoretical knowledge in academic advising. Doing so provides advisors with insights into the thoughts and feelings behind the questions students pose as well as special skills such as listening and reflecting (Walsh, 1979). Perceived by the advising profession as a form of teaching, the quality of an academic advising program impacts both students and the institution.

## CHAPTER 3 METHODOLOGY

### *Introduction*

This chapter details the research methods and procedures followed for this study. The research design, population and sampling method, instrumentation, data collection, and data analysis are included.

The purpose of this study was to (a) determine sophomore students' perceptions of their academic advisement experience at ETSU and level of satisfaction with the services received as reported in fall 2002 and (b) determine trends in sophomore students' perceptions and levels of satisfaction with academic advising services received at ETSU from 1994 to 2002. Variables of age, sex, college residence, extracurricular involvement, use of University Advisement Center services, type of advisor, and transfer status were examined in the 2002 data to determine any significant differences in perceptions by students in these subgroups.

Data for the study were obtained from the Survey of Academic Advising, a product of the American College Testing (ACT) Evaluation/Survey Service. This survey has been administered to undergraduate students enrolled in 2000-level English literature courses at the main Johnson City campus during the fall semesters of 1994, 1998, and 2002. In 2002, questions regarding extracurricular involvement, experiences with the ARC, and other aspects of the college environment were added to the instrument. A statistical analysis of the 1994, 1998, and 2002 data was done to determine any changes in students' perceptions and satisfaction over time.

### *Research Design*

Descriptive research methods were used for this quantitative study. In education, descriptive research employs statistical measures to describe educational phenomena as they are (Gall, Borg, & Gall, 1996). Accurate, careful descriptions of educational phenomena are needed in order to explain what is happening and make changes in instructional methods or programs such as academic advisement. Descriptive methods can be used to describe phenomena at one point in time or show trends over a period of time. Findings from this study describe opinions



and perceptions of advisement as reported by the sample at ETSU during fall 2002. Comparing this data with the surveys conducted in 1994 and 1998 indicates trends in sophomore students' perceptions of academic advising at ETSU. Null hypotheses were tested to compare data received from subgroups within the study, the ETSU sample with national norms, and data received from 1994 to 2002.

The Survey of Academic Advising is a paper-and-pencil standardized self-report questionnaire that provides information about students' impressions of academic advising services (American College Testing, 1998). The collected data in 1998 and 2002 was scanned by ACT and returned to ETSU on disc in ASCII Fixed Length Flat File format.

### *Population and Sampling Method*

A purposeful cluster sampling method was used. According to Gall et al. (1996), purposeful sampling is used in order to obtain “information-rich” (p. 218) participants. ETSU is a four-year public institution located in Northeast Tennessee. In 2002, ETSU had an enrollment of approximately 9,300 undergraduate and 1,800 graduate students (East Tennessee State University Office of Institutional Effectiveness and Planning, 2002). Sophomore students attending ETSU were the target population for this study. Students enrolled in sophomore-level English literature classes at ETSU in fall 1994, 1998, and 2002 were selected for the sample. All of the sophomore students who were enrolled in these classes and whose instructor agreed to participate in the study were possible participants if they attended class the day the survey was administered and chose to complete it.

Sophomore students were chosen for this study based on three assumptions. First, sophomores should be able to reflect upon some recent advisement experience. As stated in the *2001-2002 Undergraduate Catalog*, all students entering ETSU with fewer than 60 credits must meet with an advisor before registering for classes. Second, sophomore students should be able to report on various types of advisement services. Students enrolled on the main Johnson City campus in fall 2002 could have an advisor in one of three areas of the University (East Tennessee State University, 2001b). Professional advisors in the University Advisement Center served students who had not declared a major. Professional advisors or faculty members advised students who had declared a major within their respective departments. Students enrolled in

Developmental Studies saw an advisor in the Development Studies program. Third, sophomore students can give an accurate description of freshman advisement services. The freshman year has been identified as a critical period in terms of student retention (Cuseo, 2003; Dunphy, et al., 1987; Levitz et al., 1999; Light, 2001; Tinto, 1993, 1999; Upcraft et al., 1989).

The sophomore population chosen for this study included students who had transferred from other higher education institutions. While the survey questions pertained to advisement received at ETSU, responses from these students could, in fact, not reflect freshman advising experience. Due to the small number of students in this category, the decision was made to include responses from transfer students in the data analysis. Research question 2, hypothesis 7 addresses the differences in perceptions among transfer and continuing students.

The target population, which was predominantly White, female, and traditional-aged, was similar to the samples of sophomore students surveyed in 1994, 1998, and 2002. Demographic information for the ETSU sophomore populations and survey samples is described in Tables 1 (see pages 48-49), F-1, (see pages 103-104) and F-2 (see pages 105-106).

### *Instrumentation*

The Survey of Academic Advising (see page 89) was used to gather data for this study. This instrument is produced, distributed, and analyzed by ACT Evaluation/Survey Services (ESS). Permission to reproduce the survey for the appendix was granted by this company (see page 97).

The purpose of ESS is to provide assistance to postsecondary and secondary schools and other agencies in planning, evaluating, and interpreting data on educational programs and services (American College Testing, 1998). The Survey of Academic Advising was designed for the specific purpose of obtaining student impressions of academic advisement services. The standardized form is four pages in length. Sixteen additional questions were added by this researcher in 2002. Responding to all of the questions required approximately 20 minutes.

The Survey of Academic Advising has seven sections of questions (American College Testing, 1998). Section I—Background Information consists of 15 questions including age, classification, race, enrollment status, overall GPA, college major, marital status, and sex. This information provides nominal data that will be used to compare subgroups within the study and

to determine whether the sample represents the target population. Questions A—Social Security Number, and O—Indicate Your Advisor were omitted. Students were given a list of codes for college majors with the survey instrument (see page 98).

Section II—Advising Information and Section V—Additional Advising Information ask students to describe their advisement experiences. These sections include questions about the type of advisor—faculty, professional, or other staff member; the usual amount of time spent in advisor meetings; and how well the student’s experience has met his or her need.

Section III—Academic Advising Needs has two parts. Part A asks students to tell what they have discussed or think they should have discussed with their advisors. Part B asks students to rate their satisfaction with information received from advisors on topics that were discussed. The satisfaction rating uses a five-point Likert scale: very satisfied (5), satisfied (4), neutral (3), dissatisfied (2), and very dissatisfied (1). Eighteen possible discussion topics such as academic progress, scheduling/registration procedures, and improving study skills and habits are given.

Section IV—Impressions of Your Advisor asks the student to evaluate his or her advisor in 36 areas using a five-point Likert scale: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). Areas evaluated include listening skills, being on time for appointments, and showing concern for personal growth and development.

Section VI—Additional Questions allows institutions to individualize the survey by adding their own questions. This section was used in the fall 2002 administration of the survey to gain information in the following areas: primary campus location for class attendance and academic advisor; experience and satisfaction with ARC services; campus and extracurricular involvement; advisor’s assistance with transferring course credit, general education requirements, and proficiency intensive courses.

Section VII—Comments and Suggestions provides lined space for students to write any comments or suggestions they have concerning the college or its advising program.

According to the *ESS Postsecondary User’s Guide* (American College Testing, 1998) “validity of items on the ESS instruments depends primarily on consultation experts, pilot testing of the instruments, ACT’s experience in instrument design and construction, and literature review” (p. 10). All ESS instruments were developed following strict guidelines and procedures that help ensure their usefulness and accuracy. ACT performed extensive reviews of pertinent

literature and similar surveys prior to drafting the preliminary survey. The draft was reviewed by college personnel, piloted, and analyzed in preparation for the final instrument. ACT also stated that “standard types of internal-consistency reliability indices, typically reported with assessment instruments ... are not appropriate for the ESS instruments because these instruments have no logical scales on which to base a total score” (p. 11). Citing Valiga’s 1996 analysis of the Survey of Academic Advising instrument, Gross (1996a) wrote that “utiliz[ing] data collected from 10 institutions that had administered the ACT Survey of Academic Advising, [Valiga] reported the survey yielded a median validity coefficient of 0.97, a median reliability of 0.85, and a discrimination coefficient of 0.20 for the overall student impression of academic advising” (p. 54).

The Survey of Academic Advisement was first used at ETSU in 1994 for a doctoral dissertation project. It was administered again in 1998 by the Office of Undergraduate Student Advisement in response to recommendations from the ETSU Advisement Improvement Task Force.

#### *Data Collection Procedures*

Approval to use the data from the fall 2002 survey for a doctoral dissertation was granted by the ETSU Institutional Review Board in July 2002. Participants were not required to give informed consent because this would result in a link that could identify participants and breach confidentiality. Students were not asked for any identifying information on the survey. A continuance with revisions was granted in March 2004. The study was modified at that time to include data from all three administrations of the Survey of Academic Advising.

In August 2002, the Dean of the College of Arts and Sciences and the chair and faculty of the English department were sent letters notifying them of the study. Faculty members were asked to respond to the Office of Undergraduate Student Advisement to indicate the day and time for administering the survey. Thirty-one classes were offered on the main Johnson City campus and the Greeneville, Kingsport, and Bristol centers in the fall semester (see page 99). Three of these courses were offered through the Instructional Television System; one by Internet. Professors in 23 classes, all on the main campus, gave permission to administer the survey.

The survey was administered during scheduled class times October 2 through 17, 2002 by Dr. Ramona Milhorn Williams, Director of Undergraduate Student Advisement, Teresa Williams, Information Research Technician from Undergraduate Student Advisement, and me. Dr. Williams instructed the Information Research Technician and this researcher in how to administer the survey. Printed instructions (see page 100) were read to each class. Students were given the option not to participate in the survey or to exclude any questions they preferred not to answer. Some students chose not to respond or did not arrive to class in time to complete the survey and were therefore excluded from the study. The number of students who did not participate in the study for these reasons is unknown.

According to the Office of Undergraduate Student Advisement, the same process of data collection was used for the 1998 study. Gross (1996a) used this process in 1994. The majority of English literature professors who were contacted gave consent. All participants were enrolled in classes on the main Johnson City campus. In 2002, 337 sophomore students completed the questionnaire; in 1998, 372 sophomores responded; 463 sophomores were participants in 1994. Surveys were examined and, if necessary, corrected to ensure there were no extraneous marks before sending them to ACT for scanning and scoring.

### *Data Analysis*

Descriptive statistics were employed to analyze data reported in the Survey of Academic Advising. ACT provided summary reports on each section of the survey for all participants and the sophomore subgroup for 1998 and 2002. These reports included measures of central tendency on each item of ordinal level data. A normative data report (American College Testing Evaluation/Survey Service, 2003) based on users of the survey within a given time period was also part of the 2002 report. Raw data reports on satisfaction and impressions of sophomores surveyed in 1994 were obtained from Gross (1996b). I conducted further statistical analyses of the data using the Statistical Package for Social Sciences (SPSS), version 11.5 for Windows. SPSS is a computer program commonly used to manage, analyze, and display data (Gall et al., 1996). The two-tailed  $t$ -test and one-way ANOVA, alpha level .05, were used. A Levene's Test for Equality of Variances was used to evaluate the  $t$ -test assumption of homogeneity of variances. The  $t$ -test, like other parametric tests, is based on the assumptions that variances

within comparison groups are approximately equal and scores are normally distributed (Gall et al.). Significant differences in variances of scores for two groups indicate that nonparametric statistical tests be used.

To determine any significant differences in students' perceptions of academic advising services based on variables of age, sex, college residence, involvement in extracurricular activities, use of University Advisement Center services, type of advisor, and transfer status, a *t*-test for independent samples was conducted on each of the 18 satisfaction levels reported in Section III, Part B and the 36 agreement levels reported for Section IV. A *t*-test for independent samples was conducted on the same item responses to determine any differences between ETSU sophomores surveyed in 2002 and sophomores from the national norm study. An SPSS matrix-input file was created with the mean, standard deviation, and sample size for each response to Section III, Part B and Section IV to determine any significant differences in perceptions of ETSU sophomores surveyed in 1994, 1998, and 2002.

### *Hypotheses*

The following null hypotheses were tested within this study:

1. There are no differences in 2002 sophomore students' perceptions of academic advising services among traditional and adult age groups.
2. There are no differences in 2002 sophomore students' perceptions of academic services between males and females.
3. There are no differences in 2002 sophomore students' perceptions of academic advising services among students who live on campus and students who live off campus.
4. There are no differences in 2002 sophomore students' perceptions of academic advising services among students who are involved in ETSU extracurricular activities and students who are not involved in ETSU extracurricular activities.
5. There are no differences in 2002 sophomore students' perceptions of academic advising services among students who have used University Advisement Center services and students who have not used University Advisement Center services.
6. There are no differences in 2002 sophomore students' perceptions of academic advising services delivered by faculty advisors and other advisors.

7. There are no differences in 2002 sophomore students' perceptions of academic advising services among continuing students and transfer students.
8. There are no differences in 2002 sophomore students' perceptions of academic advising services received at ETSU when compared to a national study.
9. There are no differences among the group means for ETSU sophomore students' perceptions of academic advisement services reported in fall 1994, 1998, and 2002.

### *Summary*

This chapter presented the research methodology that was used to conduct this study of ETSU sophomore students' perceptions of academic advising services. The research design, population and sampling method, instrument description, and data collection and analysis procedures were included.

The population selected for this study was sophomore students attending ETSU in the fall semesters of 1994, 1998, and 2002. A purposeful cluster sampling method was used in selecting students enrolled in 2000 level English literature classes as participants in the study. Analyses of the data are presented in Chapter 4.

## CHAPTER 4

### ANALYSIS OF DATA

#### *Introduction*

The purpose of this chapter is to report the analyses of research data obtained from the Survey of Academic Advising as they pertain to this study and the research questions. The purpose of this study was to determine (a) sophomore students' perceptions of their academic advisement experience at ETSU and their level of satisfaction with the services received as reported in fall 2002 and (b) trends in sophomore students' perceptions and levels of satisfaction with academic advising services received at ETSU from 1994 to 2002. The first section gives a demographic description of the respondents as reported in Section I of the survey. It is followed by responses to the research questions.

#### *Respondents*

The ETSU sophomore population for fall 2002 was 1,761; sophomore student enrollment in 2000-level English literature classes was 429 (ETSU Office of Institutional Effectiveness and Planning, 2004). Three hundred thirty-seven sophomore students, 78.6% of the sophomores enrolled in 2000-level literature classes, completed the Survey of Academic Advising in the fall 2002 semester.

Demographic data for the 337 survey respondents described a predominantly White, female, traditional-aged group of students. Three hundred two (89.6%) of those surveyed were age 22 and under, 91.1% were White, and 62.9% female. Three hundred thirty participants (97.9%) were enrolled full-time and 84% of the participants were non-transfer status. The percentage of participants with an overall GPA of C (2.00) or higher was 94.9.

Table 1 shows a comparison of the demographic data for the 2002 survey sample and ETSU sophomore population. Responses for age are presented in three categories—22 and under (traditional-aged), 23 and over (adult-aged), and not reported. Responses for race are shown in four categories—White, Black, other, and not reported. GPA is presented in the following four categories: (a) 3.00 – 4.00, (b) 2.00 – 2.99, (c) 1.00 – 1.99, and (d) not reported. Responses for college major are given in three categories—declared, undeclared, and not reported. Transfer



Table 1

*Comparison of Demographic Information for 2002 ETSU Sophomore Population and Survey of Academic Advising Sample*

Variable	Population N = 1,761 Frequency (Percent)	SAA Sample N= 337 Frequency (Percent)
Age: 22 and under	1,265 (71.8)	302 (89.6)
23 and over	496 (28.2)	33 (9.8)
Not reported	0 (0.0)	2 (0.6)
Race:		
White	1,614 (91.7)	307 (91.1)
Black	78 (4.4)	11 (3.3)
Other	54 (3.1)	9 (2.7)
Not reported	15 (0.8)	10 (2.9)
Sex:		
Male	731 (41.5)	124 (36.8)
Female	1,030 (58.5)	212 (62.9)
Not reported	0 (0.0)	1 (0.3)
Enrollment Status:		
Full-time	1,510 (85.8)	330 (97.9)
Part-time	251 (14.2)	7 (2.1)
Transfer Status:		
Continuing	1,516 (86.1)	283 (84.0)
Transfer	245 (13.9)	52 (15.4)
Not reported	--	2 (0.6)

Table 1 (continued)

Variable	Population N = 1,761 Frequency (Percent)	SAA Sample N= 337 Frequency (Percent)
<b>Home Residence:</b>		
In-state	1,560 (88.6)	306 (90.8)
Out-of-state	183 (10.4)	27 (8.0)
International	18 (1.0)	2 (0.6)
Not reported	0 (0.0)	2 (0.6)
<hr/>		
<b>Overall GPA:</b>		
3.00 – 4.00	687 (39.0)	188 (55.8)
2.00 – 2.99	877 (49.8)	132 (39.1)
1.00 – 1.99	197 (11.2)	15 (4.5)
Not reported	--	2 (0.6)
<hr/>		
<b>College Residence:</b>		
On campus	420 (23.9)	111 (32.9)
Off campus	1,341 (76.1)	224 (66.5)
Not reported	0 (0.0)	2 (0.6)
<hr/>		
<b>Major: Declared</b>	1,400 (79.5)	251 (74.5)
Undeclared	361 (20.5)	79 (23.4)
Not reported	--	7 (2.1)

Sources: Population information from TBR Enrollment Reports and SIS Files, ETSU Office of Institutional Effectiveness and Planning, 2003 and 2004; 2002 Survey of Academic Advising sample information from unpublished raw data provided by American College Testing in: ACT Survey of Academic Advising. East Tennessee State University. Code 3958, 3/27/03.

status was determined by respondents' answers to Section I, Item I. Respondents who reported that the last school attended was a high school, vocational/technical school, or other type of school were classified by ACT as continuing students. These data are presented in three categories—continuing, transfer, and not reported. College residence was collapsed into three categories—on campus, off campus, and not reported.

Other demographic data were obtained from Section I, Item E of the Survey of Academic Advising. This question asked students to report their primary purpose for entering ETSU. Table 2 reports the responses to this item. More than 90% of respondents reported that they were seeking a degree.

