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**A SURVEY OF SOPHOMORE STUDENTS' IMPRESSIONS OF ACADEMIC
ADVISING SERVICES AT EAST TENNESSEE STATE UNIVERSITY**

**A Dissertation
Presented to
the Faculty of the Department of Educational Leadership
and Policy Analysis
East Tennessee State University**

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

**by
Ronald Dale Gross
May 1996**

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APPROVAL

This is to certify that the Graduate Committee of
Ronald Dale Gross
met on the

18th day of March, 1996.

The committee read and examined his dissertation,
supervised his defense of it in an oral examination, and
decided to recommend that his study be submitted to the
Graduate Council, in partial fulfillment of the requirements
for the degree of Doctor of Education in Educational
Leadership and Policy Analysis.

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Signed on behalf
of the Graduate
Council

Peggy J. Cantrell
Interim Dean, School for Graduate
Studies

ABSTRACT
A SURVEY OF SOPHOMORE STUDENTS'
IMPRESSIONS OF ACADEMIC ADVISING SERVICES
AT EAST TENNESSEE STATE UNIVERSITY

by

Ronald Dale Gross

This study of sophomore students' at East Tennessee State University was conducted to determine students' impressions of the institutional academic advising program, to assess students' academic advising needs, to determine topics discussed in an academic advising session, to determine students' level of satisfaction with the academic advisor's assistance with those topics discussed in academic advising sessions, and to determine students' impressions of their academic advisor.

The data collected in this study revealed that the sophomore students at ETSU were slightly dissatisfied with their advisor's assistance. Data derived from comparative analyses for differences in impressions of academic advising services found that specific demographic groups were basically neutral in their satisfaction with advising.

Few statistically significant differences were found in these demographic groupings. A comparative analysis of ETSU students to a national norm study revealed significant differences in the impressions of academic advising services. The ETSU students were significantly less satisfied than students from the national norm study.

The data in this study indicated there was a need for improving the academic services available at ETSU. Several recommendations were made. Institutional strategies and programmatic strategies were outlined to improve academic advising at ETSU.

INSTITUTIONAL REVIEW BOARD APPROVAL

This is to certify that the following study has been filed and approved by the Institutional Review Board of East Tennessee State University.

Title of Grant or Project: A Survey of Sophomore Students' Impressions of Academic Advising Services at East Tennessee State University

Principal Investigator	<u>Ronald Dale Gross</u>
Department	<u>Educational Leadership and Policy Analysis</u>
Date Submitted	<u>September 26, 1994</u>



David W. Walters, M.D.
Chairman,
Institutional Review Board

ACKNOWLEDGEMENTS

This dissertation could not have been completed without the encouragement and support of many people. First, I would like to thank my committee for their guidance and support throughout this research project. Sincere appreciation is extended to Dr. Nancy Dishner, my committee chair, for her advice, assistance, encouragement, and support. If I had been a participant of this study, I would have to rate my "academic advisor", Dr. Dishner, with the highest ratings. I wish to thank the other members of my committee: Dr. Cecil Blankenship, Dr. Donn Gresso, and Dr. Russell West for their suggestions and cooperation in the completion of this research project. I would also like to thank Sharon Barnett for her assistance in scheduling meetings and her patience, encouragement, and support.

I would like to thank Dr. Wes Habley for granting permission to use his observations and data presented in the article "Fire! (Ready, Aim): Is Criticism of Faculty Advising Warranted?". I would also like to thank ACT Educational Services for granting permission to photocopy the ACT Survey of Academic Advising.

I would like to thank the Office of the Vice-President for Academic Affairs for its support and consideration for numerous PC 191 approvals and tuition reimbursement scholarships. I would like to thank Dr. Roy S. Nicks for approving tuition reimbursement scholarship in the later

stages of my program. I must thank Dr. Glenn E. Bettis for his encouragement, support and for his supervision of a very rewarding internship experience.

I would like to thank the colleagues I have had the opportunity to meet in all of my classes and my colleagues from the Office of TRIO programs that I have had the opportunity to work with. These special groups of people have contributed by encouraging me through my academic endeavors and supporting me through life's many joys and sorrows.

I would like to thank my family for all of their encouragement and support. I would especially like to acknowledge my wife, Ronda, for her continuing patience, support, and encouragement.

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CHAPTER 1

INTRODUCTION

Due to financial constraints, budget cuts, and a declining pool of high school graduates, student retention has become a growing concern at colleges and universities (Hodgkinson, 1985; Vilella, 1986; Frost, 1993).

Institutions of higher education have made attempts to identify attrition causes and provide retention strategies to combat this problem. One focus has been increasing the number of students who remain in school. Student affairs and enrollment management personnel at universities have been frustrated and have affirmed that increasing student retention has proven to be a difficult goal because of its multivariate nature (Lenning, 1980; Frost, 1993).

Colleges and universities may consider academic advising as a possible beginning for increasing student retention. According to Beal & Noel's (1980) survey of 858 institutions of higher education, the negative characteristic ranked first--linked to attrition in four-year public institutions--was inadequate academic advising.

In 1982, a study of 1600 college students, 66% of the participants reported negative feelings about the quality of academic advising. When these students were surveyed on their attitudes about college, a predominant number considered advising the most inadequate service. These same

students, however, reported that the caring attitudes of faculty and staff contributed to most of good feelings that they had about their college experience (Beal & Noel, 1980). Effective academic advising could be considered the most able mechanism for increasing retention rates (Wilder, 1981; Forrest, 1982; Crockett, 1987).

Analyses of college administrator and student surveys provide evidence that academic advising is an area in which higher educational institutions can improve their delivery of services to the students. The results of a student services satisfaction survey conducted by Astin, Korn, and Green, (1987) indicated that after two years of enrollment, students were least satisfied with academic advising (52.4%). After four years of enrollment, academic advising was still rated lowest (44.0%) by these students.

In addition to these descriptive research studies and others that addressed students directly, a comprehensive survey of college administrators conducted by Beal and Noel (1980) showed that college officials consistently rated inadequate advising as a major cause of student attrition. College officials also viewed a caring attitude by faculty and staff, especially within a one-to-one relationship, as the strongest student retention factor.

Noel's (1978) analysis named student involvement with the institution as one of three principle institutional influences on retention. Successful advising programs

enhance student involvement. Mancini-Billson and Brooks-Terry (1987) named academic advising as integral to each of the eight phases they describe as forming the "career path" of the college student. Other studies have further highlighted the relationship between advising and retention (Noel, 1976; Crockett, 1978; Habley, 1981; Hill & Hill, 1978; Wilder, 1981; Glennen, 1985; Chernin & Goldsmith, 1986), documenting that the process of advising has various positive effects and that an increase in student retention was significant among them.

First year students have a critical need for adequate advising. Boyer (1987) in his book College: The Undergraduate Experience in America described "the successful college" as one offering "a well-planned program of advising for all students, one that provides support throughout the entire freshman year" (p.51). The task group on general education led by Katz (1988) whose report, A New Vitality in General Education, noted the connection between advising and setting educational goals. Katz (1988) observed that "to have programs and courses become coherent and significant to students requires adequate advising; yet observers frequently report that such advising is unavailable" (p.43).

Statement of the Problem

The retention of students by institutions of higher education is an important issue, and will become more

important in the future; student retention is an issue of institutional economic survival. Successful institutions, by placing a high value on meeting the diverse needs of their students, will increase the importance of good academic advising (Holmes & Trombley, 1981). Student retention is closely linked to the quality of academic advising (Frost, 1993). The ACT (American College Testing) Survey of Academic Advising revealed the students' perceptions of the quality of academic advising services at East Tennessee State University (ETSU). A study of this specific nature had not been conducted; therefore, it was not known how ETSU sophomore students perceive academic advising services received during their freshman year.

Purpose of the Study

The purpose of this study was to determine sophomore students' impressions of the academic advising services at East Tennessee State University. Academic advising is the responsibility of faculty members within each department. However, some departments centralize their advising to a professional advisor within the department.

Significance of the Problem

A consultation report by the Noel-Levitz Centers, Inc., for East Tennessee State University (ETSU), recounted the ACT Student Opinion Survey that targeted areas for improvement in which the university could act upon, and in

turn, decrease attrition and improve the five-year graduation rate (Noel & Levitz, 1992). The ACT Assessment Profile, a portion of the Student Opinion Survey, indicated clearly the service areas in which ETSU students expressed the need for help. Almost half of the students (42%) stated the service area in which they expressed the greatest need for help was educational/occupational plans. Noel & Levitz (1992) recognized "The fact that almost half of the students expressed the need for help in educational and occupational plans has clear implications for improved academic advising services" (p. 9). The Noel & Levitz (1992) consultation report for ETSU, ranked orientation and advising as a mid-range goal to improve recruitment, retention, and institutional effectiveness. The strategies listed to meet the mid-range goal included "increas[ing] the effectiveness of freshman advising and moving toward a student success course as a requirement for all freshman, or centralized academic advising" (p. 12). This study provides detailed information about how sophomore students perceive academic advising services received during their freshman year.

Definitions of the Terms

The definitions of the following terms were used in connection with this study.

Academic Advising is the developmental process that assists students (1) to realize the maximum educational benefits available to them, (2) to better understand themselves and

(3) to learn to use the resources of the institution to meet their special educational needs and aspirations (Crockett, 1978). Effective comprehensive academic advising addresses the students' needs in educational and occupational planning.

Advisee refers to one who is usually viewed as (1) having the capacity to make his or her own decisions, (2) seeking information, (3) seeking help in exploring educational options, and (4) seeking self-understanding (Potter, 1979). For the purposes of this study, the advisee was the student. Faculty Member is limited to regular full-time personnel at institutions whose regular assignments include instruction, research, and/or public service as a principle activity (Tennessee State Board of Regents, East Tennessee State University Faculty Handbook, 1983).

Literature Survey Course is a requirement in the general education core at East Tennessee State University. The prerequisite courses include two semesters of English Composition. The survey literature courses are typically taken during the sophomore year.

The English department offers three selections of literature survey courses that can satisfy this general education core course requirement. These selections include American Major Authors, British Major Authors, and World Literature. American Major Authors includes the works of Poe, Melville, Hawthorne, Dickinson, Crane, Twain,

Hemingway, and Faulkner. British Major Authors includes the works of Chaucer, Spenser, Shakespeare, Keats, Browning, Yeats, and Eliot. World Literature includes various genres from such cultures as early Middle East, Oriental, African, Latin American, and European (*Undergraduate Catalog 1994-1995*).

Research Questions

The following research questions were posed for this study:

- 1) How do sophomore students feel about the academic advising at East Tennessee State University?
- 2) Are there any differences in the students' perceptions of the academic advising services by students' age?
- 3) Are there any differences in the students' perceptions of the academic advising services by students' status as transfer students?
- 4) Are there any differences in the students' perceptions of the academic advising services by students' gender?
- 5) Are there any differences in the students' perceptions of the academic advising services by the enrollment status of the students?
- 6) Are there any differences in the students' perceptions of the academic advising services delivered by faculty advisors and other advisors?
- 7) How do ETSU students compare to a national study of student perceptions of academic advising?

Null Hypotheses

The following research hypotheses in null form were tested within this study.

- 1) There will be no differences in the students' perceptions of the academic advising services by students' age.
- 2) There will be no differences in the students' perceptions of the academic advising services by students' status as transfer students.
- 3) There will be no differences in the students' perceptions of the academic advising services by the gender of the students.
- 4) There will be no differences in the students' perceptions of the academic advising services by the enrollment status of the students.
- 5) There will be no differences in the students' perceptions of the academic advising services received by faculty advisors and other advisors.
- 6) There will be no significant differences in students' perceptions of academic advising services received at ETSU when compared to a national study.

Research Assumptions

Basic to the investigation of this problem, the following assumptions were made:

- 1) It is assumed that the sample is representative of the sophomore population for the fall semester of 1994.

- 2) It is assumed that the future populations of students enrolled in literature survey courses at East Tennessee State University will possess the same basic characteristics.
- 3) It is assumed that student perceptions are accurate indexes of the quality of the academic advising services provided at East Tennessee State University.
- 4) It is assumed that the students answered the questions on the instrument honestly.
- 5) It is assumed that the sophomore students have been advised for at least three semesters and have accurately reported on the academic advising services received during their freshman year.

Research Limitations and Delimitations

The scope of this study was limited to:

- 1) The study is limited to the literature survey classes in which the faculty members submitted approval for the administration of the survey during the regular class period.
- 2) The study is limited to the sophomore students enrolled in the 22 sections of American Major Authors, the 11 sections of British Major Authors, and the three sections of World Literature in the fall semester of 1994 at East Tennessee State University.
- 3) The study is limited to those students who attended class on the day(s) the instrument was administered.

- 4) The comparability of these sophomore students to other ETSU sophomore student populations may limit the generalizability of the investigation.
- 5) The study is limited to factors associated with a narrowly defined population, design, and method of measurement.

Overview of the Study

Chapter I included the introduction, statement of the problem, purpose of the study, significance of the problem, definition of terms, research questions, null hypotheses, research assumptions, research limitations and delimitations, and overview of the study.

Chapter II provides a review of related literature and research.

Chapter III includes information regarding the methodology of the study, research design, instrument utilized in the study, and procedures to obtain the research data.

Chapter IV provides results regarding the collection and analysis of the data.

Chapter V contains the summary, findings, conclusions, and recommendations resulting from the study.

Summary

The information presented in Chapter 1 addresses the growing concern of student attrition in higher education

institutions and describes retention strategies through the employment of delivering improved services to students such as academic advising. The statement of the problem, purpose of the study, significance of the study, definitions of the study, research questions, hypotheses, limitations, assumptions are introduced along with an overview of the remainder of the study. A review of relevant literature on academic advising is provided in Chapter 2.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The research literature related to academic advising was divided into seven topical areas which included:

- 1) definitions of academic advising;
- 2) problems associated with academic advising;
- 3) academic advising as a retention strategy;
- 4) the student development approach to academic advising;
- 5) successful academic advising strategies and programs;
- 6) surveys developed to record student impressions of academic advising; and,
- 7) factors that affect students' perceptions of academic advising services. A brief summary concludes this chapter.

Definitions of Academic Advising

Several definitions were found through the literature search. The following include some of the definitions of academic advising found in the literature. According to Kramer (1987), academic advising is traditionally viewed as providing all students from freshmen to seniors with academic information. Habley (1981) defined academic advising "...as providing assistance in the mediation of dissonance between student expectations and the actualities of the educational environment" (p. 46). Crookston (1994) viewed advising "... as a teaching function based on a negotiated agreement between the student and the teacher in

which varying degrees of learning by both parties to the transaction are the product" (p.17). Crockett (1978) defined academic advising as "... assisting students to realize the maximum educational benefits available to them by helping them to better understand themselves and to learn to use the resources of the institution to meet their special educational needs and aspirations" (p.3). Noel (1980) defined academic advising as a decision-making process through which students, aided by their advisers, maximize their educational experiences through interaction pertinent to both curricular and career planning. These definitions emphasized that quality academic advisement should be a student-centered, developmental process rather than a prescriptive and clerical activity that merely produces a student's semester schedule of classes.

Problems Associated With Academic Advising

The following reviews will describe recurring problems associated with academic advising and labels of poor advising techniques. Wilder (1981) determined the following recurring themes of problems that undermine programs of academic advising:

- 1) academic advisers were not readily accessible to their students;
- 2) the academic advising function was considered minimally important by advisers themselves;
- 3) academic advisers were not adequately trained to discharge their responsibilities;
- 4) academic advisers rarely possessed up-to-date information about their students;
- 5) academic advisers frequently were assigned more students than they could advise effectively;
- 6) academic advisers often did not relate well to their

students; 7) academic advisers rarely were compensated or recognized for their advising responsibilities; and 8) academic advising was not considered an important institutional activity (p.189).

Hardee (1970) placed appropriate labels on four poor advising stereotypes:

1) *The automat stereotype.* This approach is a common "slip in a coin and get out a schedule" mechanical process in which the adviser and student interact for the sole purpose of working out a class schedule suitable for registration. Students who experience this highly impersonal and ineffectual process complain that the advising session consists of the advisor initialing a schedule previously worked out by the student (p. 27).

Probable recurring problems were the advisers and institutions placing minimal importance to academic advising and the lack of training of advisers.

2) *The thousand-mile checkup.* In this stereotype, the adviser initially assists the student in arranging a schedule of courses and then, for all practical purposes, forgets the student. The student, if lucky, is invited to report back in three to six months for a checkup (p. 27).

Probable recurring problems were lack of training of advisers, advisers being assigned more students than they possibly could advise effectively, and advisers were rarely compensated or recognized for advising responsibilities.

3) *The patch-after-crash stereotype.* In this role, the adviser leaps into action upon a student crisis. The student may be failing miserably or entrapped in a violation of academic or social regulations when the adviser, if called upon, races to the scene of the crisis with sirens blowing. Too-little and too-late is usually the outcome of this well-intentioned but ill-planned maneuver (p.27).

Probable recurring problems were lack of training for advisers, advisers rarely possessed up-to-date information on their students, advisers were assigned more students than they could possibly advise effectively, and advisers often did not relate well to their students.

4) *The malevolent benevolency.* In this stereotype, the adviser appears as a mother hen with a wingspread like that of an eagle, hovering over the student by night and day. This approach includes the infamous "in-loco-parentis" academic advising approach that the courts judged unconstitutional during the 1960s. The academic adviser probably wonders at one time or another if he/she does not prolong infancy (p. 27).

Probable recurring problems were advisers lack training and advisers rarely possessed up-to-date information concerning their students.

Academic Advising as a Retention Strategy

The retention of students by institutions of higher education is an important issue, and will become more important in the future; student retention is an issue of institutional economic survival. Student retention is closely linked to the quality of academic advising. Successful institutions, by placing a high value on meeting the diverse needs of their students, will increase the importance of good academic advising (Holmes & Trombley, 1981). ACT reported that increased student retention is unquestionably an important by-product of an academic advising program (Crockett, 1979).

Academic advising plays a major role in students' feelings of identification and perception of "fit" with the institution. Students need the opportunity to take personal risks and to hold an element of control over the development of their academic programs. When given the opportunity and guidance through their academic advising to shape aspects of their academic lives, they find their personal relationship with the institution enhanced, and their desire to persist strengthened (Holmes & Trombley, 1981). Making personally satisfying decisions is an important aspect of students' development and growth.

Student Development Approach to Academic Advising

Chickering and Havighurst (1981) found that students who formulated plans of action and moved successfully through the stages of college life experienced feelings of satisfaction and self-worth. An essential aspect of the growth-producing environment described by Chickering and Havighurst focused on the importance of student-faculty interaction in encouraging student satisfaction and growth. Several researchers have also advocated faculty mentoring as invaluable in the educational process, particularly in assisting students in conducting self-exploration, establishing personal goals, clarifying values, and gaining personal identity (Pascarella & Terenzini, 1980; Baack, et al., 1981; Kramer & White, 1982; Gardner & Jewler, 1985).

Another important aspect of academic advising is creating an environment in which the student is actively involved in the learning experience--to be a partner in the advising process, not just a recipient of advice (Walsh, 1979; Ender, Hillman & Lewis, 1980; Miller & Saunders-McCaffrey, 1982; Schroeder, 1982; Winston & Miller, 1983; Winston & Sandor, 1984, Crookston, 1994). Advisors should coordinate the various services that students need (i.e., registration assistance, career development) and provide the best possible environment for student progress. As Shane (1981) suggested effective advising incorporates strategies aimed at student development. Such advising included an environment that (a) was student-centered and responsive to student needs, (b) supported student growth and development, and (c) involved continuous contact between the advisor and student (Ender, Winston, & Miller, 1983).

Mash (1978) explained that advising services involve integration of and collaboration with all segments of the campus community. Advisors alone cannot help students develop academic skills and course preparation, or clarify expectations concerning academic major and career plans (Astin, 1984). Developmental academic advising enlisted the aid of many campus services to satisfy student needs and goes beyond monitoring degree requirements and course registration. Institutions placing an emphasis on the

student development approach implement successful academic advising strategies and programs.

Successful Academic Advising Strategies and Programs

Strategies

Successful academic advising strategies begin with an analysis of students' needs and expectations. The Advisement-Retention Model (Habley, 1981) suggested students are more likely to remain enrolled at an institution if the students experience:

- 1) ... an academic program that is consistent with the students' educational goals;
- 2) an academic program that the students perceive as relevant to those educational goals;
- 3) a learning environment that provides for intellectual stimulation;
- 4) persons, policies, and procedures that reflect a high degree of concern for the students' growth and development; and
- 5) consonance between the students' expectations for achievement and the students' actual achievement (pp. 49-50).

The model suggested the reasons for staying at a particular institution were: institutional match, relevance, stimulation, high concern for student, and high (E x A to R) ratio. The (E x A to R) ratio was represented as Effort (E) x Ability (A) to Reward (R). This ratio existed when student expectations of their abilities and effort were commensurate with their classroom achievements.

The second component of successful academic advising strategies is the existence of comprehensive and collaborative institutional services. Kapraun & Coldren (1982) summarized seven institutional service components of

the academic advising program emphasizing student retention at Pennsylvania State University:

- 1) ... institutional commitment to academic advising;
- 2) faculty-endorsed statement of advisor responsibilities (with retention as a major emphasis);
- 3) training of advisors; 4) advisor evaluation and recognition for effective advising; 5) group of peer advisors to assist faculty advisors; 6) well-defined referral system; and 7) information-support system (p. 60).

This comprehensive academic information system was introduced to initiate strategies to improve the academic advising programs.

Successful academic advising strategies must include a method to analyze students' needs and expectations. Once these needs and expectations have been determined, a method of securing institution-wide support must be formulated. This support must include communication and collaboration between all academic and student services departments. Campus-wide support can be fostered by enlisting faculty, university student services personnel, and students in the development of proactive programmatic academic advising strategies. Programmatic concerns that must be addressed include: training of the advisors, determining a reasonable number of students to be served by an advisor, determining the frequency and quality of advising sessions, determining an appropriate delivery system, establishing a recognition/reward system for the advisors, and establishing an appropriate evaluation method.

Successful academic advising strategies provide the impetus for effective academic advising programs. The successful academic advising programs discussed in the next section address how these strategies were implemented and why the programs were productive.

Programs

Successful academic advising programs employ strategies specific to the students' needs and expectations and institutional situation. The programs discussed included a description of the study, description of the program, and results of the study. The description of the study contained a brief profile of the institution and of the demographics of the sample. The description of the program briefly entailed an outline of the components of the advising program. The results of the study reported the outcomes, effects and the increases in the retention rates or the decreases in the attrition rates of the institutions. A brief review of the components of successful advising programs follows.

Glennen, Farren, Vowell, and Black (1989) discussed the academic advising successful program developed at Emporia State University. Emporia State University is a four-year, suburban, public university with an enrollment of approximately 6,000 students. The successful program implemented was the creation of an intrusive, centralized academic advisement center. This center was created as an

intrusive, centralized advising service for all freshman and undeclared students.

In the fall of 1984, Emporia State University created the Student Advising Center (SAC) to improve the advising services delivered on campus. The program focused mainly on the freshman population and were designed to assist students in making the satisfactory adjustment to college, to enhance the quality of all aspects of student life, and to retain students until graduation. The university's central administration supported and advocated the center. The facility was staffed by one faculty member from each division that granted an undergraduate degree. The center's personnel were trained and kept well informed of all aspects of the students' progress.

The faculty members were given extensive eight-hour pre-service and monthly in-service training. The training covered three basic areas: 1) motivation and team building, 2) knowledge of general education and requirements for majors, and 3) advising skills, such as active listening, reflecting, paraphrasing, and summarizing.

The advising program became a cooperative effort campus-wide. Students that needed academic assistance were referred to developmental classes in reading, writing, and math as well as the Reading Lab, Writing Lab, and Math Lab. The faculty advisors and staff utilized Student Concern Forms to refer students with problems to the SAC.

Additionally, the registrar turned over the actual enrollment process to trained SAC staff. The staff enrolled the students directly by means of the computer. This decentralization of the enrollment process facilitated course changes and provided an efficient manner of solving problems that arose when classes were filled.

An extensive evaluative process was implemented. The advising evaluation was viewed as an equivalent component to teaching in the retention, promotion, and tenure process for the faculty advisors. The students completed an evaluation immediately after each advising contact and the advisors were encouraged to review their evaluations on a weekly basis. The advisors also evaluated themselves periodically and were evaluated annually by the director of the Student Advising Center.

The results indicated that freshman retention rate improved 18 %; the four-year persistence rate increased by 12 %. Other benefits included an increase in credit hours generated, an increase in the number of advising interviews, and an increase in tutoring contracts.

Noel and Levitz (1995) recounted a comprehensive advisement center at Oral Roberts University. Oral Roberts University is a four-year, private, liberal arts university located in suburban Tulsa, Oklahoma. The center was designed to serve all incoming freshmen in need of advising.

The center focused on identification, early intervention, and classification of the freshmen students, and to proactively assist them in clarifying their goals as early as possible in their college career and help them build a plan to effectively pursue those goals. The program focused on establishing personal advisement relationships between the full-time faculty of Oral Roberts University and all freshman students. The faculty served one to two years as advisors and were given three hours of release time while serving as an advisor. Eventually, all full-time faculty will have served as an advisor in the Comprehensive Advisement Center (CAC). The faculty advisors also received support from specially trained student assistants.

The CAC endeavored to overcome the natural reluctance of the students in seeking help. An effort to address this reluctance was to request all freshmen to visit their advisor during the second or third week of their first semester. Students considered low-risk were requested to see an advisor at least two times. High-risk students were scheduled as often as once each week.

With information obtained from student profiles and the initial advising meeting, the advisors organized schedules and follow-up sessions on students with problems. The advisors were specialized in different areas such as working with undeclared majors, working with students who needed tutorial assistance, and, working with students who

needed study skills development. Faculty members were encouraged to initiate special advisement intervention by inviting the student to see his or her advisor.

The students continued to see the same advisor for the second freshman semester. During the sophomore year, the students were transferred to a regular faculty advisor assigned by the student's major department.

Since the initiation of the Comprehensive Advisement Center, the freshman retention rates have improved substantially. Freshman-to-sophomore attrition rates have been reduced from 48% to 15% for first-time, full-time students. The Fall-to-Spring attrition was cut to less than 2% from a long-standing average between 6-8%. Oral Roberts University also maintained records to document the fiscal benefits of the Comprehensive Advisement Center program and reported net revenue gains of \$1,960,500 over the first three years of the program.

A study at the College of Staten Island conducted by Astone, Nunez-Wormack, and Smodlaka, (1989), randomly selected 451 students to participate in an extensive advising program. The College of Staten Island is a public, urban institution with an enrollment of 11,000. These students were compared to 423 randomly selected students who were not participants in the program. The program was administered by trained faculty advisors. The advisors were assigned 12 students each. The advisors implemented an

academic advising program that consisted of five sessions. The monitoring session provided an opportunity to develop a long-term academic plan and to select courses for the fall semester. The academic session monitored the adjustment to college and the involvement in the academic program. This session offered the opportunity to discuss career choices, reviewed and evaluated the academic program with regard to degree requirements, and provided referrals to tutoring, counseling, or other support services. The mid-term evaluation session provided an opportunity to review academic performance in each course to identify problem areas, offered suggestions of specific ways to improve performance, and provided referrals to support services. The planning session for next semester provided an opportunity to review degree objectives regarding experiences of the first semester, provided the opportunity to explore course offerings for the spring semester, and completed a spring academic plan. The end of semester analysis session provided an opportunity to review grades of the fall semester and to revise the spring program, if necessary.

The retention rate for the control group was 61.7%. The retention rate for the experimental group was 66.5%. This 4.8% increase in the retention rate may seem minimal, but is meaningful when the number of students that could be retained by this program is applied across the institution.

Noel and Levitz (1995) reviewed an intrusive advising program at West Chester University. West Chester University is a four-year public institution with an enrollment of 11,000. The program was designed for first-year and second-year students for both undeclared and declared majors. Four faculty members were initially selected to serve as freshman advisors. These faculty members were given release time from their teaching duties for the length of the project. The advisors received training in strategies and techniques for advising and mentoring. A portion of the training was to attend a week-long faculty development workshop that focused on the adjustments faced by freshmen, affective and cognitive teaching techniques, small group and collaborative learning, learning styles, and study skills.

During summer orientation, the students met to schedule courses for the fall semester and the parents met with the advisor to discuss the roles of their joint efforts to help the student. The parents also met with the advisors at the president's reception to set the expectation that someone is there to help them, as well as their sons and daughters. If a student missed the orientation, the advisor that was assigned to the student would phone and remind the student to schedule an appointment as soon as they arrived on campus.

During the fall semester, the advisors remained in contact with the student in a variety of ways. The advisors

sent an initial letter and phone students to remind them of their first scheduled appointment. The advisors sent birthday cards, sent notices of pre-scheduling advising meetings, initiating contacts based on the student's need, maintaining weekly contact with the students by teaching a Freshman Seminar, and placing follow-up phone calls.

During the spring semester, experienced advisors (selected as liaisons to the freshman advising group) work with departmental faculty to transfer sophomore students to departmental upper division advisors. The advisors sent letters introducing the student to their new advisor and the appropriate files. Furthermore, the advisors assisted in scheduling meetings with the new advisor to facilitate the transition.

The Intrusive Advising Program yielded many positive results for the students and the institution. One of the positive results was the increases of retention rates. The freshman retention rate increased almost 11%. The sophomore to junior retention rate also increased almost 11%. Another positive result was the advisor's contact with students who had withdrawn from the university. In some cases, the contact by the advisor was the primary reason for their subsequent return to school.

Noel and Levitz (1995) reported on the success of an Advising Intervention Project at Clinch Valley College. Clinch Valley College is a rural, four-year, public, liberal

arts college located in southwestern Virginia with an enrollment of approximately 1,200. The initial year of the project focused on freshmen students. During the second year, the project expanded services to target not only freshmen but also honor students, transfer students, minority students, sophomores, underprepared students, and non-traditional students.

The Advising Intervention Program relied to a large extent on the faculty involvement. All faculty advisors were provided with accurate and timely information about the policies, procedures, and processes which affected the advising relationship. The advising center was responsible for the dissemination of this information. Advisors were provided with relevant advisee information before the meeting with the student. This information included placement test scores, SAT or ACT scores, and other data deemed relevant to assist the student. The advisors were provided an advising handbook which included statements on policy, descriptions of campus resources and procedures, information on advising skills and techniques, specific information on academic requirements and samples of documents used in the advising process.

Twelve of the most distinguished faculty members were selected to serve as freshman advisors. The faculty advisors were given the recognition they needed and empowered with the administration's full support. When any

hint of burnout appeared, the advising center became proactive and reactive. For instance, faculty bordering on burnout were provided with peer advisors to assist them during the semester and throughout the academic year.

After the first year of implementation, the retention rate improved by 10%. During the second year, the retention rate of all freshmen from the fall to spring semesters rose from 85% to 92% and the return rate from spring to sophomore year rose from 62% to 72%.

Summary

The successful academic advising programs documented have strategic elements in common. The success of a comprehensive academic advising program began with institutional support and commitment, involved the cooperation and communication between the faculty and university personnel, established a recognition/reward system for the advisors, conducted training sessions with advisors, determined the frequency and quality of advising sessions, initiated a referral system, and developed an appropriate delivery mechanism for each institutional situation. In order to develop a mechanism appropriate for an institution, university personnel must begin by establishing a method to assess students' needs and expectations. The assessment of students' needs and expectations pertaining to academic advising can be obtained

by administering surveys of students' perceptions of academic advising.

Surveys of Students' Impressions of Academic Advising

In addressing retention strategies, many higher education institutions have sought to improve academic advising services available to students. In order to address deficiencies and to meet the needs of students, institutions have administered surveys to gather information in regard to current academic advising services.

The administration of surveys provide the foundation for determining the needs and expectations of the students. The administration of academic advising surveys discussed in the next section exemplify how surveys were used to determine student concerns with academic advising and document student dissatisfaction/satisfaction with the existing advising services. A brief description of the study includes a description of the population and the methodology for the study. The results of the study are summarized for each survey administered.

In response to a number of problems encountered with Oakland University's advising system, the president commissioned a year-long study of advising. Oakland University is a four-year, suburban public university with an enrollment of 11,000. The university opted to survey all

returning students, and all faculty members, in the College of Arts and Sciences (Appleton, 1983).

The survey showed that: 1) students and faculty believed the advising system did not properly serve student needs; 2) approximately three-fourths of Oakland's students were commuters who had special needs that were not addressed through the existing advisement system; 3) advising was largely ignored when faculty were evaluated for promotion or tenure; and 4) many faculty gave advising a low priority among their professional activities. These survey results were an impetus in formulating academic advising strategies.

In December of 1984, Williamsport Area Community College implemented an Advisement Center Project. Williamsport Area Community College is a two-year public technical college with an enrollment of 5,000. The center offered comprehensive academic advising that began from the initial intrusive contact of a prospective student and continued until the graduation of the student. The project had the cooperation, collaboration, and commitment of all student support service departments throughout the campus.

In order to measure student satisfaction with the academic advising services, Williamsport Area Community College designed and administered an academic advising survey (Martin, 1987). The instrument measured student satisfaction with the academic advising services using the following point-value scale: strongly agree (5), agree (4),

no opinion (3), disagree (2), and strongly disagree (1) (Martin, 1987).

The components of the academic advising services evaluated by the students included: (1) initial communication; (2) convenience; (3) program orientation; (4) special attention; (5) scheduling; and (6) personal attention.

There were 87 students who responded to the survey. The results of the student survey revealed that students were well satisfied with all of the components of the advising process. The mean results of the student satisfaction survey for the academic advising components were (1) initial communication, 4.29; (2) convenience, 4.58; (3) program orientation 4.27; (4) special attention, 4.34; (5) scheduling, 4.51; and (6) personal attention, 4.26.

The academic advisement center project yielded a high degree of student satisfaction and increased the retention rate by 4%.

Georgia State University is a four-year, public university with an enrollment of 20,000. At the end of the 1983 Fall Quarter, university personnel administered surveys to black freshman students to poll perceived need and effectiveness of the academic advising program. The University conducted telephone interviews to assess perceived need and effectiveness of the program. The survey included questions such as "Do you think it is necessary to

have a support program for black freshmen at Georgia State University? Why? Why not?" (Lewis, 1986).

The survey revealed that the respondents overwhelmingly felt freshmen needed guidance and support. All of the freshman (100%) responded that the program was needed and 68% of the participants responded that they thought a support program would initiate a positive image from the students. Georgia State University developed a minority retention program called the Black Freshman Network to reduce the attrition rates of black freshman students at Georgia State University. The Black Freshman Network included extensive advising and counseling services (Lewis, 1986). The goals of the program were to help black freshman students make the emotional, social, and intellectual transitions to college; understand requirements, rules, and regulations; set academic and career goals, and seek appropriate academic advising. Faculty and student volunteers "mentored" the black freshmen and maintained regular contact with the students.

Factors Affecting Students' Perceptions of Academic Advising Services

The factors that affect students' perceptions of academic advising services are multivariate in nature. These factors were organized through two divisions: factors regarding demographics of the students and factors regarding the delivery of academic advising services. Factors

regarding the demographics of the students' included age, transfer, gender, and enrollment status. Factors regarding the delivery of academic advising services included the status of the academic advisor and the delivery systems of academic advising services.

Demographic Variables

Age.

Newland (1993) reported 42% of college students are 25 or older and future adult student enrollment are projected to increase 16% by the end of this century. Yet many four-year colleges and institutions still cater to the traditional-aged student and do not have programs and services geared to adult students.

Adult students are a highly diverse group with different backgrounds, needs, aspirations and skills. Adult students are often in some form of transition, whether it is changing career direction or entering professional training after raising a family. Aside from the external demands of job, family, other life roles, adult students face many psychological barriers that may complicate the adjustment process. Many adult students lack the confidence in their ability to study, learn, and use technology that is familiar to traditional-aged students. Adult students are uncertain about the demands of college level work and are apprehensive about being in classes with traditional students.

Academic advisors can play a vital role in easing the transition process for adult students. An advisor that is sensitive to the needs and backgrounds of adult students can assist in helping the adult student learn the system, in providing opportunities for realistic self-appraisal of their potential as students, in helping them formulate realistic expectations of what the institution can and cannot provide, in helping them to identify appropriate campus resources, and in helping them meet other adult students (King, 1994). Advisors can assist their institution in recognizing the special needs of adult students and in assisting in the planning and developing of services and programs to meet the needs of these students at the hours when most of these students attend classes. Above all, advisors must treat these students as adults and let them know that they matter.

Transfer.

"Two-year colleges enroll approximately 43% of the nation's undergraduates and 51% of all first-time entering freshmen students" (Boyer, 1988, p. 34). Approximately one-third of the students in two-year colleges plan to continue their education in a four-year college or university, and only 15-25% actually do continue their education in four-year institutions (Watkins, 1990; American Council on Education, 1991). These estimations did not include the number of students who transferred from one

four-year institution to another. Transfer students comprised a large portion of the students enrolled in four-year institutions.

"Education is, or should be a seamless web" (Boyer, 1988, p.36). This quote could be a statement representative of an idealistic view of the success of transfer students. King (1994) described the successful transfer of students as "... an interconnecting educational system where qualified students can move systematically from one educational level to another or from one institution to another without unnecessary roadblocks being put in their way" (p. 4). Students should be able to move from one institution to another with little or no disruption of quality educational services.

Students from two-year colleges unsuccessfully transfer for many reasons, some of the reasons are beyond control and some are appropriate. Wechsler (1989) identified some obstacles to transfer students that were relevant to advisors: (a) academic and articulation barriers, (b) inadequate support systems, and (c) bureaucratic barriers. Academic advisors can make important contributions in preventing barriers that can enhance successful transferrals and can encourage transfer students' persistence to remain in school (Smith, 1983; Vaala, 1988).

Academic and articulation barriers discourage many transfer students. Two-year students discover that four-

year institutions will not accept some of their credits or will accept them as elective credits rather than required courses. Cicarelli (1993) suggested advisors assist in identifying the academic and articulation barriers and relay information of these discrepancies to administrators from both two-year and four year institutions and work to break them down. Further, advisors can identify students who plan to transfer and ensure that transfers are aware of existing articulation agreements and that they follow appropriate program choices for transfer. Advisors must be kept current of the specifics of articulation agreements so they may properly serve these students.

Inadequate support systems can be discouraging to students from two-year college students who transfer to larger, and more impersonal, four-year institutions who are lacking many of the support systems available at two-year colleges. Advisors can provide linkages to students who have transferred from a given institution or can assist in referring the student to the appropriate personnel at the four-year institution. Advising personnel can also assist in building successful transferrals by visiting two-year college campuses, by hosting transfer days, by identifying and matching upperclassmen transfer students to "mentor" incoming transfers, or by designing and implementing special orientation programs for transfer students.

Large four-year institutions that operate primarily on bureaucratic forms of management can discourage transfer students because of confusing rules, regulations, policies and requirements. These structures often lead to insensitive or mechanical decision making. The complex situations of some transfer students is disregarded and denies opportunities to students with the potential to succeed. Advisors can assist in reviewing and revising unnecessary bureaucratic procedures and by encouraging admissions personnel to reconsider selective admissions practices that make few provisions for two-year students.

Gender.

Another demographic factor considered was gender. In particular, female students provide a distinctive challenge to advisors. King and Syrell (1979) noted women have special needs and atypical views of academic and career goals that advisors should be aware of. One element considered is the increasing career and academic opportunities that are available to women. This consideration called for efforts in encouraging women to explore new areas and to apply their abilities and interests to broader fields and career goals.

Taylor (1978) recognized two problems that could sway a woman's perceptions about educational, career, and life goals. The first problem dealt with the multivariate societal roles that women fulfill throughout their lives.

The second problem concerned a women's expectations in regard to their academic, career and life goals.

Taylor identified attitudes that society and some members of the academic community held as generalizations about women's multivariate roles played throughout their lives. These attitudes included: (1) Education was wasted on women; (2) Women were more likely to interrupt their careers than men; (3) Women had a higher attrition rate than men; and (4) A woman's place was at home.

Taylor asserted these myths were inappropriate generalizations about the roles that women played. Taylor answered each of these inappropriate generalizations respectively: (1) The more education that a woman had, the more likely that she would work outside the home; (2) Women with education were less likely to change jobs than men with education; (3) The college dropout rate among women is lower than that of men and their academic grades were higher; and (4) Women comprised a significant portion of the workforce.

The second problem Taylor identified was the female student's level of expectation in their academic, career, and life goals. Many highly qualified and capable women who were enrolled in postsecondary institutions have been conditioned by societal expectations to have low expectations in academic performance and career opportunities.

Taylor suggested that faculty, particularly those who served as academic advisors, could play an important role in reversing these societal attitudes and expectations and in increasing opportunities for female students at the institutional level. Taylor concluded that these attitudes and generalizations were not unique to women, but the awareness of these factors could be effectively dealt with by advisor's efforts to help female students achieve their educational goals.

Enrollment Status.

Another demographic factor considered was enrollment status. Enrollment status was divided into part-time and full-time students. While most studies regarding enrollment status as a factor in assessing students perceptions of academic advising services have reported on full-time and part-time students as separate entities, there have been very few studies comparing these two groups (Dillon, 1990; Isonio, 1993; Kangas, 1990; Okun, Ruehleman, & Karoly, 1990). Studies focusing on comparing the two groups revealed significant differences in student satisfaction with academic advising (Nespoli & Radcliffe, 1982) but only overall satisfaction was measured.

Dunker (1994) reported on specific areas to be considered in regard to full-time and part-time students' satisfaction with academic advising services. This approach provided information for the recognition problem areas for

each subgroup and for the formulation of strategies in the improvement of the delivery of academic advising services for each subgroup.

Dunker theorized that a majority of part-time students enrolled in evening classes after most advisors had left. Thus, the satisfaction with academic advising services may vary between the full-time and part-time students. However, the results of the study revealed that, overall, full-time and part-time students were equally satisfied with their academic advising services as a whole. Furthermore, for both types of students, the more frequently the students and advisors met, the higher the students' satisfaction with the advising process. However, further analyses showed significant differences in specific areas.

One area of significant difference was the satisfaction with the frequency and length of the advising sessions. Full-time students were significantly more satisfied with their advising if the length of the advising sessions were between 15 and 30 minutes, the part-time students were significantly more satisfied with their advising if their sessions were more than 30 minutes. Dunker explained this difference based on the perception of advising as not only an opportunity for the student to acquire relevant and accurate information but also as a resource for receiving help with problems affecting their academic performance. Part-time students needs surpass full-time students

especially when part-time students have distractions of jobs, and a lack of interaction with peers.

Conversely, full-time students were significantly more satisfied with their advising if it was very easy or somewhat easy to schedule advising appointments. Dunker explained this difference based on the perception that part-time students were more mature to the point where the ease or difficulty in making advising appointments do hold a high priority for them compared to the complexity of their lives.