Section I, Item G asked students to report their marital status. Three hundred four (90.2%) were unmarried, 26 (7.7%) married, and 7 (2.1%) preferred not to respond to this question.

Data obtained from Section I, Item J—Hours Employed Per Week—are reported in Table 3. Only 27% of the 337 sophomores surveyed reported that they did not work on a regular basis. One hundred ten (32.7%) worked more than 20 hours per week.

Table 2

*Primary Purpose for Entering ETSU for 2002 ETSU Sophomores Surveyed*

Primary Purpose	Frequency	Percent
No Goal in Mind	14	4.2%
Self-Improvement	1	0.3%
Take Job Courses	1	0.3%
Plan to Transfer	6	1.7%
Certification	5	1.5%
Vocational/Technical Program	0	0.0%
Associate Degree	5	1.5%
B.S. Degree	264	78.3%
Master's Degree	24	7.1%
Ph.D., M.D., Etc.	15	4.5%
No Response	2	0.6%
Summary	337	100.0%

Table 3

*Hours Employed Per Week for 2002 ETSU Sophomores Surveyed*

Hours Per Week	Frequency	Percent
0 or Only Occasional Jobs	91	27.0%
1 to 10	56	16.6%
11 to 20	79	23.4%
21 to 30	75	22.3%
31 to 40	28	8.3%
Over 40	7	2.1%
Not Reported	1	0.3%
Summary	337	100.0%

*Research Question 1*

How did sophomore students surveyed in 2002 feel about academic advising services at ETSU as reported in the Survey of Academic Advising?

Item responses from Section II, Item A; Section III (Academic Advising Needs); and Section IV (Impressions of Your Advisor) were examined for this question. Section II, Item A asked students how well the academic advising system currently offered by the institution meets their needs. Possible responses included (a) exceptionally well, (b) more than adequately, (c) adequately, (d) less than adequately, and (e) very poorly. Most of the respondents (83.1%) reported that the advising system was meeting their needs exceptionally well, adequately, or more than adequately. Responses to this question were distributed as follows: 34 (10.1%) exceptionally well, 74 (22.0%) more than adequately, 172 (51.0%) adequately, 36 (10.6%) less than adequately, and 11 (3.3%) very poorly. Ten (3.0%) students chose not to respond.

Section III includes 18 items and is divided into two parts. In Part A, students were asked to identify topics they had discussed with their advisor. There were three possible responses: (a)

have not discussed and do not need to; (b) have not discussed but should have; and (c) have discussed. Students who had discussed a particular topic with their advisor were then asked in Part B to rate their satisfaction with the advisor's assistance on a 5-point scale: very satisfied (5), satisfied (4), neutral (3), dissatisfied (2), and very dissatisfied (1). Table 4 displays the results of the Part A item responses; Table 5 displays the results of Part B.

The percentage of students who responded "have not discussed and do not need to" ranged from 4.7% to 78.3%. The lowest ranked topic was "registration procedures" (4.7%) and the highest ranked topic was "dealing with personal problems" (78.3%). The percentage of those who responded "have not discussed but should have" ranged from 5.0% to 38.9%. The lowest ranked topic was "registration procedures" (5.0%) and the highest ranked topic was "after college job placement" (38.9%). The percentage of responses for "have discussed" ranged from 5.3% to 80.4%. The lowest ranked topic was "withdrawing/transferring" (5.3%). The highest ranked topic was "registration procedures" (80.4%). The range of items with no responses for Section III, Part A was from 7.4% to 9.8%.

Mean satisfaction ratings from Section III, Part B ranged from a lowest mean rating of 3.56 on the topic "withdrawing/transferring" to the highest satisfaction mean rating of 4.15 on the topic "obtaining tutorial assistance".

On 7 of the 18 topics, mean satisfaction ratings were below 4.00 (satisfied). These topics were: academic progress (3.94), selecting/changing major (3.77), improving study skills (3.98), clarifying life/career goals (3.98), identifying career areas (3.94), obtaining on-campus employment (3.97), and withdrawing/transferring (3.56). The average mean rating for all of the 18 items was 3.99.

Section IV asked the respondent to rate their current advisor on 36 traits/characteristics using a 5-point scale: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). Table 6 displays the mean agreement ratings and standard deviations of the item responses on this section.

The range of the mean agreement ratings was from a low of 2.81 on the item "takes initiative in arranging meetings" to a high of 3.99 on the item "keeps personal information confidential". Only one of the 36 items had a mean agreement rating below 3.00 (neutral). This was on the item "takes the initiative in arranging meetings with me" (2.81). All of the remaining

Table 4

*Percentage of Item Responses on the Survey of Academic Advising (Section III, Part A)  
Academic Advising Needs Section for 2002 ETSU Sophomore Students Surveyed*

Topic	Not Discussed			
	No Need (%)	Should Have (%)	Have Discussed (%)	No Response (%)
1. Academic progress	47 (13.9)	59 (17.5)	202 (59.9)	29 (8.6)
2. Registration procedures	16 (4.7)	17 (5.0)	271 (80.4)	33 (9.8)
3. Dropping/Adding courses	116 (34.4)	34 (10.1)	156 (46.3)	31 (9.2)
4. Obtaining nontraditional course credit	158 (46.9)	116 (34.4)	36 (10.7)	27 (8.0)
5. Selecting/Changing major	114 (33.8)	55 (16.3)	139 (41.2)	29 (8.6)
6. Meeting graduation requirements	69 (20.5)	85 (25.2)	154 (45.7)	29 (8.6)
7. Improving study skills	181 (53.7)	85 (25.2)	41 (12.2)	30 (8.9)
8. Matching learning style	119 (35.3)	121 (35.9)	70 (20.8)	27 (8.0)
9. Obtaining tutorial help	196 (58.2)	66 (19.6)	50 (14.8)	25 (7.4)
10. Clarifying life/career goals	109 (32.3)	93 (27.6)	105 (31.2)	30 (8.9)
11. Identifying career areas	94 (27.9)	114 (33.8)	99 (29.4)	30 (8.9)
12. Coping w/academic difficulties	168 (49.9)	83 (24.6)	58 (17.2)	28 (8.3)
13. Obtaining financial aid	157 (46.6)	78 (23.1)	72 (21.4)	30 (8.9)
14. Obtaining on-campus employment	210 (62.3)	66 (19.6)	35 (10.4)	26 (7.7)
15. After college job placement	139 (41.2)	131 (38.9)	40 (11.9)	27 (8.0)
16. Education after graduation	131 (38.9)	121 (35.9)	57 (16.9)	28 (8.3)
17. Withdrawing/Transferring	263 (78.0)	31 (9.2)	18 (5.3)	25 (7.4)
18. Dealing w/personal problems	264 (78.3)	23 (6.8)	24 (7.1)	26 (7.7)

Table 5

*Mean Satisfaction Ratings and Standard Deviations on the Survey of Academic Advising (Section III, Part B) Academic Advising Needs Section for 2002 ETSU Sophomore Students Surveyed*

Topic	N	Mean	<u>SD</u>
1. Academic progress	198	3.94	0.69
2. Registration procedures	266	4.04	0.89
3. Dropping/Adding courses	150	4.11	0.70
4. Obtaining nontraditional course credit	34	4.06	0.76
5. Selecting/Changing major	137	3.77	0.94
6. Meeting graduation requirements	153	4.05	0.73
7. Improving study skills	40	3.98	0.88
8. Matching learning style	68	4.10	0.88
9. Obtaining tutorial help	48	4.15	0.65
10. Clarifying life/career goals	102	3.98	0.87
11. Identifying career areas	96	3.94	0.96
12. Coping w/academic difficulties	57	4.00	0.77
13. Obtaining financial aid	69	4.01	1.01
14. Obtaining on-campus employment	32	3.97	0.92
15. After college job placement	39	4.05	0.68
16. Education after graduation	55	4.02	0.80
17. Withdrawing/Transferring	16	3.56	1.00
18. Dealing w/personal problems	22	4.00	1.04



Table 6

*Mean Agreement Ratings and Standard Deviations on the Survey of Academic Advising (Section IV) Impressions of Your Advisor Section for 2002 ETSU Sophomore Students Surveyed*

Topic	N	Mean	<u>SD</u>
1. Knows who I am	308	3.22	1.28
2. Is a good listener	306	3.89	0.89
3. Expresses interest in me as a unique individual	305	3.47	1.08
4. Respects my opinions/feelings	302	3.86	0.83
5. Is available when I need help	309	3.68	0.98
6. Provides caring, open atmosphere	304	3.84	0.89
7. Checks to make sure we understand each other	304	3.79	0.91
8. Respects my right to make my own decisions	303	3.97	0.84
9. Provides accurate information about requirements	309	3.92	1.03
10. Keeps me updated on requirements	301	3.45	1.09
11. Refers me to other sources from which I can obtain help	295	3.46	1.11
12. Encourages me to be active in my academic planning	304	3.78	0.92
13. Accepts constructive feedback	259	3.30	0.97
14. Encourages me to achieve my educational goals	303	3.79	0.93
15. Helps me identify obstacles I need to overcome	287	3.55	1.01
16. Takes initiative in arranging meetings	295	2.81	1.17
17. Is on time for appointments	297	3.90	0.88
18. Clearly defines advisor/advisee responsibilities	301	3.48	1.01
19. Allows sufficient time to discuss issues	302	3.82	0.90

Table 6 (continued)

Topic	N	Mean	<u>SD</u>
20. Is willing to discuss personal problems	235	3.28	0.94
21. Anticipates my needs	288	3.29	0.95
22. Helps me select courses that match my interest/abilities	304	3.66	0.98
23. Helps me examine my needs, interests, and values	284	3.41	1.02
24. Is familiar with my academic background	305	3.43	1.01
25. Encourages me to talk about myself and college experiences	283	3.02	1.06
26. Encourages my interest in an academic discipline	292	3.42	0.96
27. Encourages my involvement in extracurricular interests	271	3.10	1.04
28. Helps me explore careers in my field of interest	297	3.29	1.02
29. Is knowledgeable about courses outside my major area of study	294	3.58	0.93
30. Seems to enjoy advising	305	3.90	0.91
31. Is approachable and easy to talk to	305	3.95	0.92
32. Shows concern for my personal growth and development	294	3.56	0.96
33. Keeps personal information confidential	281	3.99	0.80
34. Is flexible in helping me plan my academic program	305	3.74	0.90
35. Has a sense of humor	301	3.90	0.93
36. Is a helpful, effective advisor whom I would recommend to other students	305	3.82	1.06

35 items had means below 4.00 (agree). The average mean on all of the 36 items was 3.59.

### *Research Question 2*

Are there any significant differences in the 2002 sophomore students' perceptions of academic advising services on the basis of their age, sex, college residence, involvement in extracurricular activities, use of University Advisement Center services, type of advisor, or transfer status?

#### *Hypothesis 1*

There are no differences in 2002 sophomore students' perceptions of academic advising services among traditional and adult age groups.

To analyze the differences between perceptions of traditional-aged and adult students,  $t$ -tests for two independent samples were conducted on item responses in Section III, Part B and Section IV. The results of the Levene's test for Equality of Variances indicated that the  $t$ -test that assumes equal variances was appropriate for 17 of the 18 items in Section III, Part B and 34 of the 36 items in Section IV. In Section III, Part B, the  $t$ -test that does not assume equal variances was used for item 9—obtaining tutorial help ( $p = .019$ ). In Section IV, the test that does not assume equal variances was used for item 5—is available when I need help ( $p = .007$ ) and item 27—encourages my interest in extracurricular interests ( $p = .023$ ). Statistical analyses for these items should be viewed with caution.

The descriptive statistics and  $t$ -tests results for this question are in Tables F-3 and F-4 (see pages 107-111). The data indicated that on 14 of the 18 items in Section III, Part B, there were no significant differences in perceptions of academic advising services among traditional and adult age groups. The null hypotheses were retained for these item responses. The items that revealed a significant difference in perceptions among traditional and adult-aged students were “academic progress” ( $t = 2.26$ , signif. = .025), “improving study skills” ( $t = 2.16$ , signif. = .037), “obtaining financial aid” ( $t = 2.11$ , signif. = .039), and “obtaining on-campus employment” ( $t = 2.12$ , signif. = .042). The null hypotheses were rejected for these four items. Traditional-aged students were less satisfied with assistance from their advisors on these topics than adult students. Although there was not a statistical difference between the means of traditional and

adult-aged students on the remaining items, means for traditional-aged students were lower than those of adult students on all but two items: obtaining nontraditional credit (4.07 vs. 4.00) and identifying career areas (3.94 vs. 3.92).

Mean satisfaction ratings reported by traditional-aged students in Section III, Part B ranged from a high of 4.10 on “obtaining tutorial help” to a low of 3.43 on “withdrawing/transferring”. The average mean satisfaction rating of the 18 items for traditional students was 3.93. Mean satisfaction ratings reported by adult students ranged from a high of 5.00 on “obtaining on-campus employment”. Only three adult students responded to this question. The lowest mean score was 3.92 on “identifying career areas”. The average mean satisfaction rating for adult students on the 18 items was 4.39.

In Section IV, the data indicated that there were no significant differences between perceptions of traditional and adult-aged students on 28 of the 36 items. The null hypotheses were retained for these item responses. Significant differences were found in responses to these items: knows who I am ( $t = 2.19$ , signif. = .029), provides caring, open atmosphere ( $t = 2.53$ , signif. = .012), encourages me to achieve my educational goals ( $t = 2.10$ , .037), is on time for appointments ( $t = 2.27$ , signif. = .024), is willing to discuss personal problems ( $t = 2.47$ , signif. = .014), encourages me to talk about myself and college experiences ( $t = 2.22$ , signif. = .028), seems to enjoy advising ( $t = 2.28$ , signif. = .023), and is a helpful, effective advisor whom I would recommend to other students ( $t = 2.28$ , signif. = .023). Traditional-aged students reported significantly lower agreement ratings than adult students for all of these topics. The null hypotheses for these responses were rejected. Means of traditional-aged students were lower than those for adults on all but two item responses: encourages my involvement in extracurricular interests (3.11 vs. 3.05) and helps me explore careers in my field of interest (3.32 vs. 3.18).

Mean agreement ratings reported by traditional-aged students in Section IV ranged from a high of 3.97 on “keeps personal information confidential” to a low of 2.79 on “takes initiative in arranging meetings”. The average mean agreement rating of the 36 items for traditional students was 3.58. Mean agreement ratings reported by adult students ranged from a high of 4.26 on “seems to enjoy advising” and “is approachable and easy to talk to” to a low of 3.04 on “takes

initiative in arranging meetings”. The average mean satisfaction rating for adult students on the 36 items was 3.79.

Adult students appear to be somewhat happier with their advisement experiences than traditional-aged students. Overall, however, there are few differences in perceptions of academic advising services among traditional and adult age groups.

### *Hypothesis 2*

There are no differences in 2002 sophomore students’ perceptions of academic advising services between males and females.

To analyze the differences between perceptions of male and female students, *t*-tests for two independent samples were conducted on item responses in Section III, Part B and Section IV. The results of the Levene’s test for Equality of Variances indicated that the *t*-test that assumes equal variances was appropriate for 17 of the 18 items in Section III, Part B and 34 of the 36 items in Section IV. In Section III, Part B, the *t*-test that does not assume equal variances was used for item 6—meeting graduation requirements ( $p = .013$ ). In Section IV, the test that does not assume equal variances was used for item 16—takes initiative in arranging meetings ( $p = .017$ ) and item 35—has a sense of humor ( $p = .014$ ). Statistical analyses for these items should be viewed with caution.

The descriptive statistics and *t*-tests results for this question are in Tables F-5 and F-6 (see pages 112-116). The data indicated that on 17 of the 18 items in Section III, Part B, there were no significant differences in perceptions of academic advising services between males and females. The null hypotheses were retained for these item responses. The item that revealed a significant difference in perceptions between males and females was “registration procedures” ( $t = 3.22$ , signif. = .001). Female students were more satisfied with assistance from their advisors on this topic than male students. The null hypothesis was rejected for this item.

There was not a statistical difference between the means of male and female students on the remaining items; however, means for female students were higher than those of males on more than half of the 18 items. Females rated eight items lower than males: selecting/changing major (3.73 vs. 3.83), improving study skills (3.93 vs. 4.08), matching learning style (4.07 vs. 4.16), obtaining tutorial help (4.10 vs. 4.24), coping w/academic difficulties (3.95 vs. 4.11),

obtaining financial aid (4.00 vs. 4.04), obtaining on-campus employment (3.94 vs. 4.00), and education after graduation (3.97 vs. 4.11).

Mean satisfaction ratings reported by male students in Section III, Part B ranged from a high of 4.24 on “obtaining tutorial help” to a low of 3.29 on “withdrawing/transferring”. The average mean satisfaction rating of the 18 items for males was 3.95. Mean satisfaction ratings reported by females ranged from a high of 4.28 on “obtaining nontraditional course credit” to a low of 3.73 on “selecting/changing major”. The average mean satisfaction rating for female students on the 18 items was 4.02.

In Section IV, the data indicated that there were no significant differences between perceptions of male and female students on 35 of the 36 items. The null hypotheses were retained for these item responses. A significant difference was found in response to the item “encourages me to talk about myself, college experiences” ( $t = 2.03$ , signif. = .044). Female students reported a lower agreement rating than males for this topic. The null hypothesis was rejected for this item.

Mean agreement ratings of female students were lower than/equal to males on 25 topics. Females reported higher agreement on the following: respects my opinions/feelings (3.88 vs. 3.83), provides accurate information about requirements (3.94 vs. 3.89), encourages me to be active in my academic planning (3.80 vs. 3.76), encourages me to achieve my educational goals (3.82 vs. 3.75), helps me identify obstacles I need to overcome (3.58 vs. 3.50), clearly defines advisor/advisee responsibilities (3.49 vs. 3.46), allows sufficient time to discuss issues (3.82 vs. 3.81), anticipates my needs (3.30 vs. 3.28), is familiar with my academic background (3.45 vs. 3.41), seems to enjoy advising (3.93 vs. 3.87), and keeps personal information confidential (4.01 vs. 3.94).