Dunker recommended that differential advising strategies for full-time and part-time students should be focused on the length of advising sessions. The nature of this study verified the need for specific strategies to be considered when dealing with full-time and part-time. These strategies are formulated based on assessing the specific needs of these two groups at a particular institution.

Type of Advisor

Habley (1994) in describing the importance of the type of academic advisor stated "Although the field of academic advising has changed rather dramatically during the last 20 years, concerns regarding the interest and skills of faculty advisors have remained hauntingly constant" (p. 25). In order to assess the merit of this statement, Habley conducted a study to explore student perceptions of the quality of academic advising received from faculty advisors

as opposed to the advising received from other advisor types.

Habley used the results of the Survey of Academic Advising developed by American College Testing (ACT). The Survey of Academic Advising contains seven major sections. The first two sections contained demographic information about the respondent and information regarding the academic advising program at the institution. Sections five, six, and seven contained additional advising information, additional questions that could be formulated by the institution, and a section for student comments and suggestions, respectively. The third and fourth sections contained questions regarding academic advising needs and impressions of your advisor. Sections three and four were the basis of this report.

The sample comprised 58,696 student survey results obtained from a stratified, random sample of 404 colleges and universities that administered the Survey of Academic Advising between January 1, 1989 and October 31, 1993. The sample did not include 9,990 student survey results to guarantee that no single institution would be over-represented in the comparative data. The sample represented large and small, public and private, two-year and four-year institutions from 38 states across the country. The institutions sampled consisted of 36% two-year public institutions, 5% two-year private institutions, 20% four-

year institutions, and 39% four-year private institutions. The sample provided student perceptions to compare faculty advisors (n = 42,423) with other advisor types (n = 10,362). For the purposes of this comparison Advising Center Staff Member (n = 8,087), Other College Staff Member (n = 1,581), and College-Appointed Peer Counselor (n = 694) were collapsed into one category, Other Advising Types. In addition, 3,385 of the students in the original sample reported no advisor or left the advisor item blank.

The academic advising needs section of the Survey of Academic Advising (SAA) includes 18 items and is divided into two parts. In part A, students were asked to identify the extent to which topics were discussed with their advisors. Part A included three 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 their advisor's assistance on a five-point scale: very satisfied (5), satisfied (4), neutral (3), dissatisfied (2), and very dissatisfied (1).

The results on the academic advising needs section are presented in Table B-1 and B-2 (see Appendix B pp. 117-119). Table B-1 included the percentage of student responses to the extent the 18 topics were discussed with their advisor. Table B-2 included the mean satisfaction rating for each of

the topics discussed with the advisor. In reviewing the data, Habley noted the following observations:

On 14 of the 18 items, students who were advised by faculty advisors reported higher response percentages to the "have not discussed, and do not need to" selection. Habley explained this majority was due in part to the classification of the students. Over 80% of the sample respondents were advised by a faculty advisor; however, only 73% of the freshmen students were advised by a faculty advisor. Habley assumed that because most upperclassmen were advised by faculty advisors, there would be a higher "do not need to" response pattern, particularly on items pertaining to policies and procedures.

On 17 of 18 items, students who were advised by other advisor types reported a higher response percentage to the "have not discussed, but should have" selection. Habley attributed this to the classification of the students but added that this response pattern could indicate a less comprehensive coverage of students needs by the other advisor types.

On topics actually discussed, there was a more even distribution of response percentages between the students who were advised by faculty and other advisor types. Students who were advised by faculty reported a higher response percentage on 10 of the items, and students who were advised by other advisor types reported a higher

response percentage on 7 of the items. On one item, coping with academic difficulties (#12), there was an equal response rate (23.6%) between students from both advisor types. The response percentages for students with faculty advisors were conspicuously higher when academic progress (#1), scheduling and registration procedures (#2), dropping/adding courses (#3), meeting requirements (#6), finding a job after college (#13), and continuing education after college (#16) were discussed. The response percentages for students with other advisor types were markedly higher when changing majors (#5), improving study skills (#7), obtaining remedial assistance (#9), and withdrawing/transferring (#17) were discussed.

The mean rating for the student satisfaction with the assistance provided by a faculty advisor was higher on 15 of the items, the same on 1, and lower on 2. Habley conducted comparisons of the standard deviations, because most of the mean score differences were within hundredths of a point. This comparison yielded that faculty advisors actually were rated higher on 7 of the items, the same on 3 of the items, and lower on 8 of the items. On the basis of comparing item means and standard deviations, Habley stated

... it is not possible to conclude definitely that students are more (or less) satisfied with faculty advisor assistance than they are with that provided by other advisors. It is, however, possible to say that the students in this sample were at least as satisfied with faculty advisor assistance as they were with that provided by other advisor types. (p. 28)

Section four of the survey detailed the students' impressions of their advisor on 36 traits and characteristics using a 5-point scale: strongly agree (5), agree (4), neutral (3), disagree(2), and strongly disagree (1). The results of this section are reported in Table B-3 (see Appendix B pp. 120-122). Upon reviewing the data, Habley made the following observations:

The respondents had a generally positive view of both advising types. All of the items for both groups were above the midpoint of the mean agreement rating score, except (#16) for faculty advisors, which pertained to the advisor taking the initiative in arranging meetings.

Students advised by faculty had higher agreement scores on 31 of the items, the same on one, and lower on only 4 of the items. Because the differences in mean agreement ratings were less than one tenth (0.1) of a point, Habley compared the standard deviations of the items. However, these comparisons did not yield any foundation that students were more (or less) positively impressed by having a faculty or other type of advisor.

On the items that had a mean agreement difference of more than a tenth (0.1) of a point were analyzed, faculty advisors scored higher on seven of the items: knows who I am (#1), expresses interest in me as an unique individual (#3), respects my right to make my own decisions (#8), encourages me to assume an active role in academic planning (#12),

encourages me to achieve my educational goals (#14), is willing to discuss personal problems (#20), keeps personal information confidential (#33), and has a sense of humor (#35). Other advisor types scored higher on only one item: seems to enjoy advising (#30).

Because the mean agreement scores were virtually the same for both advisor types, Habley stated

...it is not possible to conclude definitely that students have more positive impressions of any advisor type, it is possible to say that students in this sample had at least as positive impression of faculty advisors as they had of other advisor types. (p. 30)

Habley agreed that some faculty advisors were uninterested, unskilled, and unconcerned and validated the unfavorable impressions of faculty advisor stereotypes, but the data presented in this study suggested that students felt that faculty advisors are as interested, as skilled, and as concerned as other advisor types. Despite the data presented from this national study, Habley emphasized the purpose of the Survey of Academic Advising was intended to provide a particular institution with a method to measure student perceptions about their advising program. Habley suggested that institutions analyze assessments of academic advising services based on their individual unique institutional situation.

Summary

The survival strategies implemented by institutions of higher education were directly related to proactive student

retention strategies. The literature implied a strong relationship to retention and successful academic advising strategies and programs. College administrators and students both agree that the improvement of academic advising services should be the focal point of retention efforts.

CHAPTER 3

METHOD

Chapter three details the methodology used for this study. A description of the research design, description of the population, a description of the sampling method, a description of the instrument, and a description of the procedures followed for data and analysis are included.

Research Design

The design used for this study included components of descriptive and inferential research. ETSU sophomore students perceptions of academic advising services were described and analyzed using the Statistical Package for Social Sciences (SPSS).

The descriptive research component was used to collect and gather information regarding the students' perceptions of academic advising and to analyze quantitatively their relative importance. Descriptive research from the use of surveys and questionnaires, by design, is concerned with soliciting opinions, attitudes, and perceptions from respondents and determining relationships between and among variables (Best & Kahn, 1986).

The inferential component of the study was used to make generalizations about the ETSU sophomores' perceptions of academic advising services as compared to specific

demographic subgroups within the study and to a national study using the same instrument.

The study employed a pencil and paper survey. The packet provided to each student included two informed consent forms (see Appendix A, page 109 and an alphabetic listing of departments by college. All of the 463 sophomore students were included in the population from all of the students that were administered the (SAA).

The researcher made every effort to combat against extraneous variables that may possibly threaten the internal and external validity of the study. In the consideration of threats to internal and external validity, the researcher attempted to control extraneous variables. The researcher designed a survey administration calendar (see Appendix A, page 110) to conduct the entire survey administration to the 33 literature survey classes within a specified three week time period. The researcher also designed a written instruction sheet (see Appendix A, page 111) that was read before each survey administration. These efforts were made to control against extraneous variables.

Population

The subjects for this study were obtained by a purposive sampling method. The 1,594 sophomore students enrolled during the 1994 fall semester at East Tennessee State University (ETSU) were selected as the target population. ETSU is a four-year, state supported public

institution located in northeastern Tennessee with an enrollment of approximately 12,000. The study reported on the students enrolled in the literature survey classes during the 1994 fall semester. The students who responded to the survey were enrolled in classes that were granted permission by the literature faculty members to administer the survey. The literature classes were selected because they were composed primarily of sophomore students.

The students for this study were 463 ETSU sophomores from 33 targeted upper level classes that completed a survey. The survey administration calendar (see Appendix A, p. 110) shows that 27 of the 33 classes participated in the survey. Six of the classes were not granted permission by the faculty for the survey administration. In the fall semester of 1994, ETSU had 1,594 sophomore students (ETSU Institutional Research, 1994). The 463 sophomore respondents represented more than 25% of the entire sophomore student population. Sophomores were chosen because they could more accurately report on the academic advising received during the freshman year. All students were encouraged to meet with their advisors on a continual basis; however, academic advising was mandatory only for incoming freshmen students, new transfer students, and students who were "undeclared majors" (Undergraduate Catalog 1994-95).

Instrumentation

The student's impressions of the institution's academic advising services was reported by the Survey of Academic Advising (SAA) available nationally from the American College Testing (ACT) services. Nancy Dishner, Associate Vice-President for Admissions, Retention, and Enrollment Management at ETSU, recommended the utilization of the American College Testing Survey of Academic Advising for this study (see Appendix A, pages 112-115). The four-page survey consisted of 15 questions regarding demographic background information on the student, four questions regarding general academic advising information, 18 questions regarding student academic advising needs, and 36 questions regarding the student impressions of his/her advisor. The SAA is an instrument that is part of an extensive package of survey instruments and scoring services available through ACT. The survey is designed to assist educational institutions to gain a better understanding of their students and programs. The various components of the survey were intended to be used primarily to provide group-reported information to (and about) schools and colleges; the instruments were not intended to provide information about individuals. Question 0 on the survey provided the opportunity for the student to identify his/her advisor. Due to the purpose of the survey to furnish group data, students were asked not to respond to this question.

However, Question N on the survey provided the opportunity to identify the department of the academic advisor.

In passing judgment on the surveys, the psychometric criteria by which more traditional instruments were evaluated were not particularly important in assessing the effectiveness of these surveys (Hartnett, 1985). Valiga (1996) utilized data collected from 10 institutions that had administered the ACT Survey of Academic Advising and reported the survey data 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.

Procedures

After the research proposal was approved by the institutional review board, permission to administer the survey in the sophomore literature courses was obtained from the English department chairperson and faculty members who taught American Major Authors, British Major Authors, and World Literature classes during the 1994 fall semester.

In the 1994 fall semester, sophomore students enrolled in 33 literature survey courses at ETSU constituted the subpopulation. The entire subpopulation was administered the (SAA). The survey was administered within the normal class time of the literature survey classes. This administration method resulted in a high response rate for the sample of the study. All of the 463 sophomores who were

in attendance in the approved classes completed the surveys. The surveys were scored by the American College Testing program.

Data Analysis

Descriptive and inferential statistics were used to analyze the data from this study. Descriptive statistics are statistical tools used to describe a sample of the data collected by transforming larger groups of numbers into more manageable forms through classifying and summarizing numerical data, describing distribution, or determining the relationship between variables. Descriptive statistics, such as frequencies, distributions of scores, and measures of central tendency were used to interpret the data in this study.

According to Borg and Gall (1989), inferential statistics were descriptive statistics with the application of probability. Inferential statistics consisted of procedures for making inferences about a population based on studying a sample from that population. This study used 0.05 alpha level of probability. In this study, inferential statistics were used in an attempt to generalize the results of the sample to the entire population of ETSU sophomores.

The computer scored results from ACT for the nominal level data contained a frequency distribution of background information items for the sample. The printout also

included an item analysis of each survey item with appropriate means, frequency distributions, modes, percentages, and standard deviations. Descriptive measures were calculated for each of the demographic variables to provide additional information regarding the population. The data were transferred to an SPSS program written by the researcher for further analyses to address the null hypotheses.

Summary

The methodology and procedures used for this study were presented in this chapter. A description of the research design, the methodological framework for the determination of the population, a description of the survey instrument, and the procedures and tools used for data collection and analysis were presented.

The population for the study consisted of ETSU sophomore students enrolled in literature classes during the 1994 fall semester. An in-class administration provided an acceptable response rate and also provided sufficient data to allow generalizations of this targeted population to be made. Analyses of the findings are presented in Chapter 4.

CHAPTER 4
ANALYSIS OF DATA

Introduction

The purpose of this chapter is to present the analysis of research data obtained from the 463 surveys returned by ETSU sophomore students enrolled in literature classes during the 1994 fall semester. The survey solicited student responses about their perceptions of academic advising services at ETSU. Data were compiled through responses given by students from a six-part survey consisting of 95 items. The data described the demographic characteristics of the students, information of the academic advising program, topics discussed with their advisor, satisfaction with the topics discussed with their advisor, impressions of their advisor, and a section to write their comments and suggestions concerning the institution or its advising program.

Descriptive information regarding respondent profiles is presented in the first section of this chapter. The demographic section, the section regarding information of the academic advising program, and the section regarding topics discussed with their advisor on the survey was designed to solicit interval and nominal data from the members of the sample. The section of the survey regarding satisfaction with the topics discussed with their advisor

and the section regarding impressions of their advisor were designed to solicit Likert scale responses. Data obtained from these two sections were nominal. A summary of analyses of the research questions and null hypotheses are presented in the second section. Data obtained from the comments and suggestions section appear in Appendix C (pp. 172-199).

Respondents

Four hundred and sixty-three sophomore students responded to the ACT Survey of Academic Advising in the 1994 fall semester. The sophomore population for the 1994 fall semester was 1,594 (ETSU Institutional Research, 1994). Demographic data for the respondents revealed that 187 (40.4%) were male and 276 were female (59.6%). The data revealed that 435 (94.0%) were full-time students and 28 (6.0%) were part-time students. The data revealed that 422 (91.1%) were in-state students and 41 (8.9%) were from out-of-state.

The survey included an item that asked the student to provide a response to selected age ranges. Table 1 indicates the greatest number (54.2%) were 19 years of age. The age ranges were collapsed into three categories: adult students, traditional students, and students who did not respond to the item. The 85 (18.4%) adult students were 23 or older, 377 (81.4%) traditional students were 22 and under and 1 (0.2%) student chose not to respond. The ETSU average age for all sophomores in the 1994 fall semester was 24.4

TABLE 1
AGE RANGES OF THE SOPHOMORE STUDENTS SURVEYED

Age Range	Frequency	Percent of Sample
18 or Under	8	1.7%
19	251	54.0%
20	78	16.8%
21	24	5.2%
22	16	3.5%
23 - 25	28	6.0%
26 - 29	28	6.0%
30 - 39	14	3.0%
40 - 61	14	3.0%
62 or Over	1	0.2%
No response	1	0.2%
Summary	463	100.0%

(Institutional Research, 1996).

Table 2 reports respondents by ethnicity. A majority of the respondents, 435 (94.0%) respondents were Caucasian or White. The ETSU population by race was very similar to the sample surveyed (92.12% Caucasian or White) in the 1994 fall semester.

Item E asked the respondents to select the primary purpose for entering this institution. Table 3 reports the

TABLE 2
ETHNICITY OF THE SOPHOMORE STUDENTS SURVEYED

Racial/Ethnic Group	Frequency	Percent of Sample
Afro-American or Black	11	2.4%
Native American	3	0.6%
Caucasian or White	435	94.0%
Puerto Rican or Cuban	1	0.2%
Other	3	0.6%
I prefer not to respond	10	2.2%
Summary	463	100.0%

responses to this item. A majority of the respondents, 352 (76.0%) were seeking a Bachelor's Degree. An interesting item was the 31 sophomore students (6.7%) who responded "no definite purpose in mind".

Table 4 reports on the marital status of the students surveyed. A majority of the respondents were unmarried, 400 (86.4%) respondents were unmarried.

Table 5 displays respondents by the number of hours per week the student was currently employed. There was a broad distribution of the number of hours per week the student was currently employed.

There was a fairly normal "bell-shaped curve" distribution of the cumulative grade point averages for the

TABLE 3
PRIMARY PURPOSE FOR ENTERING INSTITUTION FOR THE SOPHOMORE
STUDENTS SURVEYED

Primary Purpose	Frequency	Percent of Sample
No Definite Purpose	31	6.7%
Self-Improvement or Personal Satisfaction	8	1.7%
Job-Related or Job-Required Courses	3	0.6%
Courses for Transferring to Another College	13	2.8%
Obtain or Maintain a Certification	10	2.2%
Associate Degree	13	2.8%
Bachelor's Degree	352	76.0%
Master's Degree	32	6.9%
Doctorate or Professional Degree	0	0.0%
No Response	1	0.2%
Summary	463	100.0%

students surveyed. Table 6 indicates the cumulative grade point averages of the students surveyed.

Table 7 reports on the residence of the students in the sample. Approximately 30.0% were students that lived in campus housing and 70.0% of the students were "commuter" students.

TABLE 4
MARITAL STATUS OF THE STUDENTS SURVEYED

Marital Status	Frequency	Percent of Sample
Unmarried (Single, Divorced, and Widowed)	400	86.4%
Married	60	13.0%
Separated	1	0.2%
Prefer Not To Respond	2	0.4%
Summary	463	100.0%

Table 8 portrays the college or school offering the major of the students surveyed. According to the responses the largest college or school offering the students' major was 102 students from the College of Arts and Sciences and the smallest was 2 students from the School of Continuing Studies. The average number of students from a college or school was 51 students.

TABLE 5
WORK HOURS PER WEEK OF THE STUDENTS SURVEYED

<u>Work Hours Per Week</u>	<u>Frequency</u>	<u>Percent of Sample</u>
0 or Only Occasional Jobs	112	24.2%
1 TO 10	72	15.6%
11 TO 20	109	23.5%
21 TO 30	105	22.7%
31 TO 40	54	11.7%
OVER 40	11	2.4%
Summary	463	100.0%

TABLE 6
CUMULATIVE GRADE POINT AVERAGE OF THE STUDENTS SURVEYED

Grade Point Average	Frequency	Percent of Sample
A- TO A (3.50 - 4.00)	56	12.1%
B TO A- (3.00 - 3.49)	125	27.0%
B- TO B (2.50 - 2.99)	127	27.4%
C TO B- (2.00 - 2.49)	113	24.4%
C- TO C (1.50 - 1.99)	36	7.8%
D TO C- (1.00 - 1.49)	6	1.3%
Below D (0.00 - 0.99)	0	0.0%
Have Not Established a Grade Point Average	0	0.0%
Does Not Apply	0	0.0%
Summary	463	100.0%

TABLE 7
RESIDENCE OF THE STUDENTS SURVEYED

Residence	Frequency	Percent of Sample
Residence Hall	129	27.9%
Fraternity or Sorority	5	1.1%
College Married Student Housing	2	0.4%
Off Campus Room or Apartment	99	21.4%
Home of Parents or Relatives	173	37.4%
Own Home	52	11.2%
Other	3	0.6%
Summary	463	100.0%

TABLE 8COLLEGE/SCHOOL OFFERING MAJOR OF THE STUDENTS SURVEYED

<u>College/School</u>	<u>Frequency</u>	<u>Percent of Sample</u>
Undeclared	89	19.2%
Business	73	15.8%
Applied Science & Technology	32	6.9%
Continuing Studies	2	0.4%
Arts & Sciences	102	22.0%
Education	64	13.8%
Public & Allied Health	22	4.8%
Nursing	36	7.8%
Pre-Professional	43	9.3%
Summary	463	100.0%

Analysis and Interpretation of Findings

Seven research questions guided the study and six derivative null hypotheses were tested.

Research Question 1

How do sophomore students feel about the academic advising at East Tennessee State University?

Data were analyzed to determine how the sophomore students felt about academic advising at East Tennessee State University. Item responses from Section III (Academic Advising Needs) and Section IV (Impressions Of Your Advisor) were analyzed for this question.

Section III (Academic Advising Needs) includes 18 items and is divided into two parts. In part A, students were asked to identify the extent to which topics were discussed with their advisor. Part A included 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 B-4 (see Appendix B, page 123) displays the results of the percentages of item responses on the academic advising needs section. The percentages to the item "have not discussed and do not need to" ranged from 6.7% to 68.9%.

The lowest ranked topic was "scheduling/registration procedures" (6.7%) and the highest ranked topic was withdrawing/transferring (68.9%). The percentages to the item "have not discussed but should have" ranged from 8.6% to 54.6%. The lowest ranked topic was "scheduling/registration procedures" (8.6%) and the highest ranked topic was "finding a job after college" (68.9%).

The percentages to the item "have discussed" ranged from 4.1% to 74.3%. The lowest ranked topic was "dealing with personal problems" (8.6%) and the highest ranked topic was "scheduling/registration procedures" (74.3%). The range of items with no response was from 9.5% to 10.8%. This was due in part to respondents who did not have an advisor were asked to skip this section.

Table B-5 (see Appendix B, page 124) reports on the mean satisfaction ratings and standard deviations of item responses from the academic advising needs section for students who had discussed a particular topic. The mean satisfaction ratings ranged from a lowest satisfaction mean rating of 2.61 on the topic "matching my learning style to particular courses, course sections, or instructors" to the highest satisfaction mean rating of 3.44 on the topic "scheduling/registration procedures". The average satisfaction mean rating for all of the 18 items for the sample was 2.96.

On 11 of the 18 topics, the respondent's mean

satisfaction rating was below 3.00. These topics were: obtaining nontraditional credit (2.83), improving study skills (2.72), matching learning style (2.61), obtaining tutorial assistance (2.88), identifying career areas (2.92), coping with academic difficulties (2.79), obtaining on campus employment (2.90), finding a job after college (2.66), continuing my education after graduation (2.87), withdrawing/transferring from this institution (2.97), and dealing with personal problems (2.90).

Section IV (Impressions Of Your Advisor) asks the students to rate their current advisor on 36 traits and characteristics using a 5-point scale: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). Table B-6 (see Appendix B, pages 125-127) displays the mean agreement ratings and standard deviations of the item responses on the Impressions of Your Advisor section.

The range of the mean agreement ratings was from a low of 2.28 on the item "takes the initiative in arranging meetings with me " to a high of 3.47 on the item "respects my right to make decisions". The average mean agreement rating for all of the 36 items was 3.10.

On 16 of the 36 items, the mean agreement rating was below 3.00. These items were: knows who I am (2.64); expresses interest in me as a unique individual (2.91); keeps me up to date on changes in academic requirements (2.83); refers me to other sources from which I can obtain

assistance (2.77); accepts constructive feedback concerning his/her effectiveness as an advisor (2.66); helps me identify the obstacles I need to overcome to reach my educational goals (2.85); takes the initiative in arranging meetings with me (2.28); clearly defines advisor/advisee responsibilities (2.89); is willing to discuss personal problems (2.29); anticipates my needs (2.66); helps me to examine my needs, interests, and values (2.73); encourages me to talk about myself and my college experiences (2.44); encourages my interest in an academic discipline (2.81); encourages my involvement in extracurricular activities (2.46); helps me explore careers in my field of interest (2.69); is knowledgeable about courses outside my major area of study (2.92); and shows concern for my personal growth and development (2.84).

Research Question 2

Are there any differences in the students' perceptions of the academic advising services by students' age?

Hypothesis 1

There will be no differences in the students' perceptions of the academic advising services by students' age.

In order to determine whether there were significant differences in the perceptions of academic advising services between traditional aged students and adult students, t-tests were conducted on each of the item responses in the

academic advising needs section and impressions of your advisor section.

The results indicated that on 17 of the 18 items from the Academic Advising Needs section, there were no significant differences in the perceptions of academic advising services between traditional aged students and adult students. The null hypotheses were retained for these item responses.

The only item that revealed a significant difference in the perceptions of academic advising services between traditional aged students and adult students was in regard to the item "selecting/changing my major area of study" ($t = 2.27$). The adult students were less satisfied than traditional aged students discussing selecting/changing their major with their advisor. A possible explanation could be that adult students are often in some form of transition, whether it is career direction or entering professional training after raising a family (Newland 1993). The null was rejected for this item.

The results indicated that on all 36 items from the Impressions Of Your Advisor section, there were no significant differences in the perceptions of academic advising services between traditional aged students and adult students. The null hypotheses were retained for all of these item responses.

Data were analyzed to determined how traditional aged

and adult students felt about academic advising at East Tennessee State University. Item responses from Section III (Academic Advising Needs) and Section IV (Impressions Of Your Advisor) were analyzed for this question.

Table B-7 (see Appendix B, pages 128-129) displays the mean satisfaction ratings and standard deviations of item responses for adult students and traditional aged students on Section III (Academic Advising Needs section). The mean satisfaction ratings for the traditional aged students ranged from a low of 2.67 on the item "matching my learning style to particular courses, course selections, or instructors" to a high of 3.48 on the item "scheduling/registration procedures". The mean satisfaction ratings for the adult students ranged from a low of 2.35 on the item "matching my learning style to particular courses, course selections, or instructors" to a high of 3.23 on the item "scheduling/registration procedures". The average mean satisfaction rating for the traditional aged students for the 18 items was 3.00. The average mean satisfaction rating for the adult students for the 18 items was 2.84.

Table B-8 (see Appendix B, pages 130-133) displays the mean agreement ratings and standard deviations of item responses for adult students and traditional aged students on Section IV (Impression Of Your Advisor). The mean agreement ratings for the traditional aged students ranged from a low of 2.32 on the item "takes the initiative in

arranging meetings with me" to a high of 3.50 on the item "respects my right to make my own decisions". The mean satisfaction ratings for the adult students ranged from a low of 2.09 on the item "takes the initiative in arranging meeting with me" to a high of 3.32 on the item "respects my right to make my own decisions". The average mean agreement rating for the traditional aged students for the 36 items was 2.98. The average mean agreement rating for the adult students for the 36 items was 2.84.

Research Question 3

Are there any differences in the students' perceptions of the academic advising services by students' status as transfer students?

Hypothesis 2

There will be no differences in the students' perceptions of the academic advising services by students' status as transfer students.

In order to determine whether there were significant differences in the perceptions of academic advising services between transfer students and non-transfer students, t-tests were conducted on each of the item responses in the academic advising needs section and impressions of your advisor section.

The results indicated that on all of the 18 items from

the Academic Advising Needs section, there were no significant differences in the perceptions of academic advising services between transfer students and non-transfer students. The null hypotheses were retained for these item responses.

The results indicated that on 35 of the 36 items from the Impressions Of Your Advisor section, there were no significant differences in the perceptions of academic advising services between transfer students and non-transfer students. The null hypotheses were retained for these item responses.

The only item that revealed a significant difference between transfer and non-transfer students' perceptions of academic advising services was in regard to the item "encourages my interest in an academic discipline" ($t = 2.72$). The transfer students were less agreeable than non-transfer students that their advisor encouraged interest in an academic discipline. Transfer students may be seeking assistance in selecting an academic discipline than the non-transfer students. The null was rejected for this item.

Data were analyzed to determine how transfer and non-transfer students felt about academic advising at East Tennessee State University. Item responses from Section III (Academic Advising Needs) and Section IV (Impressions Of Your Advisor) were analyzed for this question.

Table B-9 (see Appendix B, pages 134-135) displays the

mean satisfaction ratings and standard deviations of item responses for transfer students and non-transfer students on Section III (Academic Advising Needs section). The mean satisfaction ratings for the non-transfer students ranged from a low of 2.64 on the item "finding a job after college" to a high of 3.46 on the item "scheduling/registration procedures". The mean satisfaction ratings for the transfer students ranged from a low of 2.42 on the item "matching my learning style to particular courses, course selections, or instructors" to a high of 3.37 on the item "obtaining financial aid". The average mean satisfaction rating for the non-transfer students for the 18 items was 2.98. The average mean satisfaction rating for the transfer students for the 18 items was 2.92.

Table B-10 (see Appendix B, pages 136-139) displays the mean agreement ratings and standard deviations of item responses for transfer students and non-transfer students on Section IV (Impression Of Your Advisor). The mean agreement ratings for the non-transfer students ranged from a low of 2.30 on the item "is willing to discuss personal problems" to a high of 3.51 on the item "respects my right to make my own decisions". The mean satisfaction ratings for the transfer students ranged from a low of 2.14 on the item "takes the initiative in arranging meeting with me" to a high of 3.42 on the item "provides me with accurate information about requirements, prerequisites, etc.". The

average mean agreement rating for the non-transfer students for the 36 items was 2.98. The average mean agreement rating for the transfer students for the 36 items was 2.87.

Research Question 4

Are there any differences in the students' perceptions of the academic advising services by students' gender?

Hypothesis 3

There will be no differences in the students' perceptions of the academic advising services by the gender of the students.

To determine whether there were significant differences between male and female students' perceptions of academic advising services, t-tests were conducted on each of the item responses in the academic advising needs section and impressions of your advisor section.

The results indicated that on all of the 18 items from the Academic Advising Needs section, there were no significant differences between male and female students' perceptions of academic advising services. The null hypotheses were retained for these item responses.

The results indicated that on 31 of the 36 items from the Impressions Of Your Advisor section, there were no significant differences between male and female students' perceptions of academic advising services. The null

hypotheses were retained for these item responses.

The five items that revealed a significant difference between male students and female students' perceptions of academic advising services was in regard to the items: knows who I am ($\bar{x} = 2.31$), is available when I need assistance ($\bar{x} = 2.93$), provides me with accurate information about requirements ($\bar{x} = 2.38$), keeps me up to date on changes in academic requirements ($\bar{x} = 3.12$), and takes initiative in arranging meetings with me ($\bar{x} = 3.55$). The null was rejected for these items.

The male students were less agreeable than the female students that their advisor knows who they are. The female students were less agreeable than the male students that their advisor is available when they need assistance, their advisor provides accurate information about requirements, their advisor keeps them updated on requirements, and their advisor takes the initiative in arranging meetings. A possible explanation could be that advisors may be slightly biased in stereotyping the curricular and affective needs of students based on gender.

Data were analyzed to determine how male and female students felt about academic advising at East Tennessee State University. Item responses from Section III (Academic Advising Needs) and Section IV (Impressions Of Your Advisor) were analyzed for this question.

Table B-11 (see Appendix B, pages 140-142) displays the

mean satisfaction ratings and standard deviations of item responses for male students and female students on Section III (Academic Advising Needs section). The mean satisfaction ratings for the male students ranged from a low of 2.72 on the items "matching my learning style to particular courses, course selection, or instructors" and "finding a job after college" to a high of 3.49 on the item "scheduling/registration procedures". The mean satisfaction ratings for the female students ranged from a low of 2.55 on the item "matching my learning style to particular courses, course selections, or instructors" to a high of 3.40 on the item "scheduling/registration procedures". The average mean satisfaction rating for the male students for the 18 items was 3.01. The average mean satisfaction rating for the female students for the 18 items was 2.94.

Table B-12 (see Appendix B, pages 143-145) displays the mean agreement ratings and standard deviations of item responses for male students and female students on Section IV (Impression Of Your Advisor). The mean agreement ratings for the male students ranged from a low of 2.22 on the item "is willing to discuss personal problems" to a high of 3.60 on the item "provides me with accurate information about requirements, prerequisites, etc.". The mean satisfaction ratings for the female students ranged from a low of 2.10 on the item "takes the initiative in arranging meeting with me" to a high of 3.44 on the item "respects my right to make my

own decisions". The average mean agreement rating for the male students for the 36 items was 3.05. The average mean agreement rating for the female students for the 36 items was 2.91.

Research Question 5

Are there any differences in the students' perceptions of the academic advising services by the enrollment status of the students?

Hypothesis 4

There will be no differences in the students' perceptions of the academic advising services by the enrollment status of the students.

To determine whether there were significant differences between full-time and part-time students' perceptions of academic advising services, t-tests were conducted on each of the item responses in the academic advising needs section and impressions of your advisor section.

The results indicated that on 15 of the 18 items from the Academic Advising Needs section, there were no significant differences between full-time and part-time students' perceptions of academic advising services. The null hypotheses were retained for these item responses.

The three items that revealed a significant difference between full-time and part-time students' perceptions of academic advising services were in regard to the items:

obtaining course credit through nontraditional means ($\bar{x} = 2.25$), selecting/changing my major area of study ($\bar{x} = 2.37$), and clarifying my life/career goals ($\bar{x} = 2.35$). The full-time students were less satisfied than the part-time students with the discussion of the three topics. A possible explanation could be that full-time students have less distractions than the part-time students, therefore are more focused and are more demanding. Another possible explanation could be the small number of part-time students that participated in the study. The null was rejected for these items.

The results indicated that on 31 of the 36 items from the Impressions Of Your Advisor section, there were no significant differences between full-time and part-time students' perceptions of academic advising services. The null hypotheses were retained for these item responses.

The five items that revealed a significant difference between full-time and part-time students' perceptions of academic advising services was in regard to the items: is a good listener ($\bar{x} = 2.55$), provides a caring and open atmosphere ($\bar{x} = 2.50$), refers me to other sources from which I can obtain assistance ($\bar{x} = 2.88$), is approachable and easy to talk to ($\bar{x} = 2.48$), and has a sense of humor ($\bar{x} = 3.53$). The full-time students were less agreeable than the part-time students that their advisor was a good listener, provided a caring and open atmosphere, referred them to

other sources from which they could obtain assistance, was approachable and easy to talk to, and had a sense of humor. The full-time students seemingly placed a higher value on some of the personalities of their advisor than the part-time students. The null was rejected for these items.

Data were analyzed to determine how full-time and part-time students felt about academic advising at East Tennessee State University. Item responses from Section III (Academic Advising Needs) and Section IV (Impressions Of Your Advisor) were analyzed for this question.

Table B-13 (see Appendix B, pages 146-147) displays the mean satisfaction ratings and standard deviations of item responses for full-time students and part-time students on Section III (Academic Advising Needs section). The mean satisfaction ratings for the full-time students ranged from a low of 2.57 on the item "matching my learning style to particular courses, course selection, or instructors" to a high of 3.42 on the item "scheduling/registration procedures". The mean satisfaction ratings for the part-time students ranged from a low of 3.00 on the item "finding a job after college" to a high of 3.80 on the item "my academic progress". The average mean satisfaction rating for the full-time students for the 18 items was 2.93. The average mean satisfaction rating for the part-time students for the 18 items was 3.46.

Table B-14 (see Appendix B, pages 148-151) displays the

mean agreement ratings and standard deviations of item responses for full-time students and part-time students on Section IV (Impression Of Your Advisor). The mean agreement ratings for the full-time students ranged from a low of 2.25 on the item "takes the initiative in arranging meetings with me" to a high of 3.47 on the item "respects my rights to make my own decisions". The mean satisfaction ratings for the part-time students ranged from a low of 2.30 on the item "encourages my involvement in extracurricular activities" to a high of 3.91 on the item "has a sense of humor". The average mean agreement rating for the full-time students for the 36 items was 2.94. The average mean agreement rating for the part-time students for the 36 items was 3.24.

Research Question 6

Are there any differences in the students' perceptions of the academic advising services delivered by faculty advisors and other advisors?

Hypothesis 5

There will be no differences in the students' perceptions of the academic advising services received by faculty advisors and other advisors.

To determine whether there were significant differences in the perceptions of academic advising services between students with faculty advisors and students with other types

of advisors, t-tests were conducted on each of the item responses in the academic advising needs section and impressions of your advisor section.

The results indicated that on all of the 18 items from the Academic Advising Needs section, there were no significant differences in the perceptions of academic advising services between students with faculty advisors and students with other types of advisors. The null hypotheses were retained for these item responses.

The results indicated that on 33 of the 36 items from the Impressions Of Your Advisor section, there were no significant differences in the perceptions of academic advising services between students with faculty advisors and students with other types of advisors. The null hypotheses were retained for these item responses.

The three items that revealed significant differences in the perceptions of academic advising services between the students with a faculty advisor and students with other types of advisors were in regard to the items: takes initiative in arranging meetings with me ($t = 2.64$), helps me examine my needs, interests, and values ($t = 2.98$), and is familiar with my background ($t = 2.27$). The students with faculty advisors were less agreeable than the students with other advisors that their advisor took the initiative in arranging meetings with them; helped them examine their needs, interests, and values; and was familiar with their

background. A possible explanation could be that the students with faculty advisors felt that their advisor did not allow sufficient time for their individual needs. The null was rejected for these items.

Data were analyzed to determine how students with faculty advisors and students with other types of advisors felt about academic advising at East Tennessee State University. Item responses from Section III (Academic Advising Needs) and Section IV (Impressions Of Your Advisor) were analyzed for this question.

Table B-15 (see Appendix B, pages 152-153) displays the mean satisfaction ratings and standard deviations of item responses for students with faculty advisors and students with other types of advisors on Section III (Academic Advising Needs section). The mean satisfaction ratings for the students with faculty advisors ranged from a low of 2.65 on the item "matching my learning style to particular courses, course selection, or instructors" to a high of 3.31 on the item "scheduling/ registration procedures". The mean satisfaction ratings for the students with other types of advisors ranged from a low of 2.62 on the item "matching my learning style to particular courses, course selection, or instructors" to a high of 3.80 on the item "scheduling/ registration procedures". The average mean satisfaction rating for the students with a faculty advisor for the 18 items was 2.97. The average mean satisfaction rating for

the students with other types of advisors for the 18 items was 2.96.

Table B-16 (see Appendix B, pages 154-157) displays the mean agreement ratings and standard deviations of item responses for students with faculty advisors and students with other types of advisors on Section IV (Impression Of Your Advisor). The mean agreement ratings for the students with a faculty advisor ranged from a low of 2.14 on the item "takes the initiative in arranging meetings with me" to a high of 3.48 on the item "respects my rights to make my own decisions". The mean satisfaction ratings for the students with other types of advisors ranged from a low of 2.40 on the item "is willing to discuss personal problems" to a high of 3.46 on the item "respects my right to make my own decisions". The average mean agreement rating for the students with a faculty advisor for the 36 items was 2.92. The average mean agreement rating for the students with other types of advisors for the 36 items was 3.02.

Research Question 7

How do ETSU students compare to a national norm study of student perceptions of academic advising?

Hypothesis 6

There will be no significant differences in students' perceptions of academic advising services received at ETSU when compared to a national norm study.

Z-tests were calculated on each of the item responses in the academic advising needs section and impressions of your advisor section to determine whether there were significant differences in the perceptions of academic advising services between ETSU students with faculty advisors and students from a national norm study with faculty advisors. Z-Tests were also calculated for the same item responses to determine whether there were significant differences in the perceptions of academic advising services between ETSU students with other types of advisors and students from a national norm study with other types of advisors.

The results indicated that on all of the 18 items from the Academic Advising Needs section, there were significant differences in perceptions of academic advising services between ETSU students with faculty advisors and students from the national norm study with faculty advisors. The results indicated that on all of the 18 items from the Academic Advising Needs section, there were significant differences in perceptions of academic advising services between ETSU students with other types of advisors and students from the national norm study with other types of advisors. The ETSU students were less satisfied than the students from the national norm study with the topics discussed in advising sessions. The null hypotheses were rejected for all of these item responses.

The results indicated that on all of the 36 items from the Impressions Of Your Advisor section, there were significant differences in perceptions of academic advising services between ETSU students with faculty advisors and students from the national norm study with faculty advisors. The results indicated that on all of the 36 items from the Academic Advising Needs section, there were significant differences in perceptions of academic advising services between ETSU students with other types of advisors and students from the national norm study with other types of advisors. The ETSU students were less agreeable than the students from the national study regarding their advisors characteristics and traits. The null was rejected for these items.

Data were analyzed to determined how students with faculty advisors at ETSU compared to students with faculty advisors in a national norm study regarding academic advising and to determined how students with other types of advisors at ETSU compared to students with other type of advisors in a national norm study regarding academic advising. Item responses from Section III and Section IV were analyzed for this question.

Table B-17 (see Appendix B, pages 158-159) displays the mean satisfaction ratings and standard deviations of item responses for students with faculty advisors from the ETSU sample and from the national norm study on Section III. The

mean satisfaction ratings for the ETSU students with faculty advisors ranged from a low of 2.65 on the item "matching my learning style to particular courses, course selection, or instructors" to a high of 3.31 on the item "scheduling/registration procedures". The mean satisfaction ratings for the students from the national norm study with faculty advisors ranged from a low of 3.90 on the item "withdrawing/transferring from this institution" to a high of 4.26 on the item "dealing with personal problems". The average mean satisfaction rating for the ETSU students with a faculty advisor for the 18 items was 2.97. The average mean satisfaction rating for the students from the national norm study with faculty advisors for the 18 items was 4.02.

On all of the 18 items, the ETSU students with faculty advisors had a mean satisfaction rating that was lower than the students from the national norm study with faculty advisors.

Table B-18 (see Appendix B, pages 160-164) displays the mean agreement ratings and standard deviations of item responses for the ETSU students with faculty advisors and students from the national norm study with faculty advisors on Section IV. The mean agreement ratings for the ETSU students with a faculty advisor ranged from a low of 2.14 on the item "takes the initiative in arranging meetings with me" to a high of 3.48 on the item "respects my rights to

make my own decisions". The mean satisfaction ratings for the students from the national norm study with faculty advisors ranged from a low of 2.98 on the item "takes the initiative in arranging meeting with me" to a high of 4.08 on the item "respects my right to make my own decisions". The average mean agreement rating for the ETSU students with a faculty advisor for the 36 items was 2.92. The average mean agreement rating for the students from the national norm study with faculty advisors for the 36 items was 3.66.

Table B-19 (see Appendix B, pages 165-166) displays the mean satisfaction ratings and standard deviations of item responses for ETSU students with other types of advisors and students from the national norm study with other types of advisors on Section III. The mean satisfaction ratings for the ETSU students with other types of advisors ranged from a low of 2.62 on the item "matching my learning style to particular courses, course selection, or instructors" to a high of 3.57 on the item "scheduling/registration procedures". The mean satisfaction ratings for the students from the national norm study with other types of advisors ranged from a low of 3.85 on the items "obtaining nontraditional credit" and "finding a job after college" to a high of 4.17 on the item "dealing with personal problems". The average mean satisfaction rating for the ETSU students with other types of advisors for the 18 items was 2.97. The average mean satisfaction rating for the students from the

national norm study with other types of advisors for the 18 items was 3.96.

On all of the 18 items, the ETSU students with other types of advisors had a mean satisfaction rating that was lower than the students from the national norm study with other types of advisors.