Mean agreement ratings reported by male students in Section IV ranged from a high of 4.04 on “respects my right to make my own decisions” to a low of 2.83 on “takes initiative in arranging meetings”. The average mean agreement rating of the 36 items for males was 3.63. Mean agreement ratings reported by female students ranged from a high of 4.01 on “keeps personal information confidential” to a low of 2.79 on “takes initiative in arranging meetings”. The average mean satisfaction rating for female students on the 36 items was 3.57. The two

highest mean scores—4.04 for males and 4.01 for females—were the only means of 4.00 or above (satisfied).

While males and females appear to view various aspects of their advisement experience differently, both groups were less than satisfied (4.00) with services received on eight of the 18 topics in Section III, Part B, and less than agreeable on 35 of the 36 advisor characteristics in Section IV. Overall, there were few differences between male and female students' perceptions of academic advising services.

### *Hypothesis 3*

There are no differences in 2002 sophomore students' perceptions of academic advising services among students who live on campus and students who live off campus.

To analyze the differences between perceptions of students living on or off campus, *t*-tests for two independent samples were conducted on item responses in Section III, Part B and Section IV. The results of the Levene's test for Equality of Variances indicated that the *t*-test that assumes equal variances was appropriate for 17 of the 18 items in Section III, Part B and 35 of the 36 items in Section IV. In Section III, Part B, the *t*-test that does not assume equal variances was used for item 10—clarifying life/career goals ( $p = .012$ ). In Section IV, the test that does not assume equal variances was used for item 27—encourages my involvement in extracurricular interests ( $p = .027$ ). Statistical analyses for these items should be viewed with caution.

The descriptive statistics and *t*-tests results for this question are in Tables F-7 and F-8 (see pages 117-121). The data indicated that on 17 of the 18 items in Section III, Part B, there were no significant differences in perceptions of academic advising services between students who were living on campus and those who lived off campus. The null hypotheses were retained for these item responses. The item that revealed a significant difference in perceptions between on-campus and off-campus students was “matching learning style” ( $t = 2.34$ , signif. = .022). Students who lived off campus were more satisfied with assistance from their advisors on this topic than students living on campus. The null hypothesis was rejected for this item.

There was not a statistical difference between the means of students living on and off campus on the remaining items; however, means for students living off campus were higher than those of on-campus students on 14 of the 18 items. Off-campus students rated four topics lower

than on-campus students: obtaining nontraditional course credit (4.00 vs. 4.11), clarifying life/career goals (3.94 vs.4.06), after college job placement (3.95 vs. 4.11), and education after graduation (3.97 vs. 4.04).

Mean satisfaction ratings reported by on-campus students in Section III, Part B ranged from a high of 4.11 on “obtaining nontraditional credit” and “after college job placement” to a low of 3.00 on “withdrawing/transferring”. The average mean satisfaction rating of the 18 items for on-campus students was 3.85. Mean satisfaction ratings reported by off-campus students ranged from a high of 4.28 on “obtaining tutorial help” to a low of 3.54 on “withdrawing/transferring”. The average mean satisfaction rating for off-campus students on the 18 items was 4.03.

In Section IV, the data indicated that there were no significant differences between perceptions of students who lived on campus and those who lived off campus on any of the 36 items. The null hypotheses were retained for these item responses.

Mean agreement ratings of off-campus students were higher than/equal to on-campus on 21 topics. Off-campus students reported lower agreement means on the following items: knows who I am (3.20 vs. 3.25), is available when I need help (3.68 vs. 3.69), checks to make sure we understand each other (3.78 vs. 3.81), respects my right to make my own decisions (3.95 vs. 4.01), provides accurate information about requirements (3.87 vs. 3.99), refers me to other sources from which I can obtain help (3.43 vs. 3.48), encourages me to be active in my academic planning (3.77 vs. 3.78), helps me identify obstacles I need to overcome (3.53 vs. 3.57), takes initiative in arranging meetings (2.73 vs. 2.93), encourages my interest in an academic discipline (3.38 vs. 3.50), encourages my involvement in extracurricular interests (3.03 vs. 3.23), helps me explore careers in my field of interest (3.28 vs. 3.32), is knowledgeable about courses outside my major area of study (3.57 vs. 3.58), has a sense of humor (3.87 vs. 3.95), and is a helpful, effective advisor whom I would recommend to other students (3.79 vs. 3.84).

Mean agreement ratings reported by students living on campus in Section IV ranged from a high of 4.01 on “respects my right to make my own decisions” to a low of 2.93 on “takes initiative in arranging meetings”. The average mean agreement rating of the 36 items for on-campus students was 3.58. Mean agreement ratings reported by students who live off campus ranged from a high of 4.04 on “keeps personal information confidential” to a low of 2.73 on



“takes initiative in arranging meetings”. The average mean satisfaction rating for students living off campus on the 36 items was 3.59.

The data analyses for this subgroup do not indicate any notable differences in perceptions of academic advising services among students who lived on campus and those who lived off campus.

#### *Hypothesis 4*

There are no differences in 2002 sophomore students’ perceptions of academic advising services among students who are involved in ETSU extracurricular activities and students who are not involved in ETSU extracurricular activities.

The null hypothesis for this question could not be tested due to invalid data received from Section VI—Additional Questions section of the survey instrument. Questions 3 and 10 gave students the option of multiple responses. Multiple response questions were not appropriate for this survey because they could not be recognized by the ACT scanning process. The multiple response questions resulted in incorrect data for all of the 16 items in this section.

#### *Hypothesis 5*

There are no differences in 2002 sophomore students’ perceptions of academic advising services among students who have used University Advisement Center services and students who have not used University Advisement Center services.

The null hypothesis for this question could not be tested due to invalid data received from Section VI—Additional Questions section of the survey instrument. Questions 3 and 10 gave students the option of multiple responses. Multiple response questions were not appropriate for this survey because they could not be recognized by the ACT scanning process. The multiple response questions resulted in incorrect data for all of the 16 items in this section. Perceptions of students who have used University Advisement Center services are addressed in part in the analyses between students with faculty and other types of advisors to be found in Hypothesis 6.

### *Hypothesis 6*

There are no differences in 2002 sophomore students' perceptions of academic advising services delivered by faculty advisors and other types of advisors.

Data obtained from Section II, Item B of the Survey of Academic Advising showed that 132 (39.2%) of the 337 sophomore respondents described their advisor as a faculty member and 129 (38.3%) described their advisor as an advising center staff person. Forty-four (13.1%) described their advisor as other staff or peer counselor; 16 (4.7%) stated they had no advisor, and 16 (4.7%) chose not to respond.

To analyze the differences between perceptions of students having faculty and another type of advisor, *t*-tests for two independent samples were conducted on item responses in Section III, Part B and Section IV. The results of the Levene's test for Equality of Variances indicated that the *t*-test that assumes equal variances was appropriate for 15 of the 18 items in Section III, Part B and 27 of the 36 items in Section IV. In Section III, Part B, the *t*-test that does not assume equal variances was used for items 3—dropping/adding courses ( $p = .014$ ), 6—meeting graduation requirements ( $p = .044$ ), and 18—dealing with personal problems ( $p = .048$ ). In Section IV, the test that does not assume equal variances was used for items 2—is a good listener ( $p = .000$ ), 4—respects my opinions/feelings ( $p = .046$ ), 6—provides caring, open atmosphere ( $p = .000$ ), 13—accepts constructive feedback ( $p = .027$ ), 22—helps me select courses that match my interest/abilities ( $p = .008$ ), 30—seems to enjoy advising ( $p = .000$ ), 31—is approachable and easy to talk to ( $p = .000$ ), 35—has a sense of humor ( $p = .001$ ), and 36—is a helpful, effective advisor whom I would recommend to others ( $p = .039$ ). Statistical analyses for these items should be viewed with caution.

The descriptive statistics and *t*-tests results for this question are in Tables F-9 and F-10 (see pages 122-126). The data indicated that on 17 of the 18 items in Section III, Part B, there were no significant differences in perceptions of academic advising services between students with faculty and other advisors. The null hypotheses were retained for these item responses. The item that revealed a significant difference in perceptions between faculty and other advisors was “dealing with personal problems” ( $t = 2.44$ , signif. = .027). Students with faculty advisors were more satisfied with assistance from their advisors on this topic than students with other advisors.

The null hypothesis was rejected for this item. It should be noted, however, that the  $t$ -test that does not assume equal variances was used.

There was not a statistical difference between the remaining means of students receiving services from faculty and other advisors. Means for students with other types of advisors reported higher mean agreement ratings on 6 of the 18 items: registration procedures (4.10 vs. 4.01), dropping/adding courses (4.14 vs. 4.08), obtaining nontraditional course credit (4.20 vs. 3.88), meeting graduation requirements (4.07 vs. 4.05), improving study skills (4.05 vs. 3.82), and after college job placement (4.11 vs. 3.94).

Mean satisfaction ratings reported by students with faculty advisors in Section III, Part B ranged from a high of 4.56 on “dealing with personal problems” to a low of 3.78 on “selecting/changing major”. The average mean satisfaction rating of the 18 items for students with faculty advisors was 4.08. Mean satisfaction ratings reported by students with other types of advisors ranged from a high of 4.20 on “obtaining nontraditional course credit” to a low of 3.31 on “withdrawing/transferring”. The average mean satisfaction rating for students with other advisors on the 18 items was 3.93.

In Section IV, the data indicated that there were no significant differences between perceptions of students who received services from faculty advisors and other types of advisors on 30 of the 36 items. The null hypotheses were retained for these item responses. Students with other types of advisors reported significantly higher agreement levels on “is a good listener” ( $t = 2.10$ , signif. = .037), “provides a caring, open atmosphere” ( $t = 2.07$ , signif. = .040), “accepts constructive feedback” ( $t = 2.90$ , signif. = .004), “helps me select courses that match my interest/abilities” ( $t = 2.51$ , signif. = .013), “seems to enjoy advising” ( $t = 2.99$ , signif. = .003), and “is approachable and easy to talk to” ( $t = 2.23$ , signif. = .027). The null hypotheses were rejected for these six items. It should be noted that the  $t$ -test that does not assume equal variances was used for all of these items.

Mean agreement ratings of students with other types of advisors were higher than those of students with faculty advisors on 29 of the 36 items. Students with other types of advisors reported agreement levels equal to or lower than students with faculty advisors on the following topics: knows who I am (3.17 vs. 3.28), is available when I need help (3.68 vs. 3.68), takes initiative in arranging meetings (2.73 vs. 2.85), is familiar with my academic background (3.43

vs. 3.45), encourages my interest in an academic discipline (3.37 vs. 3.46), encourages my involvement in extracurricular interests (2.98 vs. 3.23), helps me explore careers in my field of interest (3.25 vs. 3.32).

Mean agreement ratings reported by students with faculty advisors in Section IV ranged from a high of 3.97 on “keeps personal information confidential” to a low of 2.85 on “takes initiative in arranging meetings”. The average mean agreement rating of the 36 items for students with faculty advisors was 3.53. Mean agreement ratings reported by students with other types of advisors ranged from a high of 4.05 on “is approachable and easy to talk to” to a low of 2.73 on “takes initiative in arranging meetings”. The average mean satisfaction rating for students with other types of advisors on the 36 items was 3.63.

The data analyses for Hypothesis 6 showed there were significant differences in responses for seven of the 54 items. Overall, there were few differences in perceptions of academic advising services provided by faculty and other types of advisors.

#### *Hypothesis 7*

There are no differences in 2002 sophomore students’ perceptions of academic advising services among continuing students and transfer students.

To analyze the differences between perceptions of students classified as transfer and continuing, *t*-tests for two independent samples were conducted on item responses in Section III, Part B and Section IV. The results of the Levene’s test for Equality of Variances indicated that the *t*-test that assumes equal variances was appropriate for 16 of the 18 items in Section III, Part B and 33 of the 36 items in Section IV. In Section III, Part B, the Levene’s test was not computed for items 17—*withdrawing/transferring* and 18—*dealing with personal problems* due to only one response from a transfer student. In Section IV, the test that does not assume equal variances was used for items 11—*refers me to other sources from which I can obtain help* ( $p = .014$ ), 27—*encourages my involvement in extracurricular interests* ( $p = .010$ ), and 28—*helps me explore careers in my field of interest* ( $p = .002$ ). Statistical analyses for these items should be viewed with caution.

The descriptive statistics and *t*-tests results for this question are in Tables F-11 and F-12 (see pages 127-131). The data indicated that on 16 of the 18 items in Section III, Part B, there

were no significant differences in perceptions of academic advising services between continuing and transfer students. The null hypotheses were retained for these item responses. The remaining two items—“withdrawing/transferring” and “dealing with personal problems”—produced invalid results due to only one response from the transfer student subgroup. The null hypotheses for these items were neither retained nor rejected.

There was not a statistical difference between the satisfaction means of continuing and transfer students; however, continuing students reported satisfaction ratings lower than/equal to transfers on 12 of the 18 items. Continuing students reported satisfaction means higher than transfer students on the following topics: obtaining nontraditional credit (4.12 vs. 3.71), meeting graduation requirements (4.06 vs. 4.00), matching learning style (4.10 vs. 4.00), education after graduation (4.02 vs. 3.83), and dealing with personal problems (4.00 vs. 3.00).

Mean satisfaction ratings reported by continuing students in Section III, Part B ranged from a high of 4.12 on “obtaining nontraditional course credit” to a low of 3.36 on “withdrawing/transferring”. The average mean satisfaction rating of the 18 items for continuing students was 3.96. Mean satisfaction ratings reported by transfer students ranged from a high of 5.00 on “withdrawing/transferring” to a low of 3.00 on “dealing with personal problems”. The average mean satisfaction rating for transfer students on the 18 items was 4.12.

In Section IV, the data indicated that there were no significant differences between perceptions of continuing and transfer students on 32 of the 36 items. The null hypotheses were retained for these item responses. Transfer students reported significantly lower agreement levels on “knows who I am” ( $t = 2.79$ , signif. = .006), “checks to make sure we understand each other” ( $t = 2.56$ , signif. = .011), “is on time for appointments” ( $t = 2.65$ , signif. = .009), and “allows sufficient time to discuss issues” ( $t = 2.18$ , signif. = .030). The null hypotheses were rejected for these topics.

Mean agreement ratings of continuing students were higher than those of transfer students on all but one of the 36 items. For the topic “encourages me to talk about myself, college experiences”, the mean agreement rating for continuing students was 3.02. For transfer students, the mean was 3.03.

Mean agreement ratings reported by continuing students in Section IV ranged from a high of 4.02 on “keeps personal information confidential” to a low of 2.82 on “takes initiative in

arranging meetings”. The average mean agreement rating of the 36 items for continuing students was 3.62. Mean agreement ratings reported by transfer students ranged from a high of 3.86 on “seems to enjoy advising” to a low of 2.67 on “takes initiative in arranging meetings”. The average mean satisfaction rating for transfer students on the 36 items was 3.43.

The research results for this question may be explained somewhat by examining responses to Section II, Item D, which asked participants how long they had had their current advisor. The results of a Chi Square test of non-transfer versus transfer students who responded (309 total respondents) to this question showed that 35 (66.0%) transfer students had their advisor zero to six months; 10 (18.9%) had their advisor seven months to one year; 8 (15.1%) had their advisor more than one year. Sixty-five (25.4%) continuing students had their advisor zero to six months; 59 (23.0%) seven months to one year; 132 (51.6%) more than one year. Most continuing students had more experiences with their current advisor than transfer students and therefore more opportunities to develop perceptions and opinions, both positive and negative.

### *Research Question 3*

How do ETSU sophomore students surveyed in 2002 compare with sophomore students in a national norm study of student perceptions of academic advising?

#### *Hypothesis 8*

There are no differences in 2002 sophomore students’ perceptions of academic advising services received at ETSU when compared to a national study.

To analyze the differences between perceptions of ETSU sophomore students surveyed in 2002 and sophomore students included in a national norm study, *t*-tests for two independent samples were conducted on item responses in Section III, Part B and Section IV.

The descriptive statistics and *t*-test results for this question are in Tables F-13 and F-14 (see pages 132-136). The data indicated that on 12 of the 18 items in Section III, Part B, there were no significant differences in perceptions of ETSU sophomores and sophomores included in the national norm study. The null hypotheses were retained for these item responses. ETSU sophomores were significantly less satisfied than students in the national study on the following topics: academic progress ( $t = 2.55$ , signif. = .011), selecting/changing major ( $t = 4.65$ , signif. =

.000), clarifying life/career goals ( $t = 2.41$ , signif. = .016), identifying career areas ( $t = 3.81$ , signif. = .000), education after graduation ( $t = 1.98$ , signif. = .048), and withdrawing/transferring ( $t = 2.23$ , signif. = .026). The null hypotheses were rejected for these items.

There was not a statistical difference between the satisfaction means of ETSU sophomores and the normative data on 12 of the 18 items. However, ETSU students reported lower mean satisfaction ratings than sophomores in the national study on all but 2 items: obtaining nontraditional course credit (4.06 vs. 4.03) and obtaining tutorial help (4.15 vs. 4.10).

Mean satisfaction ratings reported by ETSU students in Section III, Part B ranged from a high of 4.15 on “obtaining tutorial assistance” to a low of 3.56 on “withdrawing/transferring”. The average mean satisfaction rating of the 18 items for ETSU students was 3.99. Mean satisfaction ratings reported by sophomores in the national study ranged from a high of 4.31 on “dealing with personal problems” to a low of 4.03 on “obtaining nontraditional course credit”. The average mean satisfaction rating for sophomores in the national study on the 18 items was 4.14.

In Section IV, the data indicated that there were significant differences between perceptions of ETSU sophomores and sophomores in the national study on 33 of the 36 items. The null hypotheses were rejected for these 33 item responses. ETSU sophomores were significantly less agreeable than sophomores in the national study on all advisor characteristics except “is on time for appointments” ( $t = 1.77$ , signif. = .077), “seems to enjoy advising” ( $t = 1.03$ , signif. = .302), and “keeps personal information confidential” ( $t = 1.67$ , signif. = .095). The null hypotheses were retained for these three topics. Mean agreement ratings of ETSU sophomores were lower than sophomores in the national study on all topics.

Mean agreement ratings reported by ETSU sophomores in Section IV ranged from a high of 3.99 on “keeps personal information confidential” to a low of 2.81 on “takes initiative in arranging meetings”. The average mean agreement rating of the 36 items for ETSU sophomores was 3.59. Mean agreement ratings reported by sophomores in the national study ranged from a high of 4.16 on “respects my right to make my own decisions” to a low of 3.30 on “takes initiative in arranging meetings”. The average mean satisfaction rating for sophomores in the national study on the 36 items was 3.83.