Table B-20 (see Appendix B, pages 167-171) displays the mean agreement ratings and standard deviations of item responses for ETSU students with other types of advisors and students from the national norm study with other types of advisors on Section IV (Impression Of Your Advisor). The mean satisfaction ratings for the ETSU students with other types of advisors ranged from a low of 2.40 on the item "is willing to discuss personal problems" to a high of 3.46 on the item "respects my right to make my own decisions". The mean satisfaction ratings for the students from the national norm study with other types of advisors ranged from a low of 3.05 on the item "takes the initiative in arranging meetings with me" to a high of 3.97 on the item "respects my right to make my own decisions". The average mean agreement rating for the ETSU students with other types of advisors for the 36 items was 3.02. The average mean agreement rating for the students from the national norm study with other types of advisors for the 36 items was 3.59.

On all of the 36 items, the ETSU students with other types of advisors had a mean agreement rating that was lower

than the students from the national norm study with other types of advisors.

Summary

This chapter has presented the analysis of research data collected in this study. Descriptive and comparative analysis of the data generated from the 463 sophomore students from East Tennessee State University that responded to the Survey of Academic Advising were presented in Chapter 4. The descriptive analyses included demographic information concerning the students' age, racial/ethnic group, primary purpose for entering the institution, gender, marital status, enrollment status, transfer status, number of hours worked per week, cumulative grade point average, current residence, college/school offering their major, and type of advisor. Comparative analyses were presented for perceptions of academic advising services between traditional aged and adult students, transfer and non-transfer students, full-time and part-time students, male and female students, and students with faculty advisors and students with other types of advisors. Finally, this chapter presented comparative results in the perceptions of academic advising between ETSU students and students from a national norm study by the type of advisor. A summary of the study, conclusions, and recommendations for further study are included in Chapter 5.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The final chapter is presented in three sections. The first section of the chapter describes the problem, purpose, and data collection procedures of the study. The second section presents the conclusions from the study. The final section offers recommendations derived from the study. A brief summary concludes this chapter.

Summary

The retention of students by institutions of higher education is an important issue, and will become more important in the future as an issue of institutional economic survival. Many higher education institutions have targeted improvements in the delivery of academic advising services as a focal point for improving student retention. A consultation report from Noel-Levitz Centers, Inc., for East Tennessee State University targeted freshman academic advising as a mid-range goal to improve recruitment, retention, and institutional effectiveness.

The primary purpose of the study was to determine sophomore students' impressions of the quality of the academic advising services received during their freshman year at East Tennessee State University. A study of this specific nature had not been conducted.

The subjects for this study were obtained by a

purposive sampling method. The 1,594 sophomore students enrolled during the 1994 fall semester at East Tennessee State University (ETSU) were selected as the target population. The study reported on the students enrolled in the literature survey classes during the 1994 fall semester. The literature classes were selected because they were composed primarily of sophomore students. Sophomores were chosen because they could only report on the academic advising received during their freshman year.

The ACT Survey of Academic Advising was used to collect data for this research. The survey was designed to assist educational institutions to gain a better understanding of their students and their advising programs. The four-page survey consisted of six sections. Section I contained 15 questions regarding demographic background information on the student. Section II consisted of four questions regarding general academic advising information. Section III consisted of 18 items to respond to the extent which topics were discussed and to rate their satisfaction with the advisor's assistance on a 5-point Likert scale: very satisfied (5), satisfied (4), neutral (3), dissatisfied (2), and very dissatisfied (1). Section IV questions ask the students to rate their current advisor on 36 traits and characteristics using a 5-point Likert scale: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). Section V consists of five questions

regarding the academic advising program. Section VI provides the opportunity to make comments and suggestions concerning the institution or its advising program.

The survey was administered within the normal class time of the literature survey classes. This administration method resulted in a high response rate for the sample of the study.

Descriptive and inferential statistics were used to analyze the data from this study. Descriptive statistics, such as frequencies, distributions of scores, and measures of central tendency were used to interpret the data in this study. In this study, inferential statistics were used in an attempt to generalize the results of the sample to the entire population of ETSU sophomores.

The computer scored results of the nominal level data contained a frequency distribution of background information items for the sample. Data provided from computer scored results included an item analysis of each survey item with appropriate means, frequency distributions, modes, percentages, and standard deviations. Descriptive measures were calculated for each of the demographic variables to provide additional information regarding the population. The data was transferred to an SPSS program written by the researcher. The statistical procedures used to analyze the data to address the null hypotheses were T-tests and Z-scores .

Conclusions

The following conclusions can be drawn after reviewing the findings of this study:

1. There were very few differences in the item responses regarding the satisfaction with academic advising services for the ETSU sophomore students based on the demographic variables described for this study.

2. There were few differences in the item responses regarding the impressions of their academic advisor for the ETSU sophomore students based on the demographic variables described for this study.

3. The ETSU students who participated in the survey were significantly more dissatisfied than the students from the national norm study with their advisor's assistance with all of the issues and topics that are discussed in an advising session. The ratings clearly pointed to a significant difference in the satisfaction with academic advising services for the ETSU students.

The ETSU students had a significantly less favorable impression of their advisor than the students from the national norm study. The ratings pointed to a significant difference with the impressions of their advisor for the ETSU students.

Recommendations

The following recommendations are proposed as a result of this study of ETSU sophomore students' impressions of academic advising services. The recommendations involve institutional strategies and programmatic strategies for academic advising.

The recommendations for institutional strategies to improve academic advising services are listed below.

1. The survey administered to the students revealed only part of a comprehensive assessment of the academic advising services at ETSU. A method to determine the advisors' assessment of academic advising needs to be developed, implemented, and evaluated. A change in the advising process without the opportunity for advisor input would be ill-advised. The construction of a survey instrument could be time-consuming. A taskforce representative of all types of advising systems and departments with students and advisors could deliberate in open discussions to address deficiencies and develop specific strategies. Successful strategies would be dependent upon commitment of the advisors, commitment of financial resources, and the determination of manageable advisor loads.

2. From all of the successful advising programs and strategies discussed in the review of literature, training and retraining of advisors was a common practice. An

essential item for training of advisors could include an advisor's handbook. The handbook could include: a sample academic advising worksheet with core and general requirements, forms to document student contacts, a campus referral directory, explanation of the computer data available on the student for use during an advising session, and employment outlook projections (to be developed by each college/school).

The actual training session could focus on: defining advising, developing and refining counseling skills, developing interviewing skills, enhancing decision-making skills, referring to other campus student support services, updating the use of information sources, updating career/employment information, updating scheduling/registration procedures and updating academic requirements. The training sessions could be conducted by center staff and enhanced with faculty advisors' strengths in curricular matters and with professional advisors' strengths in the delivery of services.

3. From all of the successful advising programs and strategies discussed in the review of literature, reward/recognition for advisors was a common practice. The institution could develop a method of rewarding/recognizing advisors. One method of reward/recognition could be release time from instruction, committee work, and research for advisors. Another method could include the consideration of

advising in promotion and tenure of advisors.

4. The development of an on-going evaluation method of advisor effectiveness from students and peer reviews would need to be addressed. As a part of the advising session, students could complete a computerized evaluation of the advisor available at a location in near proximity to the advisor's office. In addition, periodic peer reviews and supervisory reviews could enhance advisor performance and effectiveness.

The recommendations for programmatic strategies to improve academic advising services are listed below.

1. A discussion of advising programs available to ETSU students at the initial orientation of the student. The discussion could include: the rights and responsibilities of the students, a definition of the advisor/advisee roles, and the distribution of a student advising handbook.

2. The implementation of general pre-advising sessions conducted by school/college of the students' choice. The session could include introductions of advisors in the department and the general policies of the department's advising program.

3. The implementation of a mandatory advising session with their advisor scheduled before mid-term for all freshman students. These sessions could proactively address any potential problematic areas for the student.

4. The development and implementation of an

orientation/career planning course for all new enrollees taught by the students' advisor or by an enthusiastic, personable, and trained faculty or staff member.

5. The development and implementation of freshman advising center with trained faculty and professional advisors. The center would emphasize academic counseling services above the schedule-making process.

Financial resources could be transferred from the "intrinsically-defined" advising time release for faculty who do not want to advise or who are not effective advisors. The faculty who choose to take release time for advising duties could function as an advisor during scheduled time periods in the advising center. The faculty who choose to teach a manageable course load instead of having advising duties could assume the courses from the faculty who serve as advisors.

Summary

This study focused on the 1994 sophomore student population at ETSU, other studies of similar representative samples should prove useful. It is therefore, recommended that other studies to be conducted for the attainment of current understandings of the changing student populations at ETSU.

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APPENDICES

APPENDIX A
SURVEY ADMINISTRATION MATERIALS

FORM 106
East Tennessee State University
INFORMED CONSENT FORM

PRINCIPAL INVESTIGATOR: Mr. Ronnie Gross

TITLE OF PROJECT: "A Survey of Students' Impressions of Academic Advising At ETSU"

1. Indicated below are the (a) purposes of this study, (b) the procedures to be followed and (c) the approximate duration of the study:

(a) The purpose of this study is to record students' impressions of the academic advising services at East Tennessee State University.

(b) The survey will be administered to 33 literature survey classes in the 1994 fall semester. The surveys will be scored and normed by ACT.

(c) The collection of the data will take approximately two weeks. The individual survey administration will take approximately twenty-five minutes.

2. Discomforts, inconveniences, and/or risks that can be reasonably expected are:

There are no discomforts, inconveniences, and/or risks that are reasonably expected.

3. If you have any further questions about this study you may call Mr. Ronnie Gross at 929-4002 or Dr. Nancy Dishner at 929-4213 who will try to answer additional questions that you may have.

Further information about research subject's rights and whom to contact in the event of a research-related injury may be obtained from the Chairperson of the Institutional Review Board at 929-6134.

Although your rights and privacy will be maintained, the Secretary of the Department of Health and Human Services and the Institutional Review Board do have free access to any information obtained in this study should it become necessary and should you freely and voluntarily choose to participate. You may withdraw at any time without prejudice.

DRUGS AND DEVICES UNDER FDA REGULATION: You understand that because this study does () does not (X) involve articles regulated by the FDA (Food and Drug Administration), the FDA may () may not (X) choose to inspect records which identify you as a subject in this investigation.

Your study records will be maintained in strictest confidence according to current legal requirements and will not be revealed unless required by law or as noted above.

East Tennessee State University does not provide compensation for medical treatment other than emergency first aid, for any physical injury which may occur as a result of your participation as a subject in this study, claims arising against ETSU or any of its agents or employees may be submitted to the Tennessee Claims Commission for disposition to the extent allowable as provided under TCA Section 9-8-307. Further information concerning this may be obtained from the Chairperson of the Institutional Review Board at 929-6134.

WITNESSING AND SIGNATURES: The nature, demands, risks, and benefits of the project have been explained to me as well as is known and available. I understand what my participation involves. Furthermore, I understand that I am free to ask questions and withdraw from the project at any time, without penalty. I have read and fully understand the consent form. I sign it freely and voluntarily. A signed copy has been given to me.

_____ Signature of Volunteer	_____ Date	<u>Ronnie D. Gross</u> _____ Signature of Investigator	<u>10-2-94</u> _____ Date
_____ Signature of Parents or Guardian	_____ Date	_____ Signature of Investigator (if applicable)	_____ Date

SURVEY ADMINISTRATION CALENDAR

HAVE SCHEDULED

Date	Course	Day	Class Time	Room	Instructor
10/18	2240-003	W	9:30 - 9:55	B 303	CARMICHEL
10/24	2220-002	M	8:00 - 8:25	B 303	LANE
10/24	2220-004	M	9:05 - 9:30	B 402	LANE
10/24	2220-003	M	9:05 - 9:30	B 401	BRANSCOMB
10/24	2220-008	M	11:40 - 12:05	B 203	BRANSCOMB
10/25	2220-012	T	7:55 - 8:20	B 202	ALFONSO
10/25	2220-301	T	9:30 - 9:55	K 321	HOLLAND
10/25	2220-201	T	6:00 - 6:25	B 201	BACH
10/26	2220-202	W	8:45 - 9:10	B 203	SAUCEMAN
10/27	2240-008	R	9:30 - 9:55	B 404	STANLEY
10/27	2240-011	R	12:30 - 12:55	B 203	STANLEY
10/31	2220-009	M	11:45 - 12:10	B 303	SLACK
11/01	2220-018	T	12:30 - 12:55	B 402	WAAGE
11/02	2220-007	W	10:10 - 10:35	B 203	E WILLIAMS
11/03	2220-015	R	9:30 - 9:55	L 143	SHARP
11/04	2240-005	F	10:10 - 10:35	B 201	POWERS-BECK
11/04	2220-010	F	12:50 - 1:15	B 203	DYER
11/08	2220-302	T	6:00 - 6:25	K 321	HOLLAND
11/09	2220-006	W	10:10 - 10:35	B 202	BUCK
11/09	2240-006	W	11:15 - 11:40	B 202	HOLLINGSWORTH
11/10	2220-013	R	8:00 - 8:25	B 203	ALUSOW-HART
11/11	2260-001	F	11:15 - 11:40	B 403	SONGER
11/11	2220-011	F	1:25 - 1:50	B 201	SONGER
11/14	2240-001	M	8:00 - 8:25	B 203	BURTON
11/16	2220-001	W	8:00 - 8:25	B 302	REESE
11/16	2220-005	W	9:05 - 9:30	B 403	REESE
11/22	2220-016	T	11:30 - 12:00	B 203	GROVER

DID NOT APPROVE

2220-017	T	11:00 - 12:20	B 303	GILES
2240-007	T	8:00 - 9:20	B 201	D JOHNSON
2240-010	T	11:00 - 12:20	B 202	D JOHNSON
2260-003	T	9:30 - 10:50	B 403	CROWE
2220-014	T	9:30 - 10:50	L 138	MOREFIELD
2240-004	M	9:05 - 10:00	B 304	OLSEN

SURVEY ADMINISTRATION INSTRUCTIONS

Good (Morning, Afternoon, Evening)!

My name is Ronnie Gross.

I work with the Upward Bound program here at ETSU.
I am also a doctoral student in the College of Education in the
ELPA Department.

I am administering a survey of academic advising. The purpose of
the survey is to obtain students' perceptions of the academic
advising services at ETSU. The group data obtained from the
survey will provide information in developing my dissertation
project. Dr. Nancy Dishner, Associate Vice-President for
Admissions, Retention, and Enrollment Management and the Chair of
my doctoral committee, will review the data to evaluate students'
impressions of the academic advising services available at ETSU.

Please use a number two pencil to complete the survey. I have
pencils for anyone who may need one.

In the packets that I have distributed you will find 2 Informed
Consent Forms. Please read the form and sign a copy, if you are
willing to volunteer for the study. This is an assurance that
your rights, confidentiality, and privacy will be maintained in
accordance with current legal requirements. You may keep the
other copy.

The blue sheet provides an alphabetical listing of ETSU
undergraduate majors and their respective departments, schools,
and colleges. You will need this sheet to respond to Question N.
Skip Question O.

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

Survey results will be available in the *East Tennessean*.

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. However, any question requests information that you do not wish to provide, feel free to omit it.

Answers may not apply to you or to this college. If this is the case, skip the items or mark them "Does Not Apply" options. If you wish to change your response to an item, erase your first mark completely and then blacken 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.

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

PAGE 1
USE A SOFT LEAD PENCIL ONLY

SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of Block A. Then, in the columns below each box, blacken the appropriate oval. Complete the

remaining blocks by blackening the single most appropriate response in each case.

A SOCIAL SECURITY NUMBER (Identification Number)									
<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"/>
<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"/>
<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"/>

B AGE
<input type="radio"/> 18 or Under
<input type="radio"/> 19
<input type="radio"/> 20
<input type="radio"/> 21
<input type="radio"/> 22
<input type="radio"/> 23 to 25
<input type="radio"/> 26 to 29
<input type="radio"/> 30 to 39
<input type="radio"/> 40 to 51
<input type="radio"/> 62 or Older

C RACIAL/ETHNIC GROUP
<input type="radio"/> Also American Born
<input type="radio"/> American Indian, Alaskan, Native
<input type="radio"/> Canadian American/Chinese
<input type="radio"/> Mexican American/Chicano
<input type="radio"/> Asian American, Chinese, Pacific Islander
<input type="radio"/> Puerto Rican, Cuban, Other Hispanic, Latino
<input type="radio"/> Other
<input type="checkbox"/> Prefer Not to Respond

D INDICATE YOUR CURRENT CLASS LEVEL
<input type="radio"/> Freshman
<input type="radio"/> Sophomore
<input type="radio"/> Junior
<input type="radio"/> Senior
<input type="radio"/> Graduate or Professional Student
<input type="radio"/> Spouse of Student
<input type="radio"/> Other (Specify)
<input type="checkbox"/> Other (Does Not Apply to This College)

E FOR WHAT PRIMARY REASON DID YOU ENTER THIS INSTITUTION? (Select Only One)
<input type="radio"/> To Obtain Degree or to Earn
<input type="radio"/> To Gain a New Experience, but Not to Gain a new Professional Skill/Trade
<input type="radio"/> To Enter a New Job, but Not to Gain a New Skill/Trade
<input type="radio"/> To Enter a new Job, but Not to Gain a New Skill/Trade
<input type="radio"/> To Obtain a New Skill/Trade
<input type="radio"/> To Obtain a New Skill/Trade
<input type="radio"/> To Obtain a New Skill/Trade
<input type="radio"/> To Obtain a New Skill/Trade
<input type="radio"/> To Obtain a New Skill/Trade
<input type="radio"/> To Obtain a New Skill/Trade

F SEX
<input type="radio"/> Male
<input type="radio"/> Female

G MARITAL STATUS
<input type="radio"/> Unmarried (Including Single, Divorced, and Widowed)
<input type="radio"/> Married
<input type="radio"/> Separated
<input type="radio"/> Prefer Not to Respond

H WHAT IS YOUR CURRENT ENROLLMENT STATUS?
<input type="radio"/> Full-Time Student
<input type="radio"/> Part-Time Student

I WHAT WAS THE LAST TYPE OF SCHOOL YOU ATTENDED PRIOR TO ENTERING THIS INSTITUTION?
<input type="radio"/> High School
<input type="radio"/> Vocational/Technical School
<input type="radio"/> 2-Year Community/Junior College
<input type="radio"/> 4-Year College or University
<input type="radio"/> Graduate/Professional College
<input type="radio"/> Other

J INDICATE THE NUMBER OF HOURS PER WEEK YOU ARE CURRENTLY EMPLOYED
<input type="radio"/> 0 or Fewer Occasional Jobs
<input type="radio"/> 1 to 10
<input type="radio"/> 11 to 20
<input type="radio"/> 21 to 30
<input type="radio"/> 31 to 40
<input type="radio"/> Over 40

K WHAT IS YOUR RESIDENCE CLASSIFICATION AT THIS COLLEGE?
<input type="radio"/> In-State Student
<input type="radio"/> Out-of-State Student
<input type="radio"/> International Student (Not U.S. Citizen)

L INDICATE YOUR OVERALL COLLEGE GRADE POINT AVERAGE
<input type="radio"/> A to A- (3.50 to 3.99)
<input type="radio"/> B to B- (2.50 to 2.99)
<input type="radio"/> C to C- (1.50 to 1.99)
<input type="radio"/> D to D- (0.50 to 0.99)
<input type="radio"/> Below 0.50 (0 to 0.49)
<input type="radio"/> Have Not Established a Grade Point Average
<input type="radio"/> Does Not Apply

M INDICATE YOUR CURRENT COLLEGE RESIDENCE
<input type="radio"/> Residence Hall
<input type="radio"/> Fraternity or Sorority House
<input type="radio"/> College-Owned Student Housing
<input type="radio"/> Off-Campus Room or Apartment
<input type="radio"/> Home of Parents or Relatives
<input type="radio"/> Own Home
<input type="radio"/> Other

USING THE LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES INCLUDED WITH THIS QUESTIONNAIRE, INDICATE YOUR MAJOR AREA OF STUDY. WRITE THIS CODE IN THE BOXES AT THE TOP OF BLOCK N, AND BLACKEN THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. IF YOU HAVE MORE THAN ONE MAJOR AREA, SELECT THE ONE CODE THAT YOU FEEL BEST DESCRIBES YOUR EDUCATIONAL PROGRAM.

N INDICATE YOUR COLLEGE MAJOR			
<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"/>	<input type="radio"/>	<input type="radio"/>

IF YOUR INSTITUTION HAS PROVIDED A LIST OF ADVISOR CODES, PLEASE SELECT THE APPROPRIATE CODE FOR YOUR CURRENT ACADEMIC ADVISOR. WRITE THIS CODE IN THE BOXES AT THE TOP OF BLOCK O, AND BLACKEN THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. IF YOU RECEIVE ADVISING FROM SEVERAL SOURCES, RESPOND WITH REGARD TO YOUR PRIMARY ACADEMIC ADVISOR. IF AN ADVISOR CODE LIST HAS NOT BEEN PROVIDED, LEAVE BLOCK O BLANK AND PROCEED TO THE NEXT ITEM.

O INDICATE YOUR ADVISOR		
<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"/>

MAKE
STAY
MARKS
ON
THIS
FORM

SECTION IV—IMPRESSIONS OF YOUR ADVISOR

(This is required for 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. Keeps what I am	()	()	()	()	()	()
2. In a good balance	()	()	()	()	()	()
3. Encourages interest in me as a unique individual	()	()	()	()	()	()
4. The pace, my questions and feelings	()	()	()	()	()	()
5. Is available when I need assistance	()	()	()	()	()	()
6. Provides a caring, open atmosphere	()	()	()	()	()	()
7. Shows he or she is interested in me as a person	()	()	()	()	()	()
8. Encourages my right to make my own decisions	()	()	()	()	()	()
9. Provides me with accurate information about opportunities, procedures, etc.	()	()	()	()	()	()
10. Keeps me up to date on changes in an advisor's responsibilities	()	()	()	()	()	()
11. Lets me know when I need help and when I am doing well	()	()	()	()	()	()
12. Encourages me to explore an advisor's role in planning my education, program	()	()	()	()	()	()
13. Lets me know when I need help and when I am doing well	()	()	()	()	()	()
14. Encourages me to explore an advisor's role in planning my education, program	()	()	()	()	()	()
15. Lets me know when I need help and when I am doing well	()	()	()	()	()	()
16. Encourages me to explore an advisor's role in planning my education, program	()	()	()	()	()	()
17. Lets me know when I need help and when I am doing well	()	()	()	()	()	()
18. Encourages me to explore an advisor's role in planning my education, program	()	()	()	()	()	()
19. Lets me know when I need help and when I am doing well	()	()	()	()	()	()
20. Encourages me to explore an advisor's role in planning my education, program	()	()	()	()	()	()

MY ADVISOR:	LEVEL OF AGREEMENT					
	Does not apply	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
19. Shows sufficient time to discuss career or problems	()	()	()	()	()	()
20. Is willing to discuss personal problems	()	()	()	()	()	()
21. Anticipates my needs	()	()	()	()	()	()
22. Helps me select courses that match my interests and abilities	()	()	()	()	()	()
23. Helps me to examine my needs, interests, and values	()	()	()	()	()	()
24. Is familiar with my academic background	()	()	()	()	()	()
25. Encourages me to talk about myself and my college experiences	()	()	()	()	()	()
26. Encourages my interest in an academic discipline	()	()	()	()	()	()
27. Encourages my involvement in extracurricular activities	()	()	()	()	()	()
28. Helps me explore a career in my field of interest	()	()	()	()	()	()
29. Is flexible regarding shared contact outside my regular hours of study	()	()	()	()	()	()
30. Seems to enjoy advising	()	()	()	()	()	()
31. It appears better and easy to talk to	()	()	()	()	()	()
32. Shows a concern for my personal growth and development	()	()	()	()	()	()
33. Accepts personal commitments confidentially	()	()	()	()	()	()
34. Is flexible in being open when my schedule is busy	()	()	()	()	()	()
35. Has a sense of humor	()	()	()	()	()	()
36. Is a good listener and willing to discuss problems	()	()	()	()	()	()

APPENDIX B

TABLES

TABLE B-1

PERCENTAGE OF ITEM RESPONSES ON THE SAA ACADEMIC ADVISING NEEDS SECTION FOR THE STUDENTS
FROM NATIONAL NORM STUDY

<u>Faculty Advisors</u>	<u>Other Advisors</u>					
	<u>Not Discussed</u>		<u>Discussed</u>	<u>Not Discussed</u>		<u>Discussed</u>
	<u>No Need‡</u>	<u>Should Have‡</u>		<u>No Need‡</u>	<u>Should Have‡</u>	
<u>Topic</u>						
1. Academic progress	18.9	18.9	57.0	19.6	20.6	50.8
2. Registration procedures	12.9	8.4	73.5	10.9	10.1	69.6
3. Dropping/Adding Courses	34.1	10.4	50.4	32.5	12.7	45.7
4. Nontraditional course credit	58.6	22.8	13.8	52.3	26.1	13.2
5. Selecting/changing major	56.2	11.5	27.7	43.5	16.2	31.9
6. Meeting requirements	21.8	21.4	51.8	25.5	23.2	42.5
7. Improving study skills	57.5	22.1	15.8	48.1	24.0	19.7
8. Matching learning style	49.0	28.0	18.1	40.2	30.2	20.8
9. Obtaining tutorial help	68.9	14.0	12.7	54.8	17.0	20.1
10. Clarifying life/career goals	40.5	24.9	29.9	37.3	26.7	27.6
11. Identify career areas	37.1	31.5	26.5	35.1	31.8	24.5

Table B-1 (continued)

Topic	<u>Faculty Advisors</u>			<u>Other Advisors</u>		
	<u>Not Discussed</u>		<u>Discussed</u>	<u>Not Discussed</u>		<u>Discussed</u>
	No	Should		No	Should	
	Need‡	Have‡		Need‡	Have‡	
12. Academic difficulties	49.4	22.3	23.6	44.2	23.9	23.6
13. Obtaining financial aid	60.2	21.9	13.6	47.5	22.4	21.7
14. On campus employment	68.2	16.8	10.6	61.0	19.4	11.6
15. Job after college	46.5	34.6	14.6	48.7	33.5	10.2
16. Education after graduation	45.3	28.3	22.0	45.9	28.5	17.7
17. Withdrawing/transferring	76.2	10.0	9.7	63.2	15.2	14.1
18. Personal problems	74.0	8.4	13.4	69.4	10.7	12.2

TABLE B-2
MEAN RATINGS AND STANDARD DEVIATIONS OF ITEM RESPONSES ON
THE SAA ACADEMIC ADVISING NEEDS SECTION FOR THE STUDENTS
FROM THE NATIONAL NORM STUDY

Topic	<u>Faculty</u>		<u>Other</u>	
	Mean	<u>SD</u>	Mean	<u>SD</u>
1. Academic progress	3.98	0.79	3.95	0.79
2. Registration procedures	3.99	0.92	3.98	0.90
3. Dropping/Adding Courses	4.04	0.84	4.00	0.86
4. Nontraditional credit	3.94	0.99	3.85	0.94
5. Selecting/changing major	4.01	0.93	3.90	0.95
6. Meeting requirements	4.01	0.92	3.95	0.91
7. Improving study skills	4.03	0.81	4.06	0.78
8. Matching learning style	4.09	0.83	4.05	0.83
9. Obtaining tutorial help	3.95	0.85	3.97	0.82
10. Clarifying career goals	4.04	0.86	3.96	0.87
11. Identify career areas	4.10	0.83	4.03	0.84
12. Academic difficulties	4.00	0.89	3.92	0.91
13. Obtaining financial aid	3.96	1.01	3.92	1.01
14. On campus employment	4.04	0.96	3.88	0.94
15. Job after college	3.99	0.90	3.85	0.92
16. Education after grad.	4.07	0.84	4.04	0.86
17. Withdrawing/transferring	3.90	0.96	3.90	0.93
18. Personal problems	4.26	0.86	4.17	0.87

TABLE B-3MEANS AND STANDARD DEVIATIONS OF STUDENTS' IMPRESSIONS OF
THEIR ADVISOR FOR THE STUDENTS FROM THE NATIONAL NORM STUDY

Item	<u>Faculty</u>		<u>Other</u>	
	Mean	<u>SD</u>	Mean	<u>SD</u>
1. Knows who I am	3.93	1.21	3.42	1.29
2. Is a good listener	3.96	0.97	3.89	0.95
3. Expresses interest in me as a unique individual	3.69	1.12	3.55	1.11
4. Respects my opinions/feelings	3.91	0.94	3.81	0.94
5. Is available when I need help	3.67	1.12	3.66	1.06
6. Provides caring atmosphere	3.80	1.02	3.76	0.98
7. Checks to make sure we understand each other	3.73	1.03	3.70	1.01
8. Respects my right to make own decisions	4.08	0.87	3.97	0.88
9. Provides accurate information about requirements	3.85	1.10	3.83	1.08
10. Keeps updated on requirements	3.49	1.15	3.45	1.13
11. Refers me to other sources from which I can obtain help	3.60	1.09	3.56	1.08
12. Encourages me to be active in my academic planning	3.85	0.99	3.69	1.00
13. Accepts constructive criticism	3.44	0.98	3.42	0.96
14. Encourages me to achieve my educational goals	3.83	1.00	3.71	1.01

Table B-3 (continued)

Item	<u>Faculty</u>		<u>Other</u>	
	Mean	<u>SD</u>	Mean	<u>SD</u>
15. Helps me identify obstacles	3.57	1.05	3.53	1.03
16. Takes initiative in arranging meeting with me	2.98	1.26	3.05	1.24
17. Is on time for appointments	3.85	1.01	3.79	0.98
18. Clearly defines advisor/advisee responsibilities	3.45	1.09	3.49	1.06
19. Allows sufficient time	3.81	1.02	3.75	1.00
20. Is willing to discuss personal problems	3.55	0.99	3.44	0.96
21. Anticipates my needs	3.37	1.00	3.38	0.98
22. Helps me select courses that match my interest/abilities	3.67	1.05	3.65	1.03
23. Helps me examine my needs, interests, and values	3.48	1.04	3.38	1.01
24. Is familiar with my academic background	3.58	1.11	3.51	1.08
25. Encourages me to talk about myself and college experiences	3.23	1.09	3.21	1.07
26. Encourages my interest in an academic discipline	3.51	1.04	3.38	1.01
27. Encourages my involvement in extracurricular interests	3.19	1.07	3.10	1.04
28. Helps me explore careers in my field of interest	3.28	1.09	3.21	1.07
29. Is knowledgeable about courses outside my major area of study	3.56	1.04	3.55	1.00

Table B-3 (continued)

Item	<u>Faculty</u>		<u>Other</u>	
	Mean	<u>SD</u>	Mean	<u>SD</u>
30. Seems to enjoy advising	3.74	1.08	3.86	0.99
31. Is approachable and easy to talk to	3.95	1.06	3.92	1.01
32. Shows concern for my personal growth and development	3.63	1.07	3.57	1.05
33. Keeps personal information confidential	3.96	0.88	3.83	0.88
34. Is flexible in helping me plan my academic program	3.82	0.98	3.75	0.97
35. Has a sense of humor	3.98	1.00	3.83	0.99
36. Is a helpful, effective advisor whom I would recommend to other students	3.75	1.21	3.75	1.14

Table B-4

PERCENTAGE OF ITEM RESPONSES ON THE SAA ACADEMIC ADVISING
NEEDS SECTION FOR THE ETSU STUDENTS SURVEYED

Topic	<u>Not Discussed</u>			
	No Need%	Should Have%	Have Discussed%	No Response%
Academic Progress	11.9	28.5	49.5	10.2
Registration procedures	6.7	8.6	74.3	10.4
Dropping/Adding Courses	37.6	16.2	35.6	10.6
Nontraditional credit	40.8	39.3	10.4	9.5
Selecting/changing major	33.7	26.6	29.2	10.6
Meeting requirements	16.8	32.2	40.2	10.8
Improving study skills	37.4	42.3	10.4	9.9
Matching learning style	31.5	50.1	8.6	9.7
Obtaining tutorial help	45.1	31.3	13.4	10.2
Clarifying life/ career goals	25.5	38.4	25.9	10.2
Identify career areas	21.0	46.0	22.9	10.2
Academic difficulties	32.6	43.0	14.5	9.9
Obtaining financial aid	45.1	27.0	17.5	10.4
On campus employment	51.0	30.0	8.6	10.4
Job after college	25.5	54.6	9.9	9.9
Education after grad.	32.6	44.7	13.2	9.5
Withdrawing/transferring	68.9	16.8	4.5	9.7
Personal problems	68.7	17.5	4.1	9.7

TABLE B-5

MEAN SATISFACTION RATINGS AND STANDARD DEVIATIONS OF ITEM
RESPONSES ON THE SAA ACADEMIC ADVISING NEEDS SECTION FOR THE
ETSU STUDENTS SURVEYED

<u>Topic</u>	<u>M</u>	<u>SD</u>
Academic Progress	3.27	1.13
Registration procedures	3.44	1.20
Dropping/Adding Courses	3.32	1.12
Nontraditional credit	2.83	1.06
Selecting/changing major	3.09	1.23
Meeting requirements	3.12	1.26
Improving study skills	2.72	1.19
Matching learning style	2.61	1.20
Obtaining tutorial help	2.88	1.16
Clarifying life/ career goals	3.07	1.21
Identify career areas	2.92	1.23
Academic difficulties	2.79	1.12
Obtaining financial aid	3.02	1.19
On campus employment	2.90	1.04
Job after college	2.66	1.06
Education after grad.	2.87	1.08
Withdrawing/transferring	2.97	0.98
Personal problems	2.90	0.96

TABLE B-6

**MEAN AGREEMENT RATINGS AND STANDARD DEVIATIONS OF ITEM
RESPONSES ON THE SAA ACADEMIC ADVISING NEEDS SECTION FOR THE
ETSU STUDENTS SURVEYED**

Item	M	SD
Knows who I am	2.64	1.29
Is a good listener	3.38	1.15
Expresses interest in me as a unique individual	2.91	1.24
Respects my opinions/feelings	3.26	1.15
Is available when I need help	3.13	1.24
Provides caring atmosphere	3.17	1.22
Checks to make sure we understand each other	3.22	1.20
Respects my right to make own decisions	3.47	1.14
Provides accurate information about requirements	3.42	1.25
Keeps updated on requirements	2.83	1.26
Refers me to other sources from which I can obtain help	2.77	1.30
Encourages me to be active in my academic planning	3.22	1.16
Accepts constructive criticism	2.66	1.10
Encourages me to achieve my educational goals	3.24	1.18
Helps me identify obstacles	2.85	1.16

Table B-6 (continued)

Item	M	SD
Takes initiative in arranging meeting with me	2.28	1.25
Is on time for appointments	3.15	1.38
Clearly defines advisor/advisee responsibilities	2.89	1.18
Allows sufficient time	3.12	1.26
Is willing to discuss personal problems	2.29	1.18
Anticipates my needs	2.66	1.14
Helps me select courses that match my interest/abilities	3.06	1.18
Helps me examine my needs, interests and values	2.73	1.19
Is familiar with my academic background	3.01	1.21
Encourages me to talk about myself and college experiences	2.44	1.13
Encourages my interest in an academic discipline	2.81	1.19
Encourages my involvement in extracurricular interests	2.46	1.13
Helps me explore careers in my field of interest	2.69	1.17
Is knowledgeable about courses outside my major area of study	2.92	1.24
Seems to enjoy advising	3.10	1.37
Is approachable and easy to talk to	3.20	1.37

Table B-6 (continued)

Item	M	<u>SD</u>
Shows concern for my personal growth and development	2.84	1.22
Keeps personal information confidential	3.17	1.25
Is flexible in helping me plan my academic program	3.18	1.18
Has a sense of humor	3.25	1.27
Is a helpful, effective advisor whom I would recommend to other students	3.01	1.40

TABLE B-7

MEAN SATISFACTION RATINGS AND STANDARD DEVIATIONS OF ITEM
RESPONSES FOR ADULT STUDENTS AND TRADITIONAL STUDENTS ON THE
SAA ACADEMIC ADVISING NEEDS SECTION

Topic	<u>Traditional</u>			<u>Adult</u>			t
	n	M	SD	n	M	SD	
Academic Progress	260	3.29	1.12	56	3.19	1.21	0.55
Registration	315	3.48	1.19	65	3.23	1.25	1.51
Dropping/Adding Courses	203	3.36	1.10	49	3.14	1.17	1.24
Nontraditional credit	139	2.80	1.05	44	2.90	1.07	0.60
Selecting/changing major	194	3.18	1.21	47	2.72	1.28	2.27*
Meeting graduation requirements	214	3.14	1.25	52	3.02	1.29	0.64
Study skills	145	2.78	1.18	34	2.47	1.19	1.37
Matching learning style	144	2.67	1.21	34	2.35	1.13	1.40
Obtaining tutorial help	147	2.93	1.12	40	2.70	1.30	1.12
Clarifying life/ career goals	184	3.10	1.23	45	2.93	1.16	0.87
Identifying career areas	182	2.97	1.22	46	2.74	1.26	1.13
Coping w/ academic difficulties	147	2.82	1.10	36	2.67	1.20	0.75
Financial aid	152	2.96	1.22	40	3.20	1.10	1.13

* p < 0.05

Table B-7 (continued)

Topic	<u>Traditional</u>			<u>Adult</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Obtaining on campus employment	138	2.90	1.01	36	2.92	1.13	0.09
Job placement	148	2.65	1.09	35	2.71	0.96	0.33
Education after graduation	155	2.93	1.06	36	2.61	1.10	1.60
Withdrawing/transferring	123	2.99	0.98	32	2.88	0.97	0.60
Personal problems	129	2.96	0.93	34	2.65	1.01	1.71

* $p < 0.05$

TABLE B-8MEAN AGREEMENT RATINGS AND STANDARD DEVIATIONS OF ADULT AND TRADITIONAL STUDENTS IMPRESSIONS OF THEIR ADVISOR

Topic	<u>Traditional</u>			<u>Adult</u>			
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>t</u>
Knows who I am	374	2.63	1.28	84	2.68	1.31	0.32
Is a good listener	348	3.42	1.12	76	3.22	1.25	1.33
Expresses interest in me as a unique individual	347	2.92	1.23	76	2.84	1.34	0.51
Respects my opinions & feelings	348	3.30	1.14	76	3.08	1.21	1.53
Is available when I need assistance	348	3.17	1.24	76	2.93	1.24	1.49
Provides a caring and open atmosphere	348	3.16	1.21	76	3.22	1.24	0.44
Checks to make sure we understand each other	348	3.25	1.20	76	3.07	1.17	1.23
Respects my right to make decisions	348	3.50	1.14	76	3.32	1.16	1.29
Provides accurate information about requirements	348	3.45	1.24	76	3.30	1.32	0.92
Keeps me updated on changes about requirements	348	2.87	1.27	76	2.62	1.19	1.60
Refers me to other sources from which I can obtain help	348	2.79	1.29	76	2.67	1.29	0.75

* p < 0.05

Table B-8 (continued)

Topic	<u>Traditional</u>			<u>Adult</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Encourages me to be active in my academic planning	348	3.25	1.15	76	3.07	1.19	1.28
Accepts constructive criticism	347	2.65	1.10	76	2.67	1.09	0.10
Encourages me to achieve my educational goals	346	3.27	1.17	76	3.08	1.24	1.31
Helps me identify obstacles	348	2.85	1.15	75	2.82	1.20	0.18
Takes initiative in arranging meetings with me	348	2.32	1.24	76	2.09	1.28	1.44
On time for appointments	348	3.17	1.36	76	3.08	1.48	0.52
Clearly defines advisor/advisee responsibilities	347	2.94	1.17	76	2.68	1.21	1.69
Allows sufficient time to discuss	347	3.15	1.25	76	2.97	1.28	1.09
Is willing to discuss personal problems	348	2.29	1.18	76	2.30	1.19	0.10
Anticipate my need	347	2.68	1.14	76	2.54	1.11	1.00
Helps me select courses that match my interest/abilities	348	3.07	1.18	76	3.00	1.18	0.46

* $p < 0.05$

Table B-8 (continued)

Topic	<u>Traditional</u>			<u>Adult</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Helps me examine needs, interests, and values	348	2.75	1.19	78	2.66	1.17	0.59
Is familiar with my academic background	348	3.06	1.21	76	2.82	1.17	1.58
Encourages me to talk about myself and my college experiences	348	2.44	1.09	76	2.48	1.14	0.08
Encourages my interest in an academic discipline	348	2.86	1.19	75	2.56	1.14	2.01
Encourages my involvement extracurricular activities	347	2.49	1.16	76	2.27	1.01	1.51
Helps me explore careers in my field of interest	348	2.74	1.19	76	2.46	1.06	1.89
Is knowledgeable about courses outside my major area of study	348	2.97	1.22	76	2.67	1.30	1.92
Seems to enjoy advising	348	3.12	1.35	76	3.00	1.45	0.71
Is approachable and easy to talk to	348	3.21	1.36	76	3.11	1.45	0.71

* p < 0.05

Table B-8 (continued)

Topic	<u>Traditional</u>			<u>Adult</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Shows concern for my personal growth and development	348	2.87	1.21	76	2.68	1.25	1.19
Keeps personal information confidential	348	3.16	1.27	76	3.22	1.16	0.41
Is flexible in helping me plan my academic program	347	3.20	1.19	76	3.08	1.14	0.82
Has a sense of humor	348	3.24	1.27	76	3.30	1.24	0.38
Is a helpful, effective advisor whom I would recommend to other students	348	3.04	1.38	76	2.82	1.49	1.30

* $p < 0.05$

TABLE B-9
MEAN SATISFACTION RATINGS AND STANDARD DEVIATIONS OF ITEM
RESPONSES FOR NON-TRANSFER AND TRANSFER STUDENTS ON THE
SAA ACADEMIC NEEDS SECTION

Topic	<u>Non-Transfer</u>			<u>Transfer</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Academic Progress	254	3.28	1.13	63	3.25	1.16	0.14
Registration	302	3.46	1.19	79	3.33	1.20	0.89
Drop/Add Courses	201	3.34	1.08	52	3.23	1.29	0.55
Nontraditional credit	138	2.77	1.08	45	3.00	0.98	1.28
Selecting/changing major	195	3.16	1.20	46	2.80	1.34	1.74
Meeting graduation requirements	203	3.13	1.24	63	3.10	1.33	0.18
Improving study skills	145	2.77	1.21	34	2.53	1.08	1.05
Matching learning style	145	2.66	1.22	33	2.42	1.12	1.00
Obtaining tutorial help	146	2.87	1.15	41	2.93	1.21	0.28
Clarifying life/career goals	179	3.11	1.23	50	2.94	1.13	0.86
Identify career areas	181	2.97	1.21	47	2.72	1.26	1.24
Coping academic difficulties	146	2.81	1.11	37	2.73	1.15	0.38

* $p < 0.05$

Table B-9 (continued)

Topic	<u>Non-Transfer</u>			<u>Transfer</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Obtaining financial aid	152	2.92	1.21	41	3.37	1.07	2.14
On campus employment	136	2.88	1.01	38	2.97	1.13	0.48
Job after college	147	2.64	1.08	36	2.72	1.00	0.38
Education after graduation	155	2.92	1.08	36	2.67	1.07	1.26
Withdrawing/transferring	122	2.97	1.00	33	2.97	0.92	0.01
Personal problems	128	2.91	0.96	35	2.82	0.95	0.47