Statistically lower ratings on topics such as academic progress, selecting/changing major, clarifying life/career goals in Section III, Part B indicate that ETSU advisors, both faculty and others, may need to refine skills in both traditional and developmental advising areas. The statistically lower agreement ratings for 33 of the 36 items in Section IV reflect more heavily on developmental advisement areas. Students at ETSU had significantly different perceptions in several areas of their academic advising experiences when compared to a national study.

#### *Research Question 4*

How do sophomore students' perceptions of academic advising at ETSU in 2002 compare with ETSU sophomore students' perceptions of academic advising in 1994 and 1998?

#### *Hypothesis 9*

There are no differences among the group means for ETSU sophomore students' perceptions of academic advisement services reported in fall 1994, 1998, and 2002.

To analyze the differences in perceptions of ETSU sophomore students surveyed in 1994, 1998, and 2002, an SPSS-matrix input file was created which included the mean, standard deviation, and sample size for each of the item responses in Section III, Part B and Section IV for each year. The procedure in SPSS, which reads matrix input files, was used to conduct a one-way ANOVA between groups design.

The results for the one-way ANOVA are in Tables F-15 and F-16 (see pages 137-141). The raw data for 1994 and 1998 surveys are in Tables F-17 and F-18 (see pages 142-146). The analysis revealed a significant difference between groups on all of the 18 items in Section III, Part B and all of the 36 items in Section IV. The null hypothesis was rejected.

For responses to Section III, Part B, Tukey's HSD test showed that sophomore students reported significantly lower satisfaction ratings in 1994 than those surveyed in 1998 on 17 of the 18 items. Sophomores surveyed in 1994 were significantly less satisfied than those surveyed in 2002 on all 18 items in this section. There was no significant difference between satisfaction ratings of sophomores surveyed in 1994 and 1998 on the topic "withdrawing/transferring". There were no significant differences between sophomores surveyed in 1998 and those surveyed in 2002 on any of the 18 items.



In 1994, all but seven mean satisfaction scores for Section III, Part B were below 3.00. The highest mean was 3.44 on “registration procedures”. The lowest mean was 2.61 on “matching my learning style”. The average mean on all 18 items was 2.96. In 1998, means ranged from a high of 4.15 on “education after graduation” to a low of 3.30 on “withdrawing/transferring”. The average mean on all 18 items was 3.93. In 2002, the average mean was 3.99. The mean satisfaction ratings ranged from a lowest mean rating of 3.56 on the topic “withdrawing/transferring” to the highest mean rating of 4.15 on the topic “obtaining tutorial assistance”.

Regarding Section IV, sophomores surveyed in 1994 reported significantly lower agreement levels than those surveyed in 1998 and 2002 on all 36 items. There were no significant differences between responses reported in 1998 and 2002 on any items. In 1994, agreement ratings ranged from a high of 3.47 on “respects my right to make my own decisions” to a low of 2.28 on “takes initiative in arranging meetings”; the average mean on all 36 items was 2.96. In 1998, the highest mean was 3.98 on “respects my right to make my own decisions”; the lowest was 2.85 on “takes initiative in arranging meetings”. The average mean on all 36 items was 3.57. In 2002, the average mean was 3.59. The range of the mean agreement ratings was from a low of 2.81 on the item ‘takes initiative in arranging meetings’ to a high of 3.99 on the item “keeps personal information confidential”.

The results of the research analyses for this question indicated that advisement services at ETSU improved significantly from 1994 to 1998. Gains were made in both traditional and developmental areas. There were no significant differences between sophomores surveyed in 1998 and those surveyed in 2002 on any items in Sections III, Part B or IV.

## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### *Summary*

In 1994, the ACT Survey of Academic Advising was administered for the first time at ETSU (Gross, 1996a). The survey data showed that ETSU students were less than satisfied with the assistance they received from advisors in all of the 18 advisement discussion areas addressed by the survey. Students had unfavorable impressions of their advisors regarding positive characteristics. Compared to students surveyed in a national norm study during that time, ETSU students' overall impressions of their advisors and satisfaction with advisors' assistance were significantly less favorable.

The Undergraduate Advisement Improvement Task Force studied the state of advising at ETSU in 1995 and 1996. As a result of their recommendations, ETSU began implementing a developmental advising program. In 1997, a University Advisement Center was established under the supervision of a Director for Undergraduate Advisement to provide a more coordinated advising program (East Tennessee State University, 2001a). Since then, advisor training and assessments have been instituted; an Academic Advising Council and Academic Advising Review Committee were formed to evaluate advising issues, and advising handbooks were developed. In 2001, ETSU restated its commitment to fully implementing the developmental advising model and recommended professional advisors in every college serving undergraduate students (East Tennessee State University, 2001a).

Results from the second administration of the Survey of Academic Advising in 1998 showed that students were more satisfied with their advisement experiences. More than half (51.9%) of the 372 sophomore participants reported that the ETSU advising system was adequately meeting their needs; 33.6% reported the system met their needs more than adequately or met their needs exceptionally well (American College Testing, 1999). The mean satisfaction scores on advisor's assistance and agreement with positive characteristics were higher in 1998 than 1994.

The purpose of this study was to (a) determine sophomore students' perceptions of their academic advisement experience at ETSU and their level of satisfaction with the services

received as reported in fall 2002 and (b) determine trends in sophomore students' perceptions and levels of satisfaction with academic advising services received since 1994. Variables of age, sex, college residence, type of advisor, and transfer status were examined in the 2002 data to determine any significant differences in perceptions among students in these subgroups.

A purposeful cluster sampling method was used. Sophomore students attending ETSU were the target population for this study. Students enrolled in sophomore-level English literature classes were selected for the sample. All of the sophomore students who were enrolled in these classes and whose instructor agreed to participate in the study were possible participants if they attended class the day the survey was administered and chose to complete it. Thirty-one sophomore literature classes were offered on the main Johnson City campus and the Greeneville, Kingsport, and Bristol centers in the fall 2002 semester. Professors in 23 classes, all on the main campus, gave permission to administer the survey. In 2002, 337 sophomore students completed the questionnaire; in 1998, 372 sophomores responded; 463 sophomores participated in 1994.

The ACT Survey of Academic Advising was used for this research. This instrument, which was designed to obtain student impressions of academic advisement services, is a four-page survey with seven sections of questions. In 2002, 16 additional questions were added in Section VI.

Section I consists of 15 demographic questions. Section II contains questions regarding the institution's advising system. Section III has two parts consisting of 18 topics students could possibly discuss with their advisor. Part A asks students to report which topics they have discussed or think they should have discussed. Part B asks them to report their satisfaction with assistance received on discussed topics using a five-point Likert scale: very satisfied (5), satisfied (4), neutral (3), dissatisfied (2), and very dissatisfied (1). Section IV asks students' impressions of their advisors regarding 36 positive attributes. A five-point Likert scale is used: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). Section V asks additional questions regarding students' advisement experience. Section VI allows institutions to add their own questions. Section VII provides space for students to write comments or suggestions.

Descriptive statistics were used to analyze data reported in the Survey of Academic Advising. Summary reports were provided by ACT (American College Testing, 1999, 2003) for

the 1998 and 2002 sophomore subgroup. ACT provided a normative study data report for the 1998 to 2002 time period (American College Testing Evaluation/Survey Service, 2003). Raw data for 1994 reports on students' satisfaction from Section III, Part B and impressions from Section IV were obtained from Gross (1996b). Using SPSS software, further statistical analyses of the data were conducted. The two-tailed  $t$ -test and one-way ANOVA were used to address the null hypotheses.

### *Conclusions*

Four research questions and seven null hypotheses were addressed in this study. All null hypotheses were tested using an alpha level of .05. The results indicate that improvements have been made in academic advising services at ETSU. However, further improvements may be achieved with continued implementation of developmental advising strategies.

#### *Research Question 1*

How do sophomore students surveyed in 2002 feel about academic advising services at ETSU as reported in the Survey of Academic Advising?

Responses to Section II, Item A showed that the majority of students surveyed were content with the advisement services they had received at ETSU. More than 80% reported that the academic advising system met their needs adequately or better than adequately.

Responses to Section III, Part A of the survey indicated that more than 50% of the respondents reported they had either discussed or had no need to discuss the given topics. However, a relatively high percentage—between 23% and 39%—of respondents reported they should have discussed obtaining nontraditional course credit, meeting graduation requirements, improving study skills, matching learning styles to particular courses, clarifying life/career goals, identifying career areas, coping with academic difficulties, obtaining financial aid, after college job placement, and education after graduation. The mean satisfaction scores on these topics ranged from 3.94 to 4.06 (only two scores were below 4.00) indicating that students who had discussed these items were satisfied with their advisors' assistance. While advisors possessed the skills and information necessary to provide quality advisement in these areas, a substantial number of students were not using their services. This raises the question of whether or not some

students realize that it is appropriate to pose such questions to their advisor. Many of them may assume that their advisor is there only to assist them with traditional advising needs.

Seventy-eight percent of respondents indicated they had no need to discuss withdrawing/transferring from this institution; 78.3% reported they had no need to discuss personal problems. This suggests that the sophomore students participating in this survey either did not have plans to transfer or withdraw or were knowledgeable of the process. Responses to Section I, Item E indicated that only six (1.7%) of the participants entered ETSU with plans to transfer. Regarding the need to discuss personal problems with an advisor, students who reported they had no need to do so may have had other individuals or groups with whom they could share and reflect on personal issues. This may also suggest that students were not connecting personal problems with academic difficulties. It should be noted, however, that 94.9% of this group had an overall GPA of C or better.

Mean satisfaction ratings on almost half (seven out of 18) of the discussion topics in Section III, Part B were below 4.00 (satisfied). Students reported satisfaction with services received in 11 areas. However, the highest mean score was 4.15, indicating that student satisfaction was minimal.

While advisors appeared to be providing some quality services to their students, response means to Section IV—Impressions of Your Advisor were less than 4.00 (agree) on all 36 of the positive characteristics. Only one mean was below 3.00 (neutral), “takes initiative in arranging meetings” (2.81). Areas having relatively low means were: encourages me to talk about myself and my college experiences (3.02), encourages my involvement in extracurricular interests (3.10), knows who I am (3.22), and is willing to discuss personal problems (3.28). The highest means were found for keeps personal information confidential (3.99), respects my right to make my own decisions (3.97), is approachable and easy to talk to (3.95), provides accurate information about requirements (3.92), has a sense of humor (3.90), seems to enjoy advising (3.90), and is on time for appointments (3.90).

Based on the perceptions of students surveyed, academic advisement services at ETSU lack many of the essential components of an effective developmental advising program. This conclusion is based primarily on the minimal satisfaction levels shown for Section III, Part B and less than favorable impressions in all of the areas examined in Section IV. The number of

respondents who reported that they should have discussed topics such as matching learning styles and clarifying life/career goals helps support this conclusion in that the institution and the advisors, themselves, might not have made students aware of the availability of assistance in these areas. The fact that most students felt the academic advising system met their needs leads this researcher to conclude that ETSU students did not associate academic advisement services with matters beyond course selection, registration, and other traditional advising topics.

### *Research Question 2*

Are there any significant differences in the 2002 sophomore students' perceptions of academic advising services on the basis of their age, sex, college residence, type of advisor, or transfer status?

Adults reported statistically higher satisfaction levels than traditional-aged students on four of the 18 topics in Section III, Part B and statistically higher agreement levels on eight of the 36 characteristics in Section IV. Adults, in general, were more positive about their advisement experience than traditional-aged students. Adults may be more inclined than traditional-aged sophomores to ask questions and discuss their goals with advisors.

Female students were statistically more satisfied than males with their advisor's assistance in only one discussion topic; they were significantly less agreeable than males on one advisor characteristic. Females were satisfied with assistance from their advisors in more areas than males and had less favorable impressions in more areas.

Students residing off-campus students were statistically more satisfied than on-campus students with their advisor's assistance in only one discussion topic. There were no differences between on-campus and off-campus students on any of the 36 advisor characteristics. Off-campus students had higher means than on-campus students in all but four satisfaction areas; they had higher agreement ratings in almost half of the characteristics. This suggests that students living off campus are just as involved with their academic advisors as those who live on campus or that off-campus students are more independent and have fewer advising needs than those living on campus.

Students with other types of advisors reported significantly lower satisfaction with assistance in dealing with personal problems than students with faculty advisors. Mean

satisfaction scores of students with other advisors were higher than those with faculty advisors on only one-third of the 18 discussion topics. These results suggest that faculty advisors at ETSU possessed good advisement skills and provided services comparable to other types of advisors. Regarding advisor characteristics, students with other types of advisors were significantly more agreeable than students with faculty advisors on six of the advisor characteristics and reported higher mean agreement ratings than those with faculty advisors on 29 of the 36 characteristics. Even though faculty advisors appeared to have effectively demonstrated some developmental advising skills such as discussing personal problems, they were not as successful as other types of advisors in presenting developmental advising traits.

There were no differences between continuing and transfer students' satisfaction with discussion topics in Section III, Part B. Transfer students were significantly less agreeable than continuing students on four of the 36 advisor characteristics in Section IV. The frequency distribution of adult versus traditional-aged students in the continuing/transfer subgroup showed that 18 (34.6%) of the transfer students were adults. Thirty-five (66.0%) of the transfer students had had their advisor for no more than six months; 51.6% of continuing students reported having their advisor for more than one year.

Ten student subgroups were examined. The lowest mean satisfaction rating most frequently observed among subgroups for Section III, Part B was on "withdrawing/transferring" (reported in six groups). This could be explained by the fact that 78% of sophomore respondents stated they had no need to discuss this topic. The lowest mean agreement rating in Section IV in all student subgroups was on "takes initiative in arranging meetings". Even though advisors might have attempted to schedule meetings with students regarding Early Semester Progress Reports and other issues, efforts to communicate appear to have failed.

### *Research Question 3*

How do ETSU sophomore students surveyed in 2002 compare with sophomore students in a national norm study of student perceptions of academic advising?

ETSU students were significantly less satisfied with advisors' assistance than students in the national study on six of the 18 discussion topics: academic progress, selecting/changing major, clarifying life/career goals, identifying career areas, education after graduation, and

withdrawing/transferring. The data on ETSU students indicated that most of the respondents had no intentions of withdrawing or transferring and therefore no need to discuss this issue with their advisors. The remaining topics, however, were important ones to ETSU students and could be considered fundamental areas of an advising program. ETSU advisors also appeared to be less effective than those from the national study in presenting positive characteristics. ETSU students were significantly less agreeable than students in the national study on all but 3 of the 36 advisor characteristics. Based on ETSU students' perceptions of their academic advising experiences, both faculty and other types of advisors should strive to improve in both traditional and developmental advising areas.

#### *Research Question 4*

How do sophomore students' perceptions of academic advising at ETSU in 2002 compare with perceptions reported in 1994 and 1998?

There were significant increases in ETSU sophomore student satisfaction from 1994 to 1998 on 17 of the 18 items of discussion in Section III, Part B and in student impressions on all 36 characteristics in Section IV. ETSU sophomores surveyed in 2002 were significantly more satisfied than those surveyed in 1994 on all 18 topics of advisor assistance in Section III, Part B; they were significantly more agreeable on all 36 advisor characteristics than those surveyed in 1994. There were no significant differences between responses given by students surveyed in 1998 and 2002.

These results indicate that advisement services at ETSU improved dramatically between 1994 and 1998. Two significant changes in the academic advising program occurred in 1997: the establishment of the University Advisement Center and the appointment of a Director of Undergraduate Advisement. Since 1998, however, the status of advisement services appears to have stalled at a point where students continue to have less than favorable impressions of their advisors and remain unsatisfied with assistance received on several topics. In areas where students surveyed in 2002 reported satisfaction with assistance received, mean scores indicated that satisfaction was minimal.

In 2001, ETSU iterated its commitment to a developmental advising model and recommended professional advisors in every college serving undergraduate students (East



Tennessee State University, 2001a). This has not yet occurred due to the financial crisis experienced by the institution in 2002 and 2003. The lack of progress in improving advisement services since 1998 can be attributed, in part, to the financial constraints of the University during that time.

### *Recommendations*

Based on the results of this study, ETSU made substantial improvements in freshman advising services between 1994 and 1998. Since 1998, ETSU has failed to sustain its progress in improving the effectiveness of advisement services. The following recommendations for the advisement program are proposed:

1. Full implementation of developmental advising strategies and practices through advisor training, advisor rewards/recognition, and on-going student assessments. Advisor training, recognition, and evaluation are basic components of a successful advising program (Habley, 1993).
2. Support the full implementation of a developmental advising program with necessary funding and organizational strategies. The literature (Habley, 1993, 2000a; Habley & Morales, 1998) suggests that while advisement centers exist on many campuses, growing responsibilities combined with shrinking resources have resulted in a reduction of essential services such as advisor training and student interventions.
3. Improve intrusive advising techniques by both faculty and other types of advisors, specifically in the areas of taking initiative in contacting and arranging meetings and informing students of the different areas in which advisors can provide assistance. Because students are often reluctant to use support services on their own, proactive programs help ensure that students receive the assistance they need in order to succeed (Cuseo, 2003; Levitz et al., 1999).
4. Continue mandatory advising for first-year students. This provides opportunities for interaction with freshmen students in which academic and personal needs can be addressed. In addition, advisement of first-year students is a critical component of a comprehensive freshman service program (Light, 2001; Upcraft et al., 1989).

Regarding further research, the following recommendations are proposed for consideration:

1. The Survey of Academic Advising should continue to be used periodically at ETSU to obtain students' impressions of academic advising services. Results of the surveys should be analyzed to monitor progress of the advisement program and determine when significant differences have been attained.
2. Few differences in perceptions of academic advising have been found among ETSU students in various subgroups. However, a plethora of correlations as well as other subgroup comparisons and multivariate analyses could be explored using these data based on the specific interest and needs of the researcher. For example, the correlation between GPA and perception of academic advising services could be analyzed to determine if students with a higher GPA have more positive interactions with their advisors.
3. Explore other methods of measuring freshman students' advisement experiences. Surveys could be mailed to a sample of students who withdrew or transferred from ETSU following their first year in order to determine any correlation between advisement services and those who were not retained to the sophomore year. Qualitative research methods could be used to further explore students' perceptions and thoughts regarding their advisement experience.
4. Survey ETSU faculty and professional advisors for their perceptions of the advisement program.