* $p < 0.05$

TABLE B-10

MEAN AGREEMENT RATINGS AND STANDARD DEVIATIONS OF NON-
TRANSFER AND TRANSFER STUDENTS' IMPRESSIONS OF THEIR ADVISOR

Topic	<u>Non-Transfer</u>			<u>Transfer</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Knows who I am	331	2.63	1.28	94	2.68	1.31	0.33
Is a good listener	331	3.40	1.13	94	3.31	1.21	0.72
Expresses interest in me as a unique individual	330	2.92	1.22	94	2.87	1.31	0.32
Respects my opinions and feelings	331	3.30	1.12	94	3.14	1.24	1.17
Is available when I need assistance	331	3.17	1.23	94	2.99	1.26	1.22
Provides caring and open atmosphere	331	3.18	1.21	94	3.13	1.22	0.38
Checks to make sure we understand each other	331	3.27	1.19	94	3.04	1.21	1.64
Respects my right to make my own decisions	331	3.51	1.12	94	3.34	1.21	1.25
Provides accurate information about requirements	331	3.42	1.23	94	3.42	1.34	0.06
Keeps me updated on requirements	331	2.82	1.24	94	2.86	1.33	0.29
Refers me to other sources from which I can obtain help	331	2.81	1.27	94	2.66	1.35	0.97

* $p < 0.05$

Table B-10 (continued)

Topic	<u>Non-Transfer</u>			<u>Transfer</u>			t
	n	M	SD	n	M	SD	
Encourages me to be active in my academic planning	331	3.26	1.13	94	3.06	1.25	1.47
Accepts constructive criticism	330	2.66	1.08	94	2.65	1.16	0.11
Encourages me to achieve my educational goals	330	3.29	1.14	93	3.05	1.30	1.72
Helps me identify obstacles	330	2.86	1.12	94	2.80	1.30	0.48
Takes initiative in arranging meeting with me	331	2.32	1.24	94	2.14	1.27	1.25
Is on time for appointments with me	331	3.18	1.36	94	3.06	1.43	0.71
Clearly defines advisor/advisee responsibilities	331	2.92	1.16	93	2.80	1.26	0.89
Allows sufficient time for discussion	330	3.18	1.23	94	2.97	1.36	1.29
Is willing to discuss personal problems	331	2.30	1.17	94	2.26	1.24	0.34
Anticipates my needs	330	2.69	1.14	94	2.54	1.14	1.12
Helps me select courses that match my interest/abilities	331	3.08	1.17	94	2.96	1.23	0.92

* p < 0.05

Table B-10 (continued)

Topic	<u>Non-Transfer</u>			<u>Transfer</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Helps me examine needs, interests, and values	331	2.76	1.16	94	2.62	1.29	0.96
Is familiar with my academic background	331	3.06	1.20	94	2.86	1.21	1.39
Encourages me to talk about myself and my college experiences	331	2.45	1.08	94	2.41	1.15	0.25
Encourages my interest in an academic discipline	331	2.89	1.19	93	2.52	1.17	2.72*
Encourages my involvement extracurricular activities	330	2.47	1.13	94	2.40	1.14	0.49
Helps me explore careers in my field of interest	331	2.73	1.18	94	2.55	1.11	1.28
Is knowledgeable about courses outside my major area of study	331	2.98	1.23	94	2.69	1.25	2.01
Seems to enjoy advising	331	3.13	1.35	94	3.01	1.43	0.73
Is approachable and easy to talk to	331	3.17	1.36	94	3.30	1.41	0.78
Shows concern for my personal growth and development	331	2.84	1.21	94	2.82	1.24	0.15

* $p < 0.05$

Table B-10 (continued)

Topic	<u>Non-Transfer</u>			<u>Transfer</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Keeps personal information confidential	331	3.20	1.21	94	3.05	1.37	1.02
Is flexible in helping me plan my academic program	330	3.20	1.17	94	3.10	1.20	0.78
Has a sense of humor	331	3.24	1.26	94	3.31	1.30	0.49
Is a helpful, effective advisor whom I would recommend to other students	331	3.01	1.40	94	2.98	1.41	0.20

* $p < 0.05$

TABLE B-11
MEAN SATISFACTION RATINGS AND STANDARD DEVIATIONS OF ITEM
RESPONSES FOR MALE AND FEMALE STUDENTS ON THE SAA ACADEMIC
ADVISING NEEDS SECTION

Topic	<u>Male</u>			<u>Female</u>			t
	n	M	SD	n	M	SD	
Academic Progress	134	3.29	1.07	183	3.26	1.18	0.26
Registration	154	3.49	1.18	227	3.40	1.21	0.69
Drop/Add Courses	105	3.31	1.18	148	3.32	1.08	0.02
Nontraditional credit	68	2.93	1.20	115	2.77	0.96	1.00
Selecting/changing major	93	3.02	1.27	148	3.13	1.21	0.65
Meeting graduation requirements	99	3.17	1.25	167	3.09	1.27	0.51
Improving study skills	73	2.90	1.34	106	2.59	1.06	1.66
Matching learning style	68	2.72	1.31	110	2.55	1.13	0.94
Obtaining tutor	74	3.08	1.23	113	2.75	1.11	1.90
Clarifying life/career goals	88	3.06	1.25	141	3.08	1.19	0.13
Identify career areas	88	2.97	1.27	140	2.89	1.20	0.44
Coping academic difficulties	72	2.89	1.19	111	2.73	1.06	0.94
Obtaining financial aid	70	2.90	1.18	123	3.08	1.20	1.02

* p < 0.05

Table B-11 (continued)

Topic	<u>Male</u>			<u>Female</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
On campus employment	64	2.97	1.14	110	2.86	0.97	0.64
Job after college	68	2.72	1.09	115	2.62	1.05	0.58
Education after graduation	71	2.97	1.20	120	2.80	1.00	1.02
Withdrawing/transferring	56	2.84	1.08	99	3.04	0.93	1.23
Personal problems	59	2.90	1.03	104	2.89	0.92	0.03

* $p < 0.05$

TABLE B-12

MEAN AGREEMENT RATINGS AND STANDARD DEVIATIONS OF MALE AND
FEMALE STUDENTS' IMPRESSIONS OF THEIR ADVISOR

Topic	<u>Male</u>			<u>Female</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Knows who I am	171	3.11	1.05	254	3.35	1.06	2.31*
Is a good listener	171	2.76	1.31	254	2.56	1.26	1.55
Expresses interest in me as a unique individual	170	3.40	1.17	254	3.37	1.14	0.29
Respects my opinions	171	3.25	1.23	254	3.27	1.10	0.14
Is available when I need assistance	171	3.34	1.18	254	2.98	1.26	2.93*
Provides caring and open atmosphere	171	3.23	1.21	254	3.13	1.21	0.82
Checks to make sure we understand each other	171	3.32	1.25	254	3.16	1.16	1.34
Respects my right to make own decisions	171	3.51	1.20	254	3.44	1.11	0.65
Provides accurate information about requirements	171	3.60	1.23	254	3.30	1.26	2.38*
Keeps me updated on requirements	171	3.06	1.30	254	2.67	1.21	3.12*
Refers me to other sources from which I can obtain help	171	2.93	1.31	254	2.67	1.27	2.05

* $p < 0.05$

Table B-12 (continued)

Topic	<u>Male</u>			<u>Female</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Encourages me to be active in my academic planning	171	3.28	1.21	254	3.18	1.12	0.91
Accepts constructive criticism	170	2.74	1.15	254	2.61	1.06	1.15
Encourages me to achieve educational goals	170	3.24	1.21	253	3.24	1.16	0.05
Helps me identify obstacles	171	2.89	1.16	253	2.82	1.16	0.67
Takes initiative in arranging meeting with me	171	2.54	1.31	254	2.10	1.17	3.55*
Is on time for appointments	171	3.31	1.37	254	3.05	1.37	1.94
Clearly defines advisor/advisee responsibilities	171	3.01	1.21	253	2.81	1.15	1.73
Allows sufficient time	171	3.18	1.28	253	3.07	1.24	0.89
Is willing to discuss personal problems	171	2.22	1.21	254	2.39	1.15	1.00
Anticipates my needs	171	2.74	1.17	253	2.60	1.11	1.26
Helps me select courses that match my interest/abilities	171	3.09	1.20	254	3.03	1.17	0.45

* $p < 0.05$

Table B-12 (continued)

Topic	<u>Male</u>			<u>Female</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Helps me examine needs, interests, and values	171	2.82	1.21	254	2.67	1.17	1.32
Is familiar with my academic background	171	3.14	1.16	254	2.93	1.24	1.77
Encourages me to talk about myself and my college experiences	171	2.50	1.11	254	2.40	1.09	0.88
Encourages my interest in an academic discipline	171	2.91	1.24	253	2.74	1.15	1.35
Encourages my involvement in extracurricular activities	170	2.59	1.17	254	2.36	1.10	2.07
Helps me explore careers in my field of interest	171	2.81	1.20	254	2.61	1.14	1.71
Is knowledgeable about courses outside my major area of study	171	3.04	1.26	254	2.83	1.22	1.69
Seems to enjoy advising	171	3.17	1.37	254	3.06	1.36	0.85
Is approachable and easy to talk to	171	3.28	1.36	254	3.16	1.38	0.71
Shows concern for my personal growth and development	171	2.88	1.27	254	2.80	1.18	0.66

* $p < 0.05$

Table B-12 (continued)

Topic	<u>Male</u>			<u>Female</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Keeps personal information confidential	171	3.32	1.26	254	3.07	1.23	2.07
Is flexible in helping me plan my academic program	171	3.27	1.21	253	3.12	1.14	1.29
Has a sense of humor	171	3.25	1.29	254	3.26	1.25	0.08
Is a helpful, effective advisor whom I would recommend to other students	171	3.16	1.39	254	2.90	1.40	1.93

* $p < 0.05$

TABLE B-13

MEAN SATISFACTION RATINGS AND STANDARD DEVIATIONS OF ITEM
RESPONSES FOR FULL-TIME AND PART-TIME STUDENTS ON THE
SAA ACADEMIC ADVISING NEEDS SECTION

Topic	<u>Full-Time</u>			<u>Part-Time</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Academic Progress	297	3.24	1.13	16	3.80	1.06	2.17
Registration	361	3.42	1.21	20	3.70	0.92	1.02
Drop/Add Courses	237	3.29	1.12	16	3.69	1.14	1.37
Nontraditional credit	169	2.78	1.03	14	3.43	1.22	2.25*
Selecting/changing major	224	3.04	1.24	17	3.76	0.97	2.37*
Meeting graduation requirements	252	3.09	1.25	14	3.64	1.28	1.60
Improving study skills	166	2.67	1.17	13	3.38	1.26	2.12
Matching learning style	167	2.57	1.18	11	3.18	1.40	1.63
Obtaining tutorial assistance	174	2.86	1.14	13	3.23	1.42	1.12
Clarifying life career goals	213	3.02	1.20	16	3.75	1.13	2.35*
Identify career areas	214	2.88	1.22	14	3.57	1.16	2.07
Coping with academic difficulties	169	2.75	1.10	14	3.36	1.22	1.99

* $p < 0.05$

Table B-13 (continued)

Topic	<u>Full-Time</u>			<u>Part-Time</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Obtaining financial aid	180	2.99	1.19	13	3.31	1.25	0.91
On campus employment	163	2.86	1.03	11	3.55	0.93	2.15
Job after college	172	2.64	1.06	11	3.00	1.00	1.09
Education after graduation	179	2.84	1.06	12	3.33	1.30	1.55
Withdrawing/transferring	143	2.94	0.97	12	3.25	1.14	1.04
Personal problems	151	2.86	0.93	12	3.33	1.23	1.65

* $p < 0.05$

TABLE B-14

MEAN AGREEMENT RATINGS AND STANDARD DEVIATIONS OF FULL-TIME
AND PART-TIME STUDENTS' IMPRESSIONS OF THEIR ADVISOR

Topic	<u>Full-Time</u>			<u>Part-Time</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Knows who I am	402	2.62	1.28	23	3.04	1.36	1.54
Is a good listener	402	3.36	1.16	23	3.83	0.83	2.55*
Expresses interest in me as a unique individual	401	2.89	1.24	23	3.26	1.21	1.40
Respects my opinions	402	3.26	1.15	23	3.30	1.22	0.18
Is available when I need assistance	402	3.10	1.23	23	3.52	1.28	1.58
Provides caring and open atmosphere	402	3.13	1.22	23	3.78	0.90	2.50*
Checks to make sure we understand each other	402	3.20	1.20	23	3.65	0.98	1.78
Respects my right to make own decisions	402	3.47	1.14	23	3.52	1.20	0.22
Provides accurate information about requirements	402	3.41	1.27	23	3.57	0.95	0.74
Keeps me updated on requirements	402	2.83	1.27	23	2.83	1.11	0.01
Refers me to other sources from which I can obtain help	402	2.73	1.29	23	3.52	1.12	2.88*

* $p < 0.05$

Table B-14 (continued)

Topic	<u>Full-Time</u>			<u>Part-Time</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Encourages me to be active in my academic planning	402	3.21	1.15	23	3.43	1.24	0.92
Accepts constructive criticism	401	2.67	1.08	23	2.57	1.34	0.43
Encourages me to achieve my educational goals	400	3.23	1.17	23	3.35	1.33	0.46
Helps me identify obstacles	401	2.85	1.15	23	2.87	1.39	0.09
Takes initiative in arranging meeting with me	402	2.25	1.24	23	2.78	1.34	1.99
On time for appointments	402	3.12	1.38	23	3.65	1.19	1.80
Clearly defines advisor/advisee responsibilities	401	2.87	1.17	23	3.30	1.26	1.73
Allows sufficient time	401	3.10	1.27	23	3.35	1.07	0.91
Is willing to discuss personal problems	402	2.29	1.17	23	2.39	1.34	0.42
Anticipates my needs	401	2.65	1.12	23	2.87	1.32	0.92
Helps me select courses that match my interest/abilities	402	3.03	1.18	23	3.43	1.16	1.58

* $p < 0.05$

Table B-14 (continued)

Topic	Full-Time			Part-Time			t
	n	M	SD	n	M	SD	
Helps me examine needs, interests, and values	402	2.73	1.19	23	2.83	1.23	0.39
Is familiar with my academic background	402	3.00	1.20	23	3.35	1.27	1.36
Encourages me to talk about myself and my college experiences	402	2.42	1.08	23	2.78	1.35	1.54
Encourages my interest in an academic discipline	401	2.80	1.18	23	3.00	1.41	0.78
Encourages my involvement in extracurricular activities	401	2.46	1.12	23	2.30	1.43	0.66
Helps me explore careers in my field of interest	402	2.68	1.16	23	2.83	1.30	0.58
Is knowledgeable about courses outside my major area of study	402	2.92	1.24	23	2.96	1.30	0.15
Seems to enjoy advising	402	3.08	1.38	23	3.48	1.08	1.36
Is approachable and easy to talk to	402	3.17	1.38	23	3.74	1.05	2.48*
Shows concern for my personal growth and development	402	2.82	1.21	23	3.09	1.28	1.02

* p < 0.05

Table B-14 (continued)

Topic	<u>Full-Time</u>			<u>Part-Time</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Keeps personal information confidential	402	3.14	1.26	23	3.61	0.99	1.74
Is flexible in helping me plan my academic program	401	3.15	1.18	23	3.61	0.99	1.81
Has a sense of humor	402	3.21	1.27	23	3.91	0.90	3.53*
Is a helpful, effective advisor whom I would recommend to other students	402	2.99	1.40	23	3.26	1.32	0.90

* $p < 0.05$

TABLE B-15

MEAN SATISFACTION RATINGS AND STANDARD DEVIATIONS OF ITEM
RESPONSES FOR FACULTY AND OTHER ADVISORS BY STUDENTS ON THE
SAA ACADEMIC ADVISING NEEDS SECTION

Topic	Faculty			Other			t
	n	M	SD	n	M	SD	
Academic Progress	163	3.19	1.13	151	3.38	1.13	1.47
Registration	196	3.31	1.23	182	3.57	1.15	2.12
Drop/Add Courses	112	3.16	1.16	139	3.44	1.08	1.96
Nontraditional credit	79	2.96	1.17	102	2.74	0.94	1.44
Selecting/changing major	118	3.19	1.24	121	2.98	1.24	1.23
Meeting graduation requirements	135	3.16	1.30	129	3.08	1.22	0.55
Improving study skills	76	2.75	1.19	101	2.73	1.17	0.10
Matching learning style	77	2.65	1.24	99	2.62	1.17	0.18
Obtaining tutorial assistance	80	2.81	1.14	105	2.93	1.20	0.70
Clarifying life/career goals	111	3.21	1.24	116	2.93	1.19	1.72
Identify career areas	113	2.96	1.21	113	2.87	1.24	0.59
Coping academic difficulties	80	2.79	1.12	101	2.82	1.10	0.21

* $p < 0.05$

Table B-15 (continued)

Topic	<u>Faculty</u>			<u>Other</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Obtaining financial aid	88	3.03	1.20	103	3.01	1.18	0.14
On campus employment	82	2.90	1.11	90	2.90	0.97	0.02
Job after college	85	2.67	1.16	96	2.68	0.97	0.04
Education after graduation	86	2.90	1.20	103	2.85	0.97	0.25
Withdrawing/transferring	68	2.97	1.09	85	2.96	0.91	0.04
Personal problems	67	2.87	1.06	94	2.91	0.90	0.32

* $p < 0.05$

TABLE B-16

MEAN AGREEMENT RATINGS AND STANDARD DEVIATIONS OF STUDENTS'
IMPRESSIONS OF FACULTY AND OTHER ADVISORS

Topic	<u>Faculty</u>			<u>Other</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Knows who I am	225	2.70	1.30	197	2.59	1.26	0.86
Is a good listener	225	3.36	1.13	197	3.43	1.16	0.59
Expresses interest in me as a unique individual	225	2.90	1.19	196	2.94	1.30	0.34
Respects my opinions	225	3.27	1.12	197	3.28	1.17	0.16
Is available when I need assistance	225	3.02	1.27	197	3.26	1.19	2.05
Provides caring and open atmosphere	225	3.10	1.20	197	3.27	1.21	1.41
Checks to make sure we understand each other	225	3.17	1.20	197	3.30	1.19	1.09
Respects my right to make my own decisions	225	3.48	1.13	197	3.46	1.17	0.16
Provides accurate information about requirements	225	3.41	1.26	197	3.43	1.25	0.15
Keeps me updated on requirements	225	2.75	1.24	197	2.94	1.27	1.54
Refers me to other sources from which I can obtain help	225	2.75	1.24	197	2.82	1.35	0.56

* $p < 0.05$

Table B-16 (continued)

Topic	<u>Faculty</u>			<u>Other</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Encourages me to be active in my academic planning	225	3.20	1.15	197	3.25	1.15	0.44
Accepts constructive criticism	224	2.60	1.12	197	2.75	1.06	1.39
Encourages me to achieve my educational goals	224	3.26	1.13	196	3.23	1.22	0.29
Helps me identify obstacles	224	2.87	1.16	197	2.83	1.16	0.30
Takes initiative in arranging meeting with me	225	2.14	1.23	197	2.46	1.26	2.64*
On time for appointments	225	3.06	1.37	197	3.27	1.36	1.55
Clearly defines advisor/advisee responsibilities	224	2.79	1.15	197	3.02	1.20	1.97
Allows sufficient time	224	3.08	1.26	197	3.18	1.24	0.80
Is willing to discuss personal problems	225	2.21	1.15	197	2.40	1.22	1.59
Anticipates my needs	224	2.56	1.12	197	2.79	1.14	2.12
Helps me select courses that match my interest/abilities	225	3.01	1.15	197	3.13	1.20	1.07

* $p < 0.05$

Table B-16 (continued)

Topic	Faculty			Other			t
	n	M	SD	n	M	SD	
Helps me examine needs, interests, and values	225	2.58	1.17	197	2.92	1.18	2.98*
Is familiar with my academic background	225	2.90	1.19	197	3.16	1.21	2.27*
Encourages me to about myself and my college experiences	225	2.35	1.04	197	2.56	1.15	1.98
Encourages my interest in an academic discipline	225	2.79	1.19	196	2.85	1.19	0.48
Encourages my involvement in extracurricular activities	224	2.42	1.15	197	2.51	1.12	0.84
Helps me explore careers in my field of interest	225	2.69	1.15	197	2.71	1.18	0.11
Is knowledgeable about courses outside my major area of study	225	2.96	1.23	197	2.89	1.25	0.56
Seems to enjoy advising	225	3.03	1.33	197	3.20	1.40	1.29
Is approachable and easy to talk to	225	3.18	1.38	197	3.25	1.35	0.53
Shows concern for my personal growth and development	225	2.75	1.17	197	2.94	1.26	1.63

* p < 0.05

Table B-16 (continued)

Topic	<u>Faculty</u>			<u>Other</u>			<u>t</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Keeps personal information confidential	225	3.15	1.24	197	3.21	1.24	0.51
Is flexible in helping me plan my academic program	225	3.15	1.17	196	3.24	1.17	0.86
Has a sense of humor	225	3.24	1.26	197	3.28	1.26	0.32
Is a helpful, effective advisor whom I would recommend to other students	225	2.91	1.40	197	3.14	1.38	1.69

* $p < 0.05$

TABLE B-17

MEAN SATISFACTION RATINGS AND STANDARD DEVIATIONS OF A NATIONAL NORM STUDY AND THE ETSU
STUDY ON THE SAA ACADEMIC ADVISING NEEDS SECTION FOR FACULTY ADVISORS

Topic	<u>National</u>			<u>ETSU</u>			
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>z</u>
Academic Progress	42,423	3.98	0.79	163	3.19	1.13	12.78*
Registration	42,423	3.99	0.92	196	3.19	1.23	10.33*
Drop/Add Courses	42,423	4.04	0.84	112	3.31	1.16	11.08*
Nontraditional credit	42,423	3.94	0.99	79	2.96	1.17	8.77*
Selecting/changing major	42,423	4.01	0.93	118	3.19	1.24	9.52*
Meeting requirements	42,423	4.01	0.92	135	3.16	1.30	10.70*
Improving study skills	42,423	4.03	0.81	76	2.75	1.19	13.77*
Matching learning style	42,423	4.09	0.83	77	2.65	1.24	15.24*
Obtaining tutorial help	42,423	3.95	0.85	80	2.81	1.14	11.97*
Clarifying life/ career goals	42,423	4.04	0.86	111	3.21	1.24	10.20*

* p < 0.05

Table B-17 (continued)

Topic	<u>National</u>			<u>ETSU</u>			<u>z</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Identify career areas	42,423	4.10	0.83	113	2.96	1.22	14.55*
Academic difficulties	42,423	4.00	0.89	80	2.79	1.12	12.18*
Obtaining financial aid	42,423	3.96	1.01	88	3.03	1.20	8.60*
On campus employment	42,423	4.04	0.96	82	2.90	1.12	12.44*
Job after college	42,423	3.99	0.90	85	2.67	1.16	13.51*
Education after grad.	42,423	4.07	0.84	86	2.90	1.20	12.98*
Withdrawing/transferring	42,423	3.90	0.96	68	2.97	1.09	7.98*
Personal problems	42,423	4.26	0.86	67	2.87	1.06	13.27*

* $p < 0.05$

TABLE B-18

MEAN AGREEMENT RATINGS AND STANDARD DEVIATIONS OF A NATIONAL NORM STUDY AND THE ETSU
STUDY ON THE SAA ACADEMIC ADVISING NEEDS SECTION FOR FACULTY ADVISORS

Topic	<u>National</u>			<u>ETSU</u>			
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>z</u>
Knows who I am	42,423	3.93	1.21	225	2.70	1.30	15.23*
Is a good listener	42,423	3.91	0.97	225	3.36	1.13	9.28*
Expresses interest in me as a unique individual	42,423	3.69	1.12	225	2.90	1.19	10.62*
Respects my opinions	42,423	3.91	0.94	225	3.27	1.12	10.28*
Is available when I need	42,423	3.67	1.12	225	3.02	1.27	8.74*
Provides caring and open atmosphere	42,423	3.80	1.02	225	3.10	1.20	10.26*
Checks to make sure we understand each other	42,423	3.73	1.03	225	3.17	1.20	8.12*
Respects my right to make own decisions	42,423	4.08	0.87	225	3.48	1.13	10.34*

* p < 0.05

Table B-18 (continued)

Topic	<u>National</u>			<u>ETSU</u>			<u>z</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Accurate information about requirements	42,423	3.85	1.10	225	3.41	1.26	5.96*
Keeps me updated on requirements	42,423	3.49	1.15	225	2.75	1.24	9.64*
Refers me to other sources from which I can obtain help	42,423	3.60	1.09	225	2.75	1.24	11.75*
Encourages me to active in my academic planning	42,423	3.85	0.98	225	3.20	1.15	9.78*
Accepts constructive criticism	42,423	3.44	0.98	224	2.60	1.12	12.87*
Encourages me to achieve my educational goals	42,423	3.83	1.00	224	3.26	1.13	8.48*
Helps me identify obstacles	42,423	3.57	1.05	224	2.87	1.16	10.03*
Takes initiative in arranging meeting with me	42,423	2.98	1.26	225	2.14	1.23	10.03*

* p < 0.05

Table B-18 (continued)

Topic	<u>National</u>			<u>ETSU</u>			
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>z</u>
On time for appointments	42,423	3.85	1.01	225	3.06	1.37	11.71*
Clearly defines advisor/ advisee responsibilities	42,423	3.45	1.09	224	2.79	1.15	9.00*
Allows sufficient time	42,423	3.81	1.02	224	3.08	1.26	10.71*
Is willing to discuss personal problems	42,423	3.55	0.99	225	2.21	1.15	20.25*
Anticipates my needs	42,423	3.37	1.00	224	2.56	1.12	12.16*
Helps me select courses that match my interest	42,423	3.67	1.05	225	3.01	1.15	9.44*
Helps me examine needs, interests and values	42,423	3.48	1.04	225	2.58	1.17	13.01*
Is familiar with my academic background	42,423	3.58	1.11	225	2.90	1.19	9.22*
Encourages me to talk about myself and my college experiences	42,423	3.23	1.10	225	2.35	1.05	12.05*

* p < 0.05

Table B-18 (continued)

Topic	n	National M	SD	n	ETSU M	SD	z
Encourages my interest in an academic discipline	42,423	3.51	1.04	225	2.79	1.19	10.36*
Encourages my involvement extracurricular interests	42,423	3.19	1.09	224	2.42	1.15	10.58*
Helps me explore careers in my field of interest	42,423	3.28	1.09	225	2.69	1.15	8.07*
Is knowledgeable about courses outside my major area of study	42,423	3.56	1.04	225	2.96	1.23	8.72*
Seems to enjoy advising	42,423	3.74	1.08	225	3.03	1.33	9.85*
Is approachable and easy to talk to	42,423	3.95	1.06	225	3.18	1.38	10.93*
Shows concern for my personal growth and development	42,423	3.63	1.07	225	2.75	1.17	12.32*
Keeps personal information confidential	42,423	3.96	0.88	225	3.15	1.24	13.86*

* p < 0.05

Table B-18 (continued)

Topic	<u>National</u>			<u>ETSU</u>			<u>z</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Is flexible in helping me plan my academic program	42,423	3.82	0.98	225	3.15	1.17	10.31*
Has a sense of humor	42,423	3.98	1.00	225	3.24	1.26	11.04*
Is a helpful, effective advisor whom I would recommend to other students	42,423	3.75	1.21	225	2.91	1.40	9.22*

* $p < 0.05$

TABLE B-19

MEAN SATISFACTION RATINGS AND STANDARD DEVIATIONS OF A NATIONAL NORM STUDY AND THE ETSU
STUDY ON THE SAA ACADEMIC ADVISING NEEDS SECTION FOR OTHER ADVISORS

Topic	<u>National</u>			<u>ETSU</u>			
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>z</u>
Academic Progress	10,362	3.95	0.79	151	3.38	1.13	8.90*
Registration	10,362	3.98	0.90	182	3.57	1.15	6.12*
Drop/Add Courses	10,362	4.00	0.86	139	3.44	1.08	7.69*
Nontraditional credit	10,362	3.85	0.94	102	2.74	0.94	11.97*
Selecting/changing major	10,362	3.90	0.95	121	2.98	1.24	10.61*
Meeting requirements	10,362	3.95	0.91	129	3.08	1.22	10.89*
Improving study skills	10,362	4.06	0.78	101	2.73	1.17	17.10*
Matching learning style	10,362	4.05	0.83	99	2.62	1.17	17.19*
Obtaining tutorial help	10,362	3.97	0.82	105	2.93	1.20	12.96*
Clarifying life/ career goals	10,362	3.96	0.87	116	2.93	1.19	12.74*

* p < 0.05

Table B-19 (continued)

Topic	<u>National</u>			<u>ETSU</u>			<u>Z</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Identify career areas	10,362	4.03	0.84	113	2.87	1.24	14.71*
Academic difficulties	10,362	3.92	0.91	101	2.82	1.10	12.13*
Obtaining financial aid	10,362	3.92	1.01	103	3.01	1.18	9.15*
On campus employment	10,362	3.88	0.94	90	2.90	0.97	9.89*
Job after college	10,362	3.85	0.92	96	2.68	0.97	12.49*
Education after graduation	10,362	4.04	0.86	103	2.85	0.97	13.99*
Withdrawing/transferring	10,362	3.90	0.93	85	2.96	0.91	9.27*
Personal problems	10,362	4.17	0.87	94	2.91	0.90	13.99*

* $p < 0.05$

TABLE B-20

MEAN AGREEMENT RATINGS AND STANDARD DEVIATIONS OF A NATIONAL NORM STUDY AND THE ETSU
STUDY ON THE SAA ACADEMIC NEEDS SECTION FOR OTHER ADVISORS

Topic	<u>National</u>			<u>ETSU</u>			<u>z</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Knows who I am	10,362	3.42	1.29	197	2.59	1.26	8.99*
Is a good listener	10,362	3.89	0.95	197	3.43	1.16	6.86*
Expresses interest in me as a unique individual	10,362	3.55	1.11	196	2.94	1.30	7.71*
Respects my opinions	10,362	3.81	0.94	197	3.28	1.18	7.85*
Is available when I need	10,362	3.66	1.06	197	3.26	1.19	5.24*
Provides caring and open atmosphere	10,362	3.76	0.98	197	3.27	1.21	7.03*
Checks to make sure we understand each other	10,362	3.70	1.01	197	3.30	1.19	5.57*
Respects my right to make own decisions	10,362	3.97	0.88	197	3.46	1.17	8.10*

* p < 0.05

Table B-20 (continued)

Topic	<u>National</u>			<u>ETSU</u>			<u>Z</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Accurate information about requirements	10,362	3.83	1.08	197	3.43	1.25	5.182*
Keeps me updated on requirements	10,362	3.45	1.13	197	2.94	1.27	6.34*
Refers me to other sources from which I can obtain help	10,362	3.56	1.08	197	2.82	1.35	9.66*
Encourages me to active in my academic planning	10,362	3.69	1.00	197	3.25	1.15	6.13*
Accepts constructive criticism	10,362	3.42	0.96	197	2.75	1.06	9.85*
Encourages me to achieve my educational goals	10,362	3.71	1.01	196	3.23	1.22	6.77*
Helps me identify obstacles	10,362	3.53	1.03	197	2.83	1.56	9.51*
Takes initiative in arranging meeting with me	10,362	3.05	1.24	197	2.46	1.26	6.72*

* p < 0.05

Table B-20 (continued)

Topic	<u>National</u>			<u>ETSU</u>			<u>Z</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
On time for appointments	10,362	3.79	0.98	197	3.27	1.36	7.46*
Clearly defines advisor/ advisee responsibilities	10,362	3.49	1.06	197	3.02	1.20	6.22*
Allows sufficient time	10,362	3.75	1.00	197	3.18	1.24	8.04*
Is willing to discuss personal problems	10,362	3.44	0.96	197	2.40	1.21	15.26*
Anticipates my needs	10,362	3.38	0.98	197	2.79	1.14	8.42*
Helps me select courses that match my interest	10,362	3.65	1.03	197	3.13	1.20	7.06*
Helps me examine needs, interests and values	10,362	3.46	1.03	197	2.92	1.18	7.39*
Is familiar with my academic background	10,362	3.51	1.08	197	3.16	1.21	4.52*
Encourages me to talk about myself and my college experiences	10,362	3.18	1.07	197	2.56	1.15	8.15*

* p < 0.05

Table B-20 (continued)

Topic	<u>National</u>			<u>ETSU</u>			<u>Z</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Encourages my interest in an academic discipline	10,362	3.38	1.01	196	2.85	1.19	7.39*
Encourages my involvement extracurricular interests	10,362	3.10	1.04	197	2.51	1.12	7.93*
Helps me explore careers in my field of interest	10,362	3.21	1.07	197	2.71	1.18	6.62*
Is knowledgeable about courses outside my major area of study	10,362	3.55	1.00	197	2.89	1.25	9.29*
Seems to enjoy advising	10,362	3.86	0.99	197	3.20	1.40	9.32*
Is approachable and easy to talk to	10,362	3.92	1.01	197	3.25	1.35	9.33*
Shows concern for my personal growth and development	10,362	3.57	1.05	197	2.94	1.26	8.37*
Keeps personal information confidential	10,362	3.83	0.88	197	3.21	1.24	9.92*

* p < 0.05

Table B-20 (continued)

Topic	<u>National</u>			<u>ETSU</u>			<u>z</u>
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
Is flexible in helping me plan my academic program	10,362	3.75	0.97	196	3.25	1.17	7.29*
Has a sense of humor	10,362	3.83	0.99	197	3.28	1.26	7.74*
Is a helpful, effective advisor whom I would recommend to other students	10,362	3.75	1.14	197	3.14	1.38	7.55*

* $p < 0.05$

APPENDIX C
SURVEY COMMENTS AND SUGGESTIONS

Student Responses to Section VII - Comments and Suggestions**By School/College****UNDECLARED****UNDECLARED MAJORS (400)**

400 It is hard to evaluate someone whom I have only met with one time and that was during registration.

400 I really haven't had the opportunity, since I'm undeclared major, to have an advisor who really works personally w/ me. I would have probably been able to answer questions better if I had a major. The advisors in the Center for Undeclared Majors have been nice & helpful.

400 I'm a sophomore with an undeclared major. I have only visited with an advisor on three occasions. Therefore, I don't think I can justly evaluate him.

400 I have no real goals, I am taking classes in the general core to help narrow down a field of interest. I haven't found one yet and I am running out of general courses to take.

400 It would help to make the advisors to be known, and call students. I have no idea who my advisor is, but I would like to.

400 My advisor is a very good one. I originally enrolled in tech., a field he can really help people in. However, I unofficially changed my mind and probably need to change advisors. More info. on requirements for certain degrees & job outlook in these fields would be helpful if it was readily accessible.

400 Undecided Advisors should more actively help students in finding an interest. These students are undecided which means they need guidance.

400 When I first came to this school I went to an advisor. I told her my "might be" majors. She proceeded to give me all english and political science classes no math. I wanted to take math classes. I feel students who want to go to an advisor should if they do not, then they should not have to.

400 This survey may be leading as the response give to chose from do not accurately fit the feelings I had on advisor. I've talked to him for 30 minutes. I don't know

would be a good option.

400 Registration is the worst day of school. The people that are running this department are rude and must do not know what they are doing. I feel like they are untrained and take advantage of the students.

400 MY ADVISOR IS ALWAYS GROUCHY, SHE NEVER SEEMS TO CARE WHAT I THINK AND IS ALWAYS IN A HURRY TO GET ME OUT OF HER OFFICE. SHE'S A SMART MOUTH TOO. I CAN'T REMEMBER HER NAME OR I WOULD PUT IT DOWN. SHE'S THE UNDECLARED ADVISOR.

400 I am an undergraduate Special student; however, I have not been contacted by any dept. to "solicit" me, even though I have a high grade point average and over 50 degree hours. I am currently undecided major and would welcome knowledgeable input.

400 I think that the advising program should be more geared towards the individuals and his/her needs. I personally haven't been in school for many years and found that many things have changed but I was expected to jump in with both feet and understand everything about college. I found myself lost and needing extra advisement to find some direction which I got but not enough of.

400 Believe there should be appointed time by advisor of specific dept. to communicate & update on dept. happenings, course changes, faculty changes, and expectations.

COLLEGE OF ARTS AND SCIENCES**JOURNALISM (524)**

524 THE ONLY TIME I HAVE EVEN USED AN ADVISOR IS FOR THE PURPOSE OF REGISTERING AS A FRESHMAN. AS A PART TIME STUDENT WITH CLEAR GOALS. I FOUND HAVING TO RUN AROUND CAMPUS LOOKING FOR SOMEONE TO SIGN A REGISTRATION FORM SO I COULD TAKE 6-9 HOURS, A COMPLETE WASTE OF TIME. IF I HAVE PROBLEMS WITH REGISTRATION OR COURSE SELECTION. IT IS MY RESPONSIBILITY TO ASK SOMEONE. IF I DON'T HAVE PROBLEMS I SHOULD NOT BE FORCED INTO USELESS BUREAUCRACY.

PUBLIC RELATIONS/ADVERTISING (526)

526 I am a transfer student and was somehow misinformed of my transferred grades. I would have liked to have met one on one with an advisor. However, my advisor was very helpful when a class didn't open for me and made an effort to call me and work it out for me since I was out of state.

526 Transfer student - Does not apply. Have not met my advisor.

526 I think that their needs to be a academic adviser available to anyone at all times. I also think that their needs to be a financial aid advisor available for students here at the Kingsport Center.

BROADCASTING (527)

527 For Freshman & all other students I feel that an advisor should be optional when it involves getting a signature for taking classes. I have not personally used an advisor but one time and feel at this point that it has not helped or hurt me. I felt that it was taking up extra time trying to find an advisor for signatures.

527 I was given an advisor the day of Adult Orientation along with fifteen other students. He had a generic registration form that did not compliment my needs at all. He was very nice but not real helpful. I stopped by the communications department and was told I had a different advisor. They have not been helpful at all. I hope to get some assistance before next semester.

527 The reason I Did not Answer Section IV is because I have never spoke to my advisor on a personal level.

CRIMINAL JUSTICE (543)

543 Dropping & adding classes requires too many signatures if a student wants to drop let him if he wants to add let him as long as seats are available. Look into dropping & adding by phone it works wonders at the University of Tennessee.

543 I only met with my advisor at the beginning of the fall and spring semester so he can sign off on my sheet to register.

543 I feel that advisor should be separate from instructors. My past advisor and current advisor are both instructors. It is difficult to arrange a meeting when you have conflicting schedules.

543 My advisor only has certain time slots that he is available and they are usually for 5-15 minutes. Also he seems to be the only advisor for my field of study which makes it difficult for both to have ample time to meet.

SOCIAL WORK (552)

552 Need more advisors so they are more available to the students as needed.

552 Maybe if advisor would give student a form to fill out that assesses individual students needs, then maybe the advisor would be more effective in helping students.

552 I only saw an advisor the first year, when I had to. I just recently chosen Social Work as my major, and I have not received an advisor for that dept. The college has very good professors and classes, but I am not able to get a master in Social Work or a major in Women's Studies. Therefore, ETSU doesn't adequately meet my needs.

552 I have not yet met with my advisor. He was assigned to me last week and I have an appointment to meet him this week.

552 The first semester I enrolled I picked my own classes because I needed to take the basics. Then at the end of the semester I called to find out who my advisor was and the Department I'm in told me who it was. They give me a # and I called it and left a message and no one ever returned my call. My phone # is long distance and I can't call everyday to find her.

552 Being a freshman who entered ETSU in the summer of '94, I have met with my advisor only twice but I found the experience a positive and helpful one. I now have an appointment Friday for class scheduling and I hope this experience will prove the same. After completing this questionnaire, I am more prepared for my next appointment. Overall my experience with academic advisors has been quite beneficial.

552 The advisors I have met with have always seemed to be preoccupied and extremely hurried. I realize that other students have to be met with also, but it is important that individual needs are met.

552 It would have been nice for my advisor to have scheduled a meeting with her new advisees. I don't even know what she looks like. She should have come out and let it be known that she would like to meet everyone & made herself available.

MUSIC EDUCATION (600)

600 I think the advisors in the English and Music Departments are great. You can tell they really care what you, as a person & a student, want.

FRENCH (723)

723 There doesn't seem to be enough time to meet with an advisor, because of their classes and meetings. They seemed to be rushed to get you in and get you out.

723 I have an excellent advisor in the CJ dept. he is Mr. Nick Carami.

723 My advisor is excellent, and from what I hear, I am lucky. The problem that I have is with the advising program itself, not my advisor. The system is terribly uncoordinated - an example: I am a transfer student, my advisor went out of her way to help me interpret the garbage that was sent to me concerning my transferring credits. She had to make several phone calls in order to make any sense of it. Then we both receive my academic summary which lets me know what I need to do to graduate, at the last minute (literally 5 weeks into my last semester) somebody says they made a mistake and that I can't graduate. We finally got to the bottom of it after much anguish and it turns out that the graduation specialist had miscounted twice!!! There is

a definite lack of coordination between the offices here. My advisor learned a lot from this and now knows not to trust anyone. It's important to see at least 5 different people to get any straight answer! It was a nightmare.

ENGLISH (804)

804 My advisor is a busy man and seems to busy to be an advisor. I believe the advisor should be selected by a cooperation of faculty and students.

804 Because I am a transfer student and registered late for my first semester, I have not been able to speak to an advisor. However, Mrs. Songer has been helpful in making sure I am given the chance to speak with an advisor.

804 I do not feel the advisor chosen by the department is who I need. I feel I need an advisor who can explain the requirements for my major and help me choose the classes that will be best suited for my choice of profession. I need someone who will take the time to steer me in the right direction. I have currently changed majors, so I need a little extra help getting started toward this new area.

804 My advisor is polite and kind and has answered my questions regarding my major - However, I would have enjoyed having someone who was a little more "pleased" with the job of advising. I feel they "have to" fulfill this requirement when many would rather not.

804 I just transferred here from another college this semester, and I have not yet met my advisor. Another English teacher helped me register, as I was not assigned an advisor until after the semester started.

804 I like my advisor I knew her before she became my advisor, and I was allowed to choose her. I appreciate having a choice.

804 I have tried to see my advisor, but she has not been available. I feel that the schedule is up to me and no one really cares if I take what is needed. I think the advisors need to have more set office hours to advise. Also a lot of times you get the run around on who to see.

804 Explain core requirements to advisors; mine is behind a few years. Schedule meetings a regular intervals during semester.

804 It's impossible to find out who your advisor is in the English dept. Then when you find out, that person sends you to someone else who is never around. I couldn't ever get

any advising because everyone refused to see me!!

804 Advisors in a certain major should be knowledgeable about requirements and accurately confide