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## APPENDICES

### APPENDIX A

The Survey of Academic Advising With Additional Questions



# SURVEY OF ACADEMIC ADVISING

**DIRECTIONS:** The information you supply on this questionnaire will be kept confidential. The data will be used for research purposes and to help improve the academic advising program at this college. If, however, any question requests information that you do not wish to provide, feel free to omit it.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may

not apply to you or to this college. If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then mark the correct oval. Select only ONE response for each item.

Note that the term "college," as used in this survey, refers to the postsecondary institution administering this survey and not to a specific unit or department within the institution.

### SECTION I—BACKGROUND INFORMATION

marking the single most appropriate response in each case.

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<b>SOCIAL SECURITY NUMBER (Identification on Number)</b>	<b>AGE</b>	<b>RACIAL/ETHNIC GROUP</b>	<b>INDICATE YOUR CURRENT CLASS LEVEL.</b>	<b>FOR WHAT PRIMARY PURPOSE DID YOU ENTER THIS INSTITUTION? (Select only one.)</b>																																																																																																																																																																																																								
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<b>INDICATE YOUR OVERALL COLLEGE GRADE POINT AVERAGE.</b>	<b>INDICATE YOUR CURRENT COLLEGE RESIDENCE.</b>	<b>USING THE LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES INCLUDED WITH THIS QUESTIONNAIRE, PLEASE SELECT THE THREE-DIGIT CODE FOR YOUR CURRENT MAJOR. WRITE THIS CODE IN THE BOXES AT THE TOP OF BLOCK N, AND FILL IN THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. (IF YOU HAVE MORE THAN ONE MAJOR, SELECT THE ONE THAT BEST DESCRIBES YOUR EDUCATIONAL PROGRAM.)</b>	<b>INDICATE YOUR COLLEGE MAJOR.</b>	<b>IF YOUR INSTITUTION HAS PROVIDED A LIST OF ADVISOR CODES, SELECT THE APPROPRIATE CODE FOR YOUR CURRENT ACADEMIC ADVISOR. WRITE THIS CODE IN THE BOXES AT THE TOP OF BLOCK O, AND MARK THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. IF YOU RECEIVE ADVISING FROM SEVERAL SOURCES, RESPOND WITH REGARD TO PRIMARY ACADEMIC ADVISOR. IF AN ADVISOR CODE LIST HAS NOT BEEN PROVIDED, LEAVE BLOCK O BLANK AND PROCEED TO THE NEXT ITEM.</b>																																																																																																																																																																																																								
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P A G E 1 U S E A S O F T L E A D P E N C I L O N L Y

### SECTION II—ADVISING INFORMATION

Please respond to the following questions about your institution's academic advising system. Note that the questions refer to only the academic advising program, not to personal or career counseling. If you do not presently have an advisor, respond to questions A and B and then skip to Section VI on page 4. If you receive advising from several sources, respond with regard to your primary academic advisor.

**A** HOW WELL DOES THE ACADEMIC ADVISING SYSTEM CURRENTLY OFFERED BY THIS INSTITUTION MEET YOUR NEEDS?

Exceptionally Well  
 More Than Adequately  
 Adequately  
 Less Than Adequately  
 Very Poorly

**B** WHICH OF THE FOLLOWING BEST DESCRIBES YOUR CURRENT ACADEMIC ADVISOR?

Faculty Member  
 Advising Center Staff Member (Full-Time Academic Advisor)  
 Other College Staff Member  
 College-Appointed Peer Counselor (Student)  
 I do not have an advisor. (Skip to Section VI on page 4.)

**C** HOW MUCH INPUT DID YOU HAVE IN THE SELECTION OF YOUR CURRENT ACADEMIC ADVISOR?

A Great Deal of Input  
 Some Input  
 Little or No Input

**D** HOW LONG HAVE YOU HAD YOUR CURRENT ACADEMIC ADVISOR?

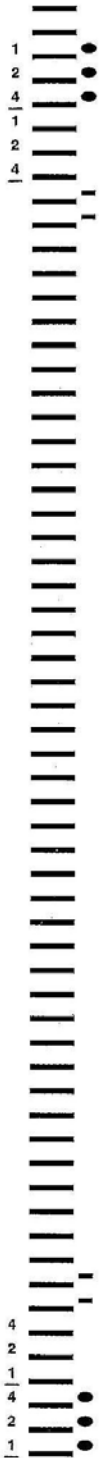
0 to 6 Months  
 7 Months to 1 Year  
 1 to 1-1/2 Years  
 1-1/2 to 2 Years  
 Over 2 Years

### SECTION III—ACADEMIC ADVISING NEEDS

In Part A, indicate whether or not you and your current academic advisor have discussed each of the following issues/topics. For each topic that you have discussed, indicate in Part B your level of satisfaction with the assistance your advisor provided. (Note: Skip to Section VI on page 4 if you do not have an advisor.)

TOPICS DISCUSSED WITH ADVISOR	PART B: SATISFACTION WITH ADVISOR'S ASSISTANCE				
	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
<b>EXAMPLE A:</b> Learning about overseas exchange programs.	0	0	0	0	0
<b>EXAMPLE B:</b> Obtaining information about the Peace Corps, VISTA, etc.	0	0	0	0	0
1. My academic progress	0	0	0	0	0
2. Scheduling/registration procedures	0	0	0	0	0
3. Dropping/adding courses	0	0	0	0	0
4. Obtaining course credit through nontraditional means (CLEP, PEP, job experience, etc.)	0	0	0	0	0
5. Selecting/changing my major area of study	0	0	0	0	0
6. Meeting requirements for graduation, student teaching, certification, etc.	0	0	0	0	0
7. Improving my study skills and habits	0	0	0	0	0
8. Matching my learning style to particular courses, course sections, or instructors	0	0	0	0	0
9. Obtaining remedial/tutorial assistance	0	0	0	0	0
10. Clarifying my life and career goals	0	0	0	0	0
11. Identifying career areas that fill my current skills, abilities, and interests	0	0	0	0	0
12. Coping with academic difficulties	0	0	0	0	0
13. Obtaining financial aid	0	0	0	0	0
14. Obtaining employment on campus (work study, assistantships, etc.)	0	0	0	0	0
15. Finding a job after college/job placement	0	0	0	0	0
16. Continuing my education after graduation	0	0	0	0	0
17. Withdrawing or transferring from this institution	0	0	0	0	0
18. Dealing with personal problems	0	0	0	0	0





### SECTION IV—IMPRESSIONS OF YOUR ADVISOR

Please respond to the following questions about your current academic advisor. (Note: Skip to Section VI on page 4, if you do not have an advisor.)

MY ADVISOR:	LEVEL OF AGREEMENT					
	DOES NOT APPLY	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1. Knows who I am.	0	0	0	0	0	0
2. Is a good listener.	0	0	0	0	0	0
3. Expresses interest in me as a unique individual.	0	0	0	0	0	0
4. Respects my opinions and feelings.	0	0	0	0	0	0
5. Is available when I need assistance.	0	0	0	0	0	0
6. Provides a caring, open atmosphere.	0	0	0	0	0	0
7. Checks to make sure we understand each other.	0	0	0	0	0	0
8. Respects my right to make my own decisions.	0	0	0	0	0	0
9. Provides me with accurate information about requirements, prerequisites, etc.	0	0	0	0	0	0
10. Keeps me up to date on changes in academic requirements.	0	0	0	0	0	0
11. Refers me to other sources from which I can obtain assistance.	0	0	0	0	0	0
12. Encourages me to assume an active role in planning my academic program.	0	0	0	0	0	0
13. Accepts constructive feedback concerning his/her effectiveness as an advisor.	0	0	0	0	0	0
14. Encourages me to achieve my educational goals.	0	0	0	0	0	0
15. Helps me identify the obstacles I need to overcome to reach my educational goals.	0	0	0	0	0	0
16. Takes the initiative in arranging meetings with me.	0	0	0	0	0	0
17. Is on time for appointments with me.	0	0	0	0	0	0
18. Clearly defines advisor/advisee responsibilities.	0	0	0	0	0	0

MY ADVISOR:	LEVEL OF AGREEMENT					
	DOES NOT APPLY	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
19. Allows sufficient time to discuss issues or problems.	0	0	0	0	0	0
20. Is willing to discuss personal problems.	0	0	0	0	0	0
21. Anticipates my needs.	0	0	0	0	0	0
22. Helps me select courses that match my interests and abilities.	0	0	0	0	0	0
23. Helps me to examine my needs, interests, and values.	0	0	0	0	0	0
24. Is familiar with my academic background.	0	0	0	0	0	0
25. Encourages me to talk about myself and my college experiences.	0	0	0	0	0	0
26. Encourages my interest in an academic discipline.	0	0	0	0	0	0
27. Encourages my involvement in extra-curricular activities.	0	0	0	0	0	0
28. Helps me explore careers in my field of interest.	0	0	0	0	0	0
29. Is knowledgeable about courses outside my major area of study.	0	0	0	0	0	0
30. Seems to enjoy advising.	0	0	0	0	0	0
31. Is approachable and easy to talk with.	0	0	0	0	0	0
32. Shows concern for my personal growth and development.	0	0	0	0	0	0
33. Keeps personal information confidential.	0	0	0	0	0	0
34. Is flexible in helping me plan my academic program.	0	0	0	0	0	0
35. Has a sense of humor.	0	0	0	0	0	0
36. Is a helpful, effective advisor, whom I would recommend to other students.	0	0	0	0	0	0

**SECTION V—ADDITIONAL ADVISING INFORMATION**

Please respond to the following questions about your academic advising program. (Note: Skip to Section VI on this page if you do not have an academic advisor.)

<b>A</b>	<b>HAVE YOU CHANGED ADVISORS SINCE ENROLLING IN THIS INSTITUTION?</b>  <input type="radio"/> Yes, Once <input type="radio"/> Yes, Twice <input type="radio"/> Yes, More Than Twice <input type="radio"/> No (Skip to Item C.)
<b>B</b>	<b>INDICATE WHICH STATEMENT BEST DESCRIBES THE REASON FOR YOUR MOST RECENT CHANGE OF ADVISOR.</b>  <input type="radio"/> I Changed My Major Area of Study <input type="radio"/> I Moved into an Upper-Level or Professional Program within My Major Area of Study <input type="radio"/> My Advisor's Status Changed (Retired, Moved, Deceased, Promoted, etc.) <input type="radio"/> The Institution (or My Department) Changed or Modified Advisor Assignments <input type="radio"/> I Was Not Satisfied with My Advisor <input type="radio"/> Other
<b>C</b>	<b>DURING THE PAST YEAR, HOW OFTEN DID YOU MEET WITH YOUR ADVISOR?</b>  <input type="radio"/> Never <input type="radio"/> Once <input type="radio"/> Twice <input type="radio"/> Three Times <input type="radio"/> Four or Five Times <input type="radio"/> More Than Five Times
<b>D</b>	<b>WAS THE NUMBER OF MEETINGS THAT YOU INDICATED IN BLOCK C SUFFICIENT FOR YOUR NEEDS?</b>  <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Undecided
<b>E</b>	<b>HOW MUCH TIME DO YOU USUALLY SPEND IN EACH MEETING WITH YOUR ADVISOR?</b>  <input type="radio"/> I Have not met with my advisor. <input type="radio"/> Less Than 5 Minutes <input type="radio"/> 5 to 15 Minutes <input type="radio"/> 16 to 30 Minutes <input type="radio"/> More Than 30 Minutes

**SECTION VI—ADDITIONAL QUESTIONS**

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but few questions require that many choices. Simply ignore the extra response ovals.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION VII—COMMENTS AND SUGGESTIONS**

If you wish to make any comments or suggestions concerning this college or its advising program, please use the lines provided below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DO NOT WRITE BELOW THIS LINE.



ACT Survey of Academic Advising  
Additional Questions

Please respond to these questions using Section VI of your survey form.

1. At which campus location do you primarily take courses?
  - A. Johnson City
  - B. Bristol
  - C. Kingsport
  - D. Greeneville
  
2. At which campus location is your academic advisor located?
  - A. Johnson City
  - B. Bristol
  - C. Kingsport
  - D. Greeneville
  
3. Have you used any Advisement Resources Career Center (ARC) services? Fill in the appropriate oval for all that you have used.
  - A. Academic Advising for Undeclared Students (University Advisement Center)
  - B. Cooperative Education and Internship Services
  - C. Center for Adult Programs and Commuting Students
  - D. NEXUS/Inside Track
  - E. Peer Career Center
  - F. I have not used any Advisement Resources Career Center (ARC) services.

In questions 4 through 8, give your level of satisfaction with the services you received, if any, from the Advisement Resources Career Center.

4. Academic Advising for Undeclared Students (University Advisement Center)
  - A. Very Satisfied
  - B. Satisfied
  - C. Neutral
  - D. Dissatisfied
  - E. Very Dissatisfied
  - F. Have Not Used This Service
  
5. Cooperative Education and Internship Services
  - A. Very Satisfied
  - B. Satisfied
  - C. Neutral
  - D. Dissatisfied
  - E. Very Dissatisfied
  - F. Have Not Used This Service

6. Center for Adult Programs and Commuting Students
  - A. Very Satisfied
  - B. Satisfied
  - C. Neutral
  - D. Dissatisfied
  - E. Very Dissatisfied
  - F. Have Not Used This Service
  
7. NEXUS/Inside Track
  - A. Very Satisfied
  - B. Satisfied
  - C. Neutral
  - D. Dissatisfied
  - E. Very Dissatisfied
  - F. Have Not Used This Service
  
8. Peer Career Center
  - A. Very Satisfied
  - B. Satisfied
  - C. Neutral
  - D. Dissatisfied
  - E. Very Dissatisfied
  - F. Have Not Used This Service
  
9. How often do you attend events/activities sponsored by the university or a student organization?
  - A. I have never attended a campus event/activity
  - B. I attend/participate in one to two campus event per academic year
  - C. I attend/participate in three to five campus events per academic year
  - D. I attend/participate in multiple campus events per academic year
  
10. Are you an active member of a student organization? “Active” means that you regularly attend scheduled meetings. Fill in the appropriate oval for all that apply.
  - A. Greek organizations
  - B. Academic organizations
  - C. Other organizations
  - D. I am not an active member of any student organization.



In questions 11 through 13, indicate whether or not you and your current academic advisor have discussed each of the following issues/topics.

11. Transferring course credit from another institution

- A. Have not discussed, and do not need to
- B. Have not discussed, but should have
- C. Have discussed

12. General education requirements

- A. Have not discussed, and do not need to
- B. Have not discussed, but should have
- C. Have discussed

13. Information about writing, oral, and technology proficiency intensive courses

- A. Have not discussed, and do not need to
- B. Have not discussed, but should have
- C. Have discussed

In questions 14 through 16, indicate your level of satisfaction with the assistance your advisor provided for the preceding topics/issues you have discussed with her/him.

14. Transferring course credit from another institution

- A. Very Satisfied
- B. Satisfied
- C. Neutral
- D. Dissatisfied
- E. Very Dissatisfied
- F. Did Not Discuss

15. General education requirements

- A. Very Satisfied
- B. Satisfied
- C. Neutral
- D. Dissatisfied
- E. Very Dissatisfied
- F. Did Not Discuss

16. Information about writing, oral, and technology proficiency intensive courses

- A. Very Satisfied
- B. Satisfied
- C. Neutral
- D. Dissatisfied
- E. Very Dissatisfied
- F. Did Not Discuss

## APPENDIX B

### Approval to Reproduce the Survey of Academic Advising for the Appendix

Renee,

Your requests regarding ACT's *Survey of Academic Advising* has been forwarded to me by Vi Bitterman as I am the person responsible for working with graduate students. In response to your requests --

1. ACT grants you permission to use a photocopied print of the *Survey of Academic Advising*. Please indicate that it is being used with permission from ACT, Inc.
2. You need only the permission of ETSU to use the data and reports they had generated.
3. I will send validity and reliability information that you may find useful.

Please contact me if I can provide further assistance.

Randy R. McClanahan, Ph.D.  
Senior Research Associate  
Educational and Social Research  
Phone: 319-337-1440  
FAX: 319-339-3020  
Email: mcclanah@act.org

## APPENDIX C

### Survey of Academic Advising Major Codes Used to Answer Question N in Section I

400 Undeclared	College of Arts and Sciences cont.
570 General Studies/Other Continuing Studies Majors	859 Psychology
	552 Social Work
College of Applied Science and Technology	860 Sociology & Anthropology
<u>Applied Human Sciences</u>	
789 Child & Family Studies	College of Business
786 Dietetics/Food Systems Mgmt.	451 Accounting
784 Family & Consumer Sciences	452 Banking & Finance
436 Interior Design	469 Corporate Finance & Inv.
511 Merchandising Apparel	463 Management
560 Computer & Information Sci.	464 Marketing
853 Geog. Geology & Geomatics	467 Real Estate
679 Surveying & Mapping	450 Pre-business
	480 All Other Business Majors
<u>Technology</u>	
624 Biomedical Engineering	580 College of Education
667 Construction Technology	
929/930 Digital Media	755 College of Nursing
670 Electronics Engineering	
668 Engineering Design Graphics	College of Public & Allied Health
636 Industrial Technology	743 Dental Hygiene
675 Manufacturing Engineering	740 Environmental Health
620 Pre-engineering	747 Public Health
607 Technology Education	750 Medical Technology
	840 Microbiology
College of Arts and Sciences	761 Radiography
922 Art	763 Cardiopulmonary Science
834 Biology	
836 Chemistry	Pre-Professional Programs
520 Mass Communications	745 Pre-dental
543 Criminal Justice	751 Pre-medicine
804 English	756 Pre-occupational Therapy
729 Foreign Language	757 Pre-optometry
854 History	758 Pre-pharmacy
810 Mathematics	760 Pre-physical therapy
931 Music	766 Pre-vet
822 Philosophy	
842 Physics	
858 Political Science	

## APPENDIX D

### Sophomore Level Literature Classes Offered at ETSU Fall 2002

1. English 2030/001
2. English 2030/002
3. English 2130/001
4. English 2130/004
5. English 2130/005
6. English 2130/006
7. English 2130/007
8. English 2130/008
9. English 2130/009
10. English 2130/010
11. English 2130/011
12. English 2130/012
13. English 2130/013
14. English 2130/201
15. English 2130/401
16. English 2130/501
17. English 2130/531
18. English 2130/541
19. English 2210/002
20. English 2210/003
21. English 2210/004
22. English 2210/005
23. English 2220/001
24. English 2220/002
25. English 2220/003
26. English 2220/004
27. English 2220/005
28. English 2330/001
29. English 2330/002
30. English 2330/003
31. English 2438/001

## APPENDIX E

### Survey Administration Instructions

Distribute a survey, Additional Questions, and list of undergraduate majors to each student.

#### READ THESE INSTRUCTIONS:

Good (Morning, Afternoon, Evening)!

I am administering the ACT Survey of Academic Advising. The purpose of the survey is to learn undergraduate students' impressions of their academic advising experiences at ETSU and how satisfied they are with the services they have received. There are no known risks associated with this study. There will be no immediate benefits to subjects; however, the data obtained will be used to evaluate and modify the existing undergraduate advisement system in order to improve services and better meet the needs of students. An ETSU doctoral student will also use the data for a dissertation project.

Completion of this survey is optional. If, for any reason, you feel uncomfortable about completing the survey, please do not participate. If a single question causes you concern, simply leave it blank. Please do not complete this survey if you are a graduate student, if you are under 18 years of age, or if you have already completed it in another class. Because we want the survey to be completely anonymous, do not complete Section A with your social security number.

Use a number 2 pencil. If you do not have one, we can provide you with one. Darken the spaces completely. Be careful not to write or make any marks outside the spaces provided for your answers. Some items may not apply to you or ETSU. If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then mark the correct oval. Select only ONE response for each item.

Note that the term "**college**" as used in this survey does not refer to a subunit of the University such as the College of Business, College of Nursing, College of Education, but, rather, the entire university—ETSU.

When you get to Question N, you will need to use the information supplied on the colored sheet that has an alphabetical listing of ETSU undergraduate majors and their respective codes. Please note that if you are seeking certification in **secondary** education, your major is not education but rather the subject area such as history or math that you plan to teach.

Skip Question O which asks you to identify your advisor. Section II, Question B asks you to fill in the oval next to the title that best describes your advisor. Some students may have more than one person at the University assisting them in advising matters. Complete this survey for the advisor in your major.

Respond to the Additional Questions on the white sheet in Section VI.

Section VII provides the opportunity to provide any comments or suggestions concerning this institution or its advising program.

Thank you for participating in this survey.

**COLLECTION PROCEDURE:**

Collect the surveys and place them in the envelope.

## APPENDIX F

### Tables

Table F-1

*Comparison of Demographic Information for 1994 ETSU Sophomore Population and Survey of Academic Advising Sample*

Variable	Population N = 1,960 Frequency (Percent)	SAA Sample N= 463 Frequency (Percent)
Age: 22 and under	1,208 (61.6)	377 (81.4)
23 and over	752 (38.4)	85 (18.4)
Not reported	0 (0.0)	1 (0.2)
Race: White	1,825 (93.1)	435 (94.0)
Black	74 (3.8)	11 (2.4)
Other	61 (3.1)	7 (1.4)
Not reported	--	10 (2.2)
Sex: Male	768 (39.2)	187 (40.4)
Female	1,192 (60.8)	276 (59.6)
Enrollment Status:		
Full-time	1,543 (78.7)	435 (94.0)
Part-time	417 (21.3)	28 (6.0)
Transfer Status:		
Continuing	1,725 (88.0)	--
Transfer	235 (12.0)	--



Table F-1 (continued)

Variable	Population N = 1,960 Frequency (Percent)	SAA Sample N= 463 Frequency (Percent)
<b>Home Residence:</b>		
In-state	1,744 (89.0)	422 (91.1)
Out-of-state	208 (10.6)	41 (8.9)
International	8 (0.4)	0 (0.0)
<b>Overall GPA:</b>		
3.00 – 4.00	--	181 (39.1)
2.00 – 2.99	--	240 (51.8)
1.00 – 1.99	--	42 (9.1)
Not reported	--	0 (0.0)
<b>College Residence:</b>		
On campus	397 (20.3)	129 (27.9)
Off campus	1,563 (79.7)	334 (72.1)
<b>Major:</b>		
Declared	1,695 (86.5)	374 (80.8)
Undeclared	265 (13.5)	89 (19.2)
Not reported	0 (0.0)	0 (0.0)

Sources: Population information from TBR Enrollment Reports and SIS Files, ETSU Office of Institutional Effectiveness and Planning, 2/2004; 1994 Survey of Academic Advising sample information from *A Survey of Sophomore Students' Perceptions of Academic Advising at East Tennessee State University* by Gross (1996a).

Table F-2

*Comparison of Demographic Information for 1998 ETSU Sophomore Population and Survey of Academic Advising Sample*

Variable	Population N = 1,920 Frequency (Percent)	SAA Sample N= 372 Frequency (Percent)
Age: 22 and under	1,347 (70.2)	310 (83.3)
23 and over	573 (29.8)	61 (16.4)
Not reported	0 (0.0)	1 (0.3)
Race: White	1,771 (92.2)	345 (92.7)
Black	74 (3.9)	5 (1.3)
Other	75 (3.9)	15 (4.1)
Not reported	--	7 (1.9)
Sex: Male	799 (41.6)	144 (38.7)
Female	1,121 (58.4)	228 (61.3)
Enrollment Status:		
Full-time	1,622 (84.5)	353 (94.9)
Part-time	298 (15.5)	19 (5.1)
Transfer Status:		
Continuing	1,700 (88.5)	299 (80.3)
Transfer	220 (11.5)	72 (19.4)
Not reported	0 (0.0)	1 (0.3)

Table F-2 (continued)

Variable	Population N = 1,920 Frequency (Percent)	SAA Sample N= 372 Frequency (Percent)
<b>Home Residence:</b>		
In-state	1,715 (89.3)	340 (91.4)
Out-of-state	196 (10.2)	26 (7.0)
International	9 (0.5)	4 (1.1)
Not reported	0 (0.0)	2 (0.5)
<hr/>		
<b>Overall GPA:</b>		
3.00 – 4.00	--	191 (51.4)
2.00 – 2.99	--	153 (41.1)
1.00 – 1.99	--	28 (7.5)
<hr/>		
<b>College Residence:</b>		
On campus	436 (22.7)	97 (26.1)
Off campus	1,484 (77.3)	275 (73.9)
<hr/>		
<b>Major: Declared</b>	1,554 (80.9)	276 (74.2)
Undeclared	366 (19.1)	93 (25.0)
Not reported	--	3 (0.8)

Sources: Population information from TBR Enrollment Reports and SIS Files, ETSU Office of Institutional Effectiveness and Planning, 2/2004; 1998 Survey of Academic Advising sample information from unpublished raw data provided by American College Testing in: ACT Survey of Academic Advising. East Tennessee State University. Code 3958, 3/30/99.

Table F-3

*Descriptive Statistics and Differences in Item Responses for Traditional and Adult Students on Survey of Academic Advising Section III, Part B*

Topic	<u>Traditional</u>			<u>Adult</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
1. Academic progress	181	3.91	0.69	16	4.31	0.70	2.26	.025
2. Registration procedures	243	4.02	0.89	23	4.22	0.90	1.00	.320
3. Dropping/Adding courses	130	4.09	0.68	19	4.32	0.82	1.31	.192
4. Obtaining nontraditional course credit	28	4.07	0.77	6	4.00	0.89	0.20	.842
5. Selecting/Changing major	122	3.74	0.92	14	3.93	1.14	0.72	.473
6. Meeting graduation requirements	142	4.03	0.73	11	4.36	0.67	1.47	.144
7. Improving study skills	34	3.85	0.89	6	4.67	0.52	2.16	.037
8. Matching learning style	60	4.05	0.79	8	4.50	1.41	1.36	.178
9. Obtaining tutorial help	41	4.10	0.58	7	4.43	0.98	0.87	.414
10. Clarifying life/career goals	91	3.97	0.84	10	4.30	1.06	1.16	.247
11. Identifying career areas	83	3.94	0.92	12	3.92	1.31	0.08	.939
12. Coping w/academic difficulties	51	3.94	0.76	6	4.50	0.84	1.69	.097
13. Obtaining financial aid	60	3.92	1.05	9	4.67	0.50	2.11	.039
14. Obtaining on-campus employment	29	3.86	0.92	3	5.00	0.00	2.12	.042
15. After college job placement	36	4.03	0.65	3	4.33	1.15	0.74	.466
16. Education after graduation	52	4.00	0.82	3	4.33	0.58	0.69	.491
17. Withdrawing/Transferring	14	3.43	1.02	2	4.50	0.71	1.42	.177

Table F-3 (continued)

Topic	<u>Traditional</u>			<u>Adult</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
18. Dealing w/personal problems	18	3.83	1.10	4	4.75	0.50	1.61	.123

Table F-4

*Descriptive Statistics and Differences in Item Responses for Traditional and Adult Students on Survey of Academic Advising Section IV*

Topic	<u>Traditional</u>			<u>Adult</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
1. Knows who I am	275	3.18	1.29	31	3.71	1.13	2.19	.029
2. Is a good listener	274	3.86	0.90	30	4.13	0.82	1.59	.114
3. Expresses interest in me as a unique individual	274	3.43	1.09	29	3.83	1.04	1.88	.062
4. Respects my opinions/ feelings	272	3.85	0.83	28	3.96	0.79	0.72	.471
5. Is available when I need help	276	3.67	1.00	31	3.90	0.79	1.54	.132
6. Provides caring, open atmosphere	272	3.80	0.91	30	4.23	0.68	2.53	.012
7. Checks to make sure we understand each other	272	3.80	0.92	30	3.83	0.79	0.20	.839
8. Respects my right to make my own decisions	271	3.96	0.85	30	4.10	0.80	0.84	.401
9. Provides accurate information about requirements	276	3.90	1.04	31	4.03	0.91	0.67	.505
10. Keeps me updated on requirements	270	3.44	1.09	29	3.59	1.09	0.68	.496
11. Refers me to other sources from which I can obtain help	265	3.45	1.12	28	3.64	1.06	0.88	.381
12. Encourages me to be active in my academic planning	273	3.76	0.92	29	4.00	0.93	1.32	.188
13. Accepts constructive feedback	232	3.28	0.99	26	3.54	0.86	1.30	.193

Table F-4 (continued)

Topic	<u>Traditional</u>			<u>Adult</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
14. Encourages me to achieve my educational goals	272	3.76	0.92	29	4.14	0.88	2.10	.037
15. Helps me identify obstacles I need to overcome	256	3.55	0.99	29	3.66	1.11	0.53	.596
16. Takes initiative in arranging meetings	266	2.79	1.18	27	3.04	1.13	1.03	.304
17. Is on time for appointments	265	3.85	0.87	30	4.23	0.86	2.27	.024
18. Clearly defines advisor/ advisee responsibilities	269	3.47	0.99	30	3.63	1.16	0.85	.395
19. Allows sufficient time to discuss issues	271	3.80	0.89	29	3.97	1.02	0.94	.350
20. Is willing to discuss personal problems	208	3.23	0.93	25	3.72	0.94	2.47	.014
21. Anticipates my needs	259	3.29	0.93	27	3.41	1.01	0.64	.523
22. Helps me select courses that match my interest/ abilities	272	3.65	0.98	30	3.80	1.00	0.79	.430
23. Helps me examine my needs, interests, values	255	3.42	1.01	27	3.44	1.05	0.14	.889
24. Is familiar with my academic background	274	3.43	1.02	29	3.52	0.95	0.46	.648
25. Encourages me to talk about myself, college experiences	256	2.99	1.04	25	3.48	1.19	2.22	.028
26. Encourages my interest in an academic discipline	264	3.42	0.97	26	3.50	0.91	0.42	.674

Table F-4 (continued)

Topic	<u>Traditional</u>			<u>Adult</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
27. Encourages my involvement in extracurricular interests	248	3.11	1.06	21	3.05	0.80	0.35	.731
28. Helps me explore careers in my field of interest	267	3.32	1.01	28	3.18	1.09	0.69	.489
29. Is knowledgeable about courses outside my major area of study	263	3.57	0.94	29	3.66	0.86	0.45	.656
30. Seems to enjoy advising	272	3.86	0.93	31	4.26	0.68	2.28	.023
31. Is approachable and easy to talk to	272	3.92	0.94	31	4.26	0.77	1.96	.050
32. Shows concern for personal growth and development	262	3.55	0.95	30	3.73	1.05	0.99	.323
33. Keeps personal information confidential	252	3.97	0.80	27	4.11	0.80	0.88	.380
34. Is flexible in helping me plan my academic program	273	3.72	0.91	30	4.00	0.74	1.63	.105
35. Has a sense of humor	268	3.89	0.94	31	4.06	0.89	1.00	.320
36. Is a helpful, effective advisor whom I would recommend to other students	273	3.77	1.08	31	4.23	0.80	2.28	.023



Table F-5

*Descriptive Statistics and Differences in Item Responses for Male and Female Students on Survey of Academic Advising Section III, Part B*

Topic	<u>Male</u>			<u>Female</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
1. Academic progress	67	3.85	0.70	131	3.98	0.69	1.29	.200
2. Registration procedures	94	3.81	0.92	172	4.17	0.85	3.22	.001
3. Dropping/Adding courses	57	4.02	0.72	93	4.17	0.69	1.32	.191
4. Obtaining nontraditional course credit	16	3.81	0.75	18	4.28	0.75	1.80	.081
5. Selecting/Changing major	48	3.83	0.83	89	3.73	1.00	0.61	.543
6. Meeting graduation requirements	50	4.00	0.61	103	4.08	0.79	0.67	.503
7. Improving study skills	12	4.08	1.08	28	3.93	0.81	0.50	.621
8. Matching learning style	25	4.16	0.85	43	4.07	0.91	0.40	.688
9. Obtaining tutorial help	17	4.24	0.56	31	4.10	0.70	0.70	.487
10. Clarifying life/career goals	35	3.91	0.95	67	4.01	0.84	0.55	.585
11. Identifying career areas	34	3.88	1.01	62	3.97	0.94	0.42	.679
12. Coping w/academic difficulties	18	4.11	0.76	39	3.95	0.79	0.73	.470
13. Obtaining financial aid	27	4.04	0.85	42	4.00	1.13	0.15	.884
14. Obtaining on-campus employment	14	4.00	0.78	18	3.94	1.06	0.17	.870
15. After college job placement	12	4.00	0.85	27	4.07	0.62	0.31	.760
16. Education after graduation	19	4.11	0.66	36	3.97	0.88	0.58	.565
17. Withdrawing/ Transferring	7	3.29	1.11	9	3.78	0.97	0.94	.361

Table F-5 (continued)

Topic	<u>Male</u>			<u>Female</u>			<u>t</u>	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
18. Dealing w/personal problems	8	3.88	0.83	14	4.07	1.21	0.41	.689

Table F-6

*Descriptive Statistics and Differences in Item Responses for Male and Female Students on Survey of Academic Advising Section IV*

Topic	<u>Male</u>			<u>Female</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
1. Knows who I am	117	3.36	1.35	191	3.14	1.24	1.44	.150
2. Is a good listener	113	3.94	0.85	193	3.86	0.92	0.74	.463
3. Expresses interest in me as a unique individual	112	3.58	1.05	193	3.40	1.11	1.37	.172
4. Respects my opinions/ feelings	110	3.83	0.86	192	3.88	0.81	0.53	.594
5. Is available when I need help	115	3.74	0.91	194	3.65	1.02	0.78	.439
6. Provides caring, open atmosphere	112	3.84	0.95	192	3.84	0.86	0.04	.967
7. Checks to make sure we understand each other	113	3.80	0.87	191	3.79	0.94	0.05	.957
8. Respects my right to make my own decisions	112	4.04	0.74	191	3.93	0.90	1.12	.263
9. Provides accurate information about requirements	115	3.89	1.01	194	3.94	1.04	0.42	.673
10. Keeps me updated on requirements	110	3.48	1.05	191	3.42	1.12	0.44	.660
11. Refers me to other sources from which I can obtain help	108	3.51	1.05	187	3.43	1.15	0.57	.572
12. Encourages me to be active in my academic planning	112	3.76	0.81	192	3.80	0.98	0.35	.730
13. Accepts constructive feedback	101	3.41	0.93	158	3.23	1.00	1.39	.167

Table F-6 (continued)

Topic	<u>Male</u>			<u>Female</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
14. Encourages me to achieve my educational goals	113	3.75	0.93	190	3.82	0.93	0.58	.565
15. Helps me identify obstacles I need to overcome	110	3.50	0.96	177	3.58	1.05	0.62	.537
16. Takes initiative in arranging meetings	109	2.83	1.08	186	2.79	1.23	0.32	.746
17. Is on time for appointments	109	3.94	0.75	188	3.87	0.94	0.60	.549
18. Clearly defines advisor/advisee responsibilities	112	3.46	0.96	189	3.49	1.04	0.26	.795
19. Allows sufficient time to discuss issues	110	3.81	0.80	192	3.82	0.95	0.13	.898
20. Is willing to discuss personal problems	95	3.36	0.92	140	3.22	0.96	1.09	.278
21. Anticipates my needs	109	3.28	0.93	179	3.30	0.96	0.10	.919
22. Helps me select courses that match my interest/abilities	114	3.68	0.97	190	3.65	0.99	0.32	.752
23. Helps me examine my needs, interests, values	107	3.45	1.00	177	3.38	1.03	0.52	.607
24. Is familiar with my academic background	112	3.41	0.96	193	3.45	1.04	0.29	.772
25. Encourages me to talk about myself, college experiences	105	3.19	1.03	178	2.93	1.07	2.03	.044
26. Encourages my interest in an academic discipline	107	3.46	0.89	185	3.40	1.00	0.50	.619

Table F-6 (continued)

Topic	<u>Male</u>			<u>Female</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
27. Encourages my involvement in extracurricular interests	102	3.25	1.03	169	3.01	1.05	1.79	.075
28. Helps me explore careers in my field of interest	109	3.38	1.03	188	3.24	1.02	1.07	.286
29. Is knowledgeable about courses outside my major area of study	111	3.69	0.88	183	3.51	0.95	1.66	.098
30. Seems to enjoy advising	112	3.87	0.89	193	3.93	0.93	0.56	.573
31. Is approachable and easy to talk to	113	3.96	0.85	192	3.95	0.96	0.15	.879
32. Shows concern for personal growth and development	110	3.64	0.94	184	3.52	0.98	0.99	.325
33. Keeps personal information confidential	105	3.94	0.84	176	4.01	0.78	0.69	.489
34. Is flexible in helping me plan my academic program	111	3.79	0.81	194	3.71	0.94	0.76	.446
35. Has a sense of humor	112	3.99	0.78	189	3.85	1.01	1.34	.181
36. Is a helpful, effective advisor whom I would recommend to other students	114	3.82	0.99	191	3.82	1.11	0.01	.994

Table F-7

*Descriptive Statistics and Differences in Item Responses for Students Residing On-Campus and Off-Campus on Survey of Academic Advising Section III, Part B*

Topic	<u>On-Campus</u>			<u>Off-Campus</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
1. Academic progress	68	3.91	0.69	129	3.95	0.71	0.40	.691
2. Registration procedures	89	4.03	0.88	175	4.04	0.89	0.05	.957
3. Dropping/Adding courses	44	4.05	0.71	104	4.13	0.70	0.71	.481
4. Obtaining nontraditional course credit	9	4.11	0.78	24	4.00	0.78	0.36	.718
5. Selecting/Changing major	45	3.62	0.98	91	3.82	0.91	1.18	.239
6. Meeting graduation requirements	52	3.98	0.78	99	4.08	0.71	0.80	.428
7. Improving study skills	19	3.79	1.08	21	4.14	0.65	1.26	.215
8. Matching learning style	24	3.75	0.94	42	4.26	0.80	2.34	.022
9. Obtaining tutorial help	22	3.95	0.58	25	4.28	0.68	1.76	.085
10. Clarifying life/career goals	33	4.06	0.61	69	3.94	0.98	0.75	.458
11. Identifying career areas	29	3.90	0.94	67	3.96	0.98	0.27	.785
12. Coping w/academic difficulties	23	3.78	0.85	33	4.12	0.70	1.63	.108
13. Obtaining financial aid	24	3.92	1.06	44	4.05	1.01	0.49	.623
14. Obtaining on-campus employment	11	3.73	1.19	20	4.05	0.76	0.92	.363
15. After college job placement	18	4.11	0.58	20	3.95	0.76	0.73	.472
16. Education after graduation	23	4.04	0.82	31	3.97	0.80	0.34	.735
17. Withdrawing/Transferring	2	3.00	1.41	13	3.54	0.97	0.70	.495

Table F-7 (continued)

Topic	<u>On-Campus</u>			<u>Off-Campus</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
18. Dealing w/personal problems	10	3.60	1.26	11	4.27	0.79	1.48	.155

Table F-8

*Descriptive Statistics and Differences in Item Responses for Students Residing On-Campus and Off-Campus on Survey of Academic Advising Section IV*

Topic	<u>On-Campus</u>			<u>Off-Campus</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
1. Knows who I am	104	3.25	1.28	202	3.20	1.30	0.30	.763
2. Is a good listener	101	3.87	0.92	203	3.89	0.88	0.14	.888
3. Expresses interest in me as a unique individual	102	3.42	1.11	201	3.48	1.07	0.46	.644
4. Respects my opinions/ feelings	101	3.84	0.85	200	3.87	0.82	0.28	.779
5. Is available when I need help	102	3.69	0.95	205	3.68	1.00	0.03	.978
6. Provides caring, open atmosphere	101	3.78	0.86	201	3.87	0.91	0.76	.445
7. Checks to make sure we understand each other	100	3.81	0.87	202	3.78	0.93	0.29	.769
8. Respects my right to make my own decisions	101	4.01	0.79	200	3.95	0.87	0.63	.530
9. Provides accurate information about requirements	102	3.99	0.95	205	3.87	1.06	0.94	.348
10. Keeps me updated on requirements	100	3.44	1.01	199	3.44	1.13	0.02	.983
11. Refers me to other sources from which I can obtain help	97	3.48	1.07	196	3.43	1.13	0.37	.712
12. Encourages me to be active in my academic planning	101	3.78	0.90	201	3.77	0.93	0.10	.922
13. Accepts constructive feedback	83	3.29	0.94	174	3.29	0.98	0.01	.989



Table F-8 (continued)

Topic	<u>On-Campus</u>			<u>Off-Campus</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
14. Encourages me to achieve my educational goals	101	3.79	0.89	200	3.79	0.95	0.06	.950
15. Helps me identify obstacles I need to overcome	92	3.57	0.98	193	3.53	1.04	0.29	.776
16. Takes initiative in arranging meetings	98	2.93	1.19	196	2.73	1.16	1.34	.181
17. Is on time for appointments	97	3.84	0.90	198	3.92	0.87	0.77	.440
18. Clearly defines advisor/ advisee responsibilities	100	3.44	0.95	199	3.49	1.04	0.38	.703
19. Allows sufficient time to discuss issues	100	3.78	0.93	200	3.83	0.88	0.41	.683
20. Is willing to discuss personal problems	80	3.18	0.99	154	3.32	0.91	1.11	.270
21. Anticipates my needs	97	3.21	0.90	190	3.33	0.97	1.06	.290
22. Helps me select courses that match my interest/ abilities	100	3.62	0.97	202	3.67	0.98	0.40	.687
23. Helps me examine my needs, interests, values	97	3.35	1.04	186	3.44	1.01	0.66	.508
24. Is familiar with my academic background	103	3.37	1.05	201	3.46	0.99	0.76	.446
25. Encourages me to talk about myself, college experiences	99	3.00	1.08	183	3.03	1.05	0.21	.837
26. Encourages my interest in an academic discipline	100	3.50	0.97	191	3.38	0.95	1.04	.300

Table F-8 (continued)

Topic	<u>On-Campus</u>			<u>Off-Campus</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
27. Encourages my involvement in extracurricular interests	97	3.23	1.09	173	3.03	1.01	1.46	.145
28. Helps me explore careers in my field of interest	97	3.32	1.00	199	3.28	1.04	0.30	.764
29. Is knowledgeable about courses outside my major area of study	98	3.58	0.94	194	3.57	0.93	0.13	.899
30. Seems to enjoy advising	101	3.86	0.96	202	3.92	0.89	0.53	.595
31. Is approachable and easy to talk to	101	3.90	0.95	202	3.97	0.91	0.62	.539
32. Shows concern for personal growth and development	99	3.54	0.92	193	3.57	0.99	0.29	.772
33. Keeps personal information confidential	95	3.87	0.78	185	4.04	0.81	1.68	.094
34. Is flexible in helping me plan my academic program	101	3.69	0.87	202	3.77	0.91	0.68	.499
35. Has a sense of humor	101	3.95	0.93	198	3.87	0.93	0.67	.502
36. Is a helpful, effective advisor whom I would recommend to other students	102	3.84	0.99	201	3.79	1.10	0.40	.687

Table F-9

*Descriptive Statistics and Differences in Item Responses for Students With Faculty and Other Types of Advisors on Survey of Academic Advising Section III, Part B*

Topic	<u>Faculty Advisor</u>			<u>Other Type of Advisor</u>				Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>	t	
1. Academic progress	79	3.96	0.71	109	3.93	0.69	0.34	.731
2. Registration procedures	113	4.01	1.00	141	4.10	0.78	0.81	.417
3. Dropping/Adding courses	59	4.08	0.84	83	4.14	0.61	0.47	.640
4. Obtaining nontraditional course credit	17	3.88	0.78	15	4.20	0.77	1.15	.258
5. Selecting/Changing major	49	3.78	1.07	78	3.74	0.89	0.18	.856
6. Meeting graduation requirements	64	4.05	0.86	81	4.07	0.63	0.21	.833
7. Improving study skills	17	3.82	0.95	21	4.05	0.86	0.76	.452
8. Matching learning style	21	4.14	0.79	45	4.07	0.94	0.32	.749
9. Obtaining tutorial help	17	4.18	0.64	29	4.14	0.64	0.20	.844
10. Clarifying life/career goals	41	4.17	0.80	54	3.85	0.94	1.74	.085
11. Identifying career areas	36	3.97	1.08	56	3.91	0.90	0.30	.768
12. Coping w/academic difficulties	20	4.15	0.59	35	3.89	0.87	1.21	.231
13. Obtaining financial aid	27	4.19	1.08	36	3.86	1.05	1.20	.234
14. Obtaining on-campus employment	9	4.00	1.12	20	3.90	0.91	0.26	.801
15. After college job placement	17	3.94	0.75	19	4.11	0.66	0.70	.488
16. Education after graduation	28	4.11	0.83	22	3.91	0.81	0.85	.402
17. Withdrawing/Transferring	2	4.50	0.71	13	3.31	0.95	1.69	.116

Table F-9 (continued)

Topic	<u>Faculty Advisor</u>			<u>Other Type of Advisor</u>				Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>	t	
18. Dealing w/personal problems	9	4.56	0.53	12	3.58	1.24	2.44	.027

Table F-10

*Descriptive Statistics and Differences in Item Responses for Students With Faculty and Other Types of Advisors on Survey of Academic Advising Section IV*

Topic	<u>Faculty Advisor</u>			<u>Other Type of Advisor</u>				Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>	t	
1. Knows who I am	130	3.28	1.31	165	3.17	1.26	0.71	.477
2. Is a good listener	130	3.77	0.98	164	3.99	0.83	2.10	.037
3. Expresses interest in me as a unique individual	130	3.40	1.12	162	3.53	1.06	1.02	.309
4. Respects my opinions/ feelings	129	3.78	0.84	161	3.94	0.82	1.66	.099
5. Is available when I need help	130	3.68	0.97	166	3.68	0.99	0.03	.974
6. Provides caring, open atmosphere	128	3.72	0.96	164	3.94	0.82	2.07	.040
7. Checks to make sure we understand each other	128	3.76	0.89	164	3.82	0.93	0.61	.544
8. Respects my right to make my own decisions	128	3.95	0.79	163	3.99	0.89	0.41	.685
9. Provides accurate information about requirements	131	3.81	1.02	166	3.99	1.05	1.48	.141
10. Keeps me updated on requirements	127	3.31	1.09	162	3.53	1.10	1.67	.097
11. Refers me to other sources from which I can obtain help	124	3.39	1.08	159	3.50	1.14	0.82	.411
12. Encourages me to be active in my academic planning	127	3.76	0.90	165	3.79	0.95	0.22	.826
13. Accepts constructive feedback	111	3.10	0.92	138	3.45	0.97	2.90	.004

Table F-10 (continued)

Topic	<u>Faculty Advisor</u>			<u>Other Type of Advisor</u>				Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>	t	
14. Encourages me to achieve my educational goals	127	3.72	0.96	164	3.84	0.91	1.01	.314
15. Helps me identify obstacles I need to overcome	120	3.46	0.99	156	3.58	1.04	0.96	.336
16. Takes initiative in arranging meetings	123	2.85	1.17	160	2.73	1.18	0.81	.418
17. Is on time for appointments	127	3.81	0.86	158	3.96	0.90	1.38	.170
18. Clearly defines advisor/advisee responsibilities	127	3.41	1.06	163	3.50	0.99	0.73	.469
19. Allows sufficient time to discuss issues	130	3.77	0.90	160	3.86	0.90	0.88	.382
20. Is willing to discuss personal problems	102	3.26	0.96	123	3.28	0.93	0.09	.927
21. Anticipates my needs	120	3.23	0.90	156	3.33	0.99	0.81	.418
22. Helps me select courses that match my interest/abilities	128	3.50	1.03	164	3.79	0.92	2.51	.013
23. Helps me examine my needs, interests, values	118	3.31	1.06	154	3.48	0.99	1.40	.161
24. Is familiar with my academic background	128	3.45	1.01	164	3.43	1.00	0.22	.825
25. Encourages me to talk about myself, college experiences	115	2.95	1.10	155	3.05	1.04	0.79	.429
26. Encourages my interest in an academic discipline	120	3.46	1.04	159	3.37	0.90	0.75	.454

Table F-10 (continued)

Topic	<u>Faculty Advisor</u>			<u>Other Type of Advisor</u>				Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>	t	
27. Encourages my involvement in extracurricular interests	111	3.23	1.08	148	2.98	1.01	1.87	.062
28. Helps me explore careers in my field of interest	127	3.32	0.98	158	3.25	1.06	0.62	.536
29. Is knowledgeable about courses outside my major area of study	123	3.53	0.93	158	3.60	0.94	0.65	.518
30. Seems to enjoy advising	128	3.71	1.05	165	4.04	0.78	2.99	.003
31. Is approachable and easy to talk to	129	3.81	1.03	164	4.05	0.83	2.23	.027
32. Shows concern for personal growth and development	122	3.54	1.03	160	3.56	0.92	0.19	.853
33. Keeps personal information confidential	117	3.97	0.84	152	4.01	0.76	0.48	.630
34. Is flexible in helping me plan my academic program	127	3.63	0.94	165	3.79	0.87	1.54	.125
35. Has a sense of humor	122	3.84	1.08	165	3.94	0.79	0.83	.410
36. Is a helpful, effective advisor whom I would recommend to other students	128	3.69	1.13	164	3.88	1.03	1.54	.126

Table F-11

*Descriptive Statistics and Differences in Item Responses for Continuing and Transfer Students on Survey of Academic Advising Section III, Part B*

Topic	<u>Continuing</u>			<u>Transfer</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
1. Academic progress	176	3.94	0.71	20	3.95	0.60	0.04	.967
2. Registration procedures	228	4.01	0.90	36	4.19	0.82	1.14	.256
3. Dropping/Adding courses	129	4.10	0.71	19	4.21	0.63	0.64	.522
4. Obtaining nontraditional course credit	26	4.12	0.77	7	3.71	0.76	1.23	.227
5. Selecting/Changing major	118	3.73	0.96	17	4.00	0.79	1.11	.268
6. Meeting graduation requirements	128	4.06	0.71	23	4.00	0.85	0.38	.706
7. Improving study skills	38	3.95	0.90	2	4.50	0.71	0.85	.400
8. Matching learning style	62	4.10	0.88	5	4.00	1.00	0.23	.816
9. Obtaining tutorial help	42	4.10	0.66	5	4.40	0.55	1.00	.324
10. Clarifying life/career goals	94	3.96	0.90	8	4.25	0.46	0.90	.369
11. Identifying career areas	87	3.90	0.99	9	4.33	0.50	1.30	.196
12. Coping w/academic difficulties	51	3.96	0.80	5	4.20	0.45	0.66	.515
13. Obtaining financial aid	61	4.00	1.03	7	4.00	1.00	0.00	1.00
14. Obtaining on-campus employment	28	3.89	0.96	3	4.33	0.58	0.78	.444
15. After college job placement	34	4.00	0.70	4	4.25	0.50	0.69	.493
16. Education after graduation	48	4.02	0.76	6	3.83	1.17	0.54	.594
17. Withdrawing/Transferring	14	3.36	0.93	1	5.00	0.00	1.71	.111



Table F-11 (continued)

Topic	<u>Continuing</u>			<u>Transfer</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
18. Dealing w/personal problems	20	4.00	1.08	1	3.00	0.00	0.91	.376

Table F-12

*Descriptive Statistics and Differences in Item Responses for Continuing and Transfer Students on Survey of Academic Advising Section IV*

Topic	<u>Continuing</u>			<u>Transfer</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
1. Knows who I am	260	3.31	1.30	46	2.74	1.12	2.79	.006
2. Is a good listener	261	3.90	0.89	43	3.79	0.91	0.74	.458
3. Expresses interest in me as a unique individual	259	3.50	1.09	44	3.30	1.07	1.14	.254
4. Respects my opinions/ feelings	258	3.90	0.83	42	3.64	0.73	1.91	.057
5. Is available when I need help	263	3.73	0.99	44	3.45	0.95	1.70	.090
6. Provides caring, open atmosphere	259	3.86	0.90	43	3.72	0.88	0.98	.330
7. Checks to make sure we understand each other	259	3.85	0.91	43	3.47	0.83	2.56	.011
8. Respects my right to make my own decisions	259	4.01	0.84	42	3.74	0.83	1.96	.051
9. Provides accurate information about requirements	262	3.94	1.03	45	3.76	1.03	1.11	.269
10. Keeps me updated on requirements	255	3.47	1.10	44	3.32	1.05	0.83	.405
11. Refers me to other sources from which I can obtain help	251	3.46	1.15	42	3.43	0.89	0.19	.849
12. Encourages me to be active in my academic planning	259	3.80	0.93	43	3.67	0.89	0.80	.427
13. Accepts constructive feedback	218	3.31	0.98	39	3.18	0.94	0.78	.434

Table F-12 (continued)

Topic	<u>Continuing</u>			<u>Transfer</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
14. Encourages me to achieve my educational goals	257	3.80	0.94	44	3.77	0.86	0.16	.870
15. Helps me identify obstacles I need to overcome	243	3.58	1.03	42	3.33	0.87	1.49	.138
16. Takes initiative in arranging meetings	251	2.82	1.20	42	2.67	1.00	0.81	.419
17. Is on time for appointments	254	3.95	0.88	41	3.56	0.84	2.65	.009
18. Clearly defines advisor/ advisee responsibilities	258	3.49	1.03	41	3.37	0.94	0.74	.459
19. Allows sufficient time to discuss issues	256	3.86	0.89	44	3.55	0.90	2.18	.030
20. Is willing to discuss personal problems	197	3.27	0.97	36	3.25	0.77	0.14	.888
21. Anticipates my needs	245	3.32	0.96	41	3.12	0.87	1.23	.221
22. Helps me select courses that match my interest/ abilities	257	3.69	0.99	45	3.51	0.92	1.13	.261
23. Helps me examine my needs, interests, values	244	3.44	1.03	38	3.21	0.91	1.31	.192
24. Is familiar with my academic background	260	3.47	1.00	43	3.16	1.02	1.85	.065
25. Encourages me to talk about myself, college experiences	241	3.02	1.07	40	3.03	1.00	0.02	.981
26. Encourages my interest in an academic discipline	250	3.46	0.97	40	3.23	0.89	1.42	.157

Table F-12 (continued)

Topic	<u>Continuing</u>			<u>Transfer</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
27. Encourages my involvement in extracurricular interests	232	3.13	1.07	37	2.95	0.85	1.17	.245
28. Helps me explore careers in my field of interest	254	3.33	1.05	41	3.12	0.81	1.43	.157
29. Is knowledgeable about courses outside my major area of study	249	3.59	0.96	43	3.53	0.80	0.33	.739
30. Seems to enjoy advising	259	3.92	0.92	44	3.86	0.88	0.34	.731
31. Is approachable and easy to talk to	260	3.98	0.94	43	3.81	0.79	1.07	.284
32. Shows concern for personal growth and development	252	3.59	0.98	40	3.45	0.85	0.84	.403
33. Keeps personal information confidential	241	4.02	0.81	38	3.76	0.75	1.84	.067
34. Is flexible in helping me plan my academic program	260	3.78	0.91	43	3.56	0.83	1.48	.139
35. Has a sense of humor	257	3.92	0.92	42	3.81	0.94	0.73	.466
36. Is a helpful, effective advisor whom I would recommend to other students	259	3.83	1.08	44	3.75	0.99	0.44	.661

Table F-13

*Descriptive Statistics and Differences in Item Responses for ETSU Sophomore Students and Normative Study Sophomores on Survey of Academic Advising Section III, Part B*

Topic	<u>ETSU Students</u>			<u>Normative Study</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
1. Academic progress	198	3.94	0.69	5494	4.08	0.76	2.55	.011
2. Registration procedures	266	4.04	0.89	6810	4.10	0.86	1.12	.265
3. Dropping/Adding courses	150	4.11	0.70	4709	4.16	0.78	0.78	.438
4. Obtaining nontraditional course credit	34	4.06	0.76	1591	4.03	0.88	0.20	.844
5. Selecting/Changing major	137	3.77	0.94	3200	4.12	0.86	4.65	.000
6. Meeting graduation requirements	153	4.05	0.73	4887	4.15	0.82	1.49	.136
7. Improving study skills	40	3.98	0.88	1821	4.14	0.76	1.31	.190
8. Matching learning style	68	4.10	0.88	2066	4.17	0.79	0.72	.474
9. Obtaining tutorial help	48	4.15	0.65	1560	4.10	0.79	0.43	.664
10. Clarifying life/career goals	102	3.98	0.87	3087	4.17	0.78	2.41	.016
11. Identifying career areas	96	3.94	0.96	2814	4.24	0.75	3.81	.000
12. Coping w/academic difficulties	57	4.00	0.77	2313	4.13	0.82	1.18	.236
13. Obtaining financial aid	69	4.01	1.01	2038	4.13	0.89	1.10	.273
14. Obtaining on-campus employment	32	3.97	0.92	1283	4.10	0.92	0.79	.430
15. After college job placement	39	4.05	0.68	1530	4.17	0.80	0.93	.353
16. Education after graduation	55	4.02	0.80	2447	4.22	0.74	1.98	.048
17. Withdrawing/Transferring	16	3.56	1.00	1284	4.06	0.89	2.23	.026

Table F-13 (continued)

Topic	<u>ETSU Students</u>			<u>Normative Study</u>			<u>t</u>	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
18. Dealing w/personal problems	22	4.00	1.04	1365	4.31	0.84	1.71	.087

Table F-14

*Descriptive Statistics and Differences in Item Responses for ETSU Sophomore Students and Normative Study Sophomores on Survey of Academic Advising Section IV*

Topic	<u>ETSU Students</u>			<u>Normative Study</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
1. Knows who I am	308	3.22	1.28	8951	3.91	1.25	9.52	.000
2. Is a good listener	306	3.89	0.89	8860	4.10	0.92	3.93	.000
3. Expresses interest in me as a unique individual	305	3.47	1.08	8762	3.86	1.08	6.20	.000
4. Respects my opinions/ feelings	302	3.86	0.83	8776	4.05	0.91	3.58	.000
5. Is available when I need help	309	3.68	0.98	8874	3.86	1.04	3.00	.003
6. Provides caring, open atmosphere	304	3.84	0.89	8805	4.01	0.96	3.04	.002
7. Checks to make sure we understand each other	304	3.79	0.91	8763	3.93	0.98	2.45	.014
8. Respects my right to make my own decisions	303	3.97	0.84	8792	4.16	0.86	3.78	.000
9. Provides accurate information about requirements	309	3.92	1.03	8824	4.04	1.03	2.01	.044
10. Keeps me updated on requirements	301	3.45	1.09	8609	3.70	1.13	3.78	.000
11. Refers me to other sources from which I can obtain help	295	3.46	1.11	8403	3.75	1.08	4.53	.000
12. Encourages me to be active in my academic planning	304	3.78	0.92	8643	3.93	1.00	2.58	.010
13. Accepts constructive feedback	259	3.30	0.97	7738	3.67	1.00	5.86	.000

Table F-14 (continued)

Topic	<u>ETSU Students</u>			<u>Normative Study</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
14. Encourages me to achieve my educational goals	303	3.79	0.93	8670	3.98	0.98	3.32	.001
15. Helps me identify obstacles I need to overcome	287	3.55	1.01	8316	3.77	1.03	3.56	.000
16. Takes initiative in arranging meetings	295	2.81	1.17	8437	3.30	1.26	6.58	.000
17. Is on time for appointments	297	3.90	0.88	8393	4.00	0.96	1.77	.077
18. Clearly defines advisor/ advisee responsibilities	301	3.48	1.01	8541	3.76	1.05	4.55	.000
19. Allows sufficient time to discuss issues	302	3.82	0.90	8633	3.97	0.95	2.70	.007
20. Is willing to discuss personal problems	235	3.28	0.94	7049	3.65	1.03	5.43	.000
21. Anticipates my needs	288	3.29	0.95	8181	3.56	1.02	4.43	.000
22. Helps me select courses that match my interest/ abilities	304	3.66	0.98	8514	3.89	1.01	3.91	.000
23. Helps me examine my needs, interests, values	284	3.41	1.02	8232	3.72	1.02	5.04	.000
24. Is familiar with my academic background	305	3.43	1.01	8682	3.73	1.08	4.78	.000
25. Encourages me to talk about myself, college experiences	283	3.02	1.06	8059	3.46	1.11	6.56	.000
26. Encourages my interest in an academic discipline	292	3.42	0.96	8236	3.67	1.04	4.05	.000



Table F-14 (continued)

Topic	<u>ETSU Students</u>			<u>Normative Study</u>			t	Signif.
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>		
27. Encourages my involvement in extracurricular interests	271	3.10	1.04	7833	3.44	1.10	5.01	.000
28. Helps me explore careers in my field of interest	297	3.29	1.02	8183	3.53	1.08	3.77	.000
29. Is knowledgeable about courses outside my major area of study	294	3.58	0.93	8333	3.72	1.04	2.28	.023
30. Seems to enjoy advising	305	3.90	0.91	8714	3.96	1.00	1.03	.302
31. Is approachable and easy to talk to	305	3.95	0.92	8793	4.10	1.00	2.58	.010
32. Shows concern for personal growth and development	294	3.56	0.96	8478	3.83	1.04	4.39	.000
33. Keeps personal information confidential	281	3.99	0.80	8002	4.08	0.89	1.67	.095
34. Is flexible in helping me plan my academic program	305	3.74	0.90	8579	3.96	0.96	3.94	.000
35. Has a sense of humor	301	3.90	0.93	8571	4.03	1.02	2.18	.029
36. Is a helpful, effective advisor whom I would recommend to other students	305	3.82	1.06	8707	3.95	1.12	2.00	.046

Table F-15

*One-way ANOVA on Item Response Means for ETSU Sophomore Students Surveyed in 1994, 1998, and 2002 on Survey of Academic Advising Section III, Part B*

Topic	Sum of Squares	DF	Mean Square	F	Signif.
1. Academic progress	78.454	2	39.227	45.493	.000
2. Registration procedures	78.211	2	39.106	37.340	.000
3. Dropping/Adding courses	84.944	2	42.472	48.983	.000
4. Obtaining nontraditional course credit	80.919	2	40.460	41.919	.000
5. Selecting/Changing major	87.457	2	43.728	38.344	.000
6. Meeting graduation requirements	108.105	2	54.053	49.728	.000
7. Improving study skills	99.580	2	49.790	43.128	.000
8. Matching learning style	178.120	2	89.060	78.518	.000
9. Obtaining tutorial help	91.437	2	45.719	42.820	.000
10. Clarifying life/career goals	97.922	2	48.961	44.021	.000
11. Identifying career areas	131.385	2	65.693	57.265	.000
12. Coping w/academic difficulties	89.343	2	44.672	43.223	.000
13. Obtaining financial aid	62.166	2	31.083	24.595	.000
14. Obtaining on-campus employment	54.332	2	27.166	26.684	.000
15. After college job placement	112.967	2	56.483	61.513	.000
16. Education after graduation	111.571	2	55.786	60.880	.000
17. Withdrawing/Transferring	6.401	2	3.200	3.273	.040

Table F-15 (continued)

Topic	Sum of Squares	DF	Mean Square	F	Signif.
18. Dealing w/personal problems	27.142	2	13.571	14.118	.000

Table F-16

*One-way ANOVA on Item Response Means for ETSU Sophomore Students Surveyed in 1994, 1998, and 2002 on Survey of Academic Advising Section IV*

Topic	Sum of Squares	DF	Mean Square	F	Signif.
1. Knows who I am	70.809	2	35.404	21.188	.000
2. Is a good listener	64.017	2	32.008	31.563	.000
3. Expresses interest in me as a unique individual	78.414	2	39.207	29.363	.000
4. Respects my opinions/ feelings	80.334	2	40.167	39.768	.000
5. Is available when I need help	82.167	2	41.083	34.716	.000
6. Provides caring, open atmosphere	97.668	2	48.834	43.613	.000
7. Checks to make sure we understand each other	78.771	2	39.386	36.361	.000
8. Respects my right to make my own decisions	65.345	2	32.673	33.499	.000
9. Provides accurate information about requirements	66.989	2	33.494	26.181	.000
10. Keeps me updated on requirements	94.693	2	47.347	34.582	.000
11. Refers me to other sources from which I can obtain help	116.134	2	58.067	42.220	.000
12. Encourages me to be active in my academic planning	77.182	2	38.591	35.881	.000
13. Accepts constructive feedback	97.913	2	48.956	47.449	.000

Table F-16 (continued)

Topic	Sum of Squares	DF	Mean Square	F	Signif.
14. Encourages me to achieve my educational goals	70.239	2	35.120	31.599	.000
15. Helps me identify obstacles I need to overcome	112.421	2	56.210	50.354	.000
16. Takes initiative in arranging meetings	76.792	2	38.396	26.790	.000
17. Is on time for appointments	142.114	2	71.057	58.421	.000
18. Clearly defines advisor/ advisee responsibilities	102.503	2	51.252	44.067	.000
19. Allows sufficient time to discuss issues	117.731	2	58.866	52.544	.000
20. Is willing to discuss personal problems	214.536	2	107.268	98.080	.000
21. Anticipates my needs	100.753	2	50.376	46.741	.000
22. Helps me select courses that match my interest/ abilities	87.276	2	43.638	38.095	.000
23. Helps me examine my needs, interests, values	117.089	2	58.545	50.515	.000
24. Is familiar with my academic background	58.634	2	29.317	23.709	.000
25. Encourages me to talk about myself, college experiences	90.067	2	45.033	39.719	.000
26. Encourages my interest in an academic discipline	87.163	2	43.582	38.566	.000

Table F-16 (continued)

Topic	Sum of Squares	DF	Mean Square	F	Signif.
27. Encourages my involvement in extracurricular interests	105.105	2	52.553	46.356	.000
28. Helps me explore careers in my field of interest	90.656	2	45.328	38.187	.000
29. Is knowledgeable about courses outside my major area of study	109.549	2	54.774	46.847	.000
30. Seems to enjoy advising	148.092	2	74.046	57.802	.000
31. Is approachable and easy to talk to	131.127	2	65.563	49.772	.000
32. Shows concern for personal growth and development	118.570	2	59.285	50.397	.000
33. Keeps personal information confidential	142.160	2	71.080	68.916	.000
34. Is flexible in helping me plan my academic program	86.453	2	43.226	41.494	.000
35. Has a sense of humor	86.627	2	43.313	35.608	.000
36. Is a helpful, effective advisor whom I would recommend to other students	155.956	2	77.978	51.817	.000

Table F-17

*Raw Data on Item Responses for ETSU Sophomore Students Surveyed in 1994 and 1998 on Survey of Academic Advising Section III, Part B*

Topic	<u>1994</u>			<u>1998</u>		
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>
1. Academic progress	317	3.27	1.13	205	3.93	0.77
2. Registration procedures	381	3.44	1.20	282	4.02	0.87
3. Dropping/Adding courses	253	3.32	1.12	137	4.12	0.75
4. Obtaining nontraditional course credit	183	2.83	1.05	48	4.00	0.84
5. Selecting/Changing major	241	3.09	1.23	143	4.01	0.87
6. Meeting graduation requirements	266	3.12	1.26	156	3.92	0.88
7. Improving study skills	179	2.72	1.19	46	4.07	0.67
8. Matching learning style	178	2.61	1.20	71	4.14	0.84
9. Obtaining tutorial help	187	2.88	1.16	46	4.02	0.77
10. Clarifying life/career goals	229	3.07	1.21	120	4.02	0.86
11. Identifying career areas	228	2.92	1.22	105	4.10	0.78
12. Coping w/academic difficulties	183	2.79	1.11	69	3.77	0.93
13. Obtaining financial aid	193	3.02	1.19	53	3.81	1.01
14. Obtaining on-campus employment	174	2.90	1.04	38	3.92	0.93
15. After college job placement	183	2.66	1.06	45	4.07	0.68
16. Education after graduation	191	2.87	1.08	67	4.15	0.65
17. Withdrawing/ Transferring	155	2.97	0.98	20	3.30	1.05

Table F-17 (continued)

Topic	<u>1994</u>			<u>1998</u>		
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>
18. Dealing w/personal problems	163	2.90	0.96	25	3.44	1.06

Sources: 1994 data from Gross (1996b); 1998 data from unpublished raw data provided by American College Testing in: ACT Survey of Academic Advising. East Tennessee State University. Code 3958, 3/30/99



Table F-18

*Raw Data on Item Responses for ETSU Sophomore Students Surveyed in 1994 and 1998 on Survey of Academic Advising Section IV*

Topic	<u>1994</u>			<u>1998</u>		
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>
1. Knows who I am	425	2.64	1.28	334	3.10	1.32
2. Is a good listener	425	3.38	1.15	340	3.87	0.91
3. Expresses interest in me as a unique individual	424	2.91	1.24	333	3.46	1.11
4. Respects my opinions/ feelings	425	3.26	1.15	334	3.78	0.95
5. Is available when I need help	425	3.13	1.24	337	3.71	0.97
6. Provides caring, open atmosphere	425	3.17	1.21	336	3.73	0.99
7. Checks to make sure we understand each other	425	3.22	1.20	340	3.76	0.93
8. Respects my right to make my own decisions	425	3.47	1.14	340	3.98	0.90
9. Provides accurate information about requirements	425	3.42	1.25	340	3.94	1.06
10. Keeps me updated on requirements	425	2.83	1.26	335	3.43	1.12
11. Refers me to other sources from which I can obtain help	425	2.77	1.29	320	3.44	1.06
12. Encourages me to be active in my academic planning	425	3.22	1.16	336	3.76	0.97
13. Accepts constructive feedback	424	2.66	1.09	289	3.30	0.94

Table F-18 (continued)

Topic	<u>1994</u>			<u>1998</u>		
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>
14. Encourages me to achieve my educational goals	423	3.24	1.18	337	3.74	0.99
15. Helps me identify obstacles I need to overcome	424	2.85	1.16	326	3.49	0.95
16. Takes initiative in arranging meetings	425	2.28	1.25	325	2.85	1.15
17. Is on time for appointments	425	3.15	1.37	326	3.90	0.87
18. Clearly defines advisor/advisee responsibilities	424	2.89	1.18	333	3.56	1.00
19. Allows sufficient time to discuss issues	424	3.12	1.26	337	3.78	0.90
20. Is willing to discuss personal problems	425	2.29	1.18	258	3.24	0.89
21. Anticipates my needs	424	2.66	1.14	319	3.30	0.97
22. Helps me select courses that match my interest/abilities	425	3.06	1.18	335	3.63	1.00
23. Helps me examine my needs, interests, values	425	2.73	1.19	319	3.42	0.96
24. Is familiar with my academic background	425	3.01	1.21	336	3.53	1.07
25. Encourages me to talk about myself, college experiences	425	2.44	1.10	316	3.06	1.02
26. Encourages my interest in an academic discipline	424	2.81	1.19	320	3.38	0.97

Table F-18 (continued)

Topic	<u>1994</u>			<u>1998</u>		
	N	Mean	<u>SD</u>	N	Mean	<u>SD</u>
27. Encourages my involvement in extracurricular interests	424	2.46	1.13	304	3.13	0.99
28. Helps me explore careers in my field of interest	425	2.69	1.17	321	3.29	1.04
29. Is knowledgeable about courses outside my major area of study	425	2.92	1.24	322	3.58	0.98
30. Seems to enjoy advising	425	3.10	1.37	339	3.82	0.97
31. Is approachable and easy to talk to	425	3.20	1.37	341	3.88	1.02
32. Shows concern for personal growth and development	425	2.84	1.22	328	3.49	1.00
33. Keeps personal information confidential	425	3.17	1.25	309	3.86	0.81
34. Is flexible in helping me plan my academic program	424	3.18	1.18	337	3.78	0.90
35. Has a sense of humor	425	3.25	1.26	335	3.75	1.03
36. Is a helpful, effective advisor whom I would recommend to other students	425	3.00	1.40	339	3.74	1.13

Sources: 1994 data from Gross (1996b); 1998 data from unpublished raw data provided by American College Testing in: ACT Survey of Academic Advising. East Tennessee State University. Code 3958, 3/30/99

## VITA

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Educational Leadership and Policy Analysis, Ed. D., 2004

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#### Honors and

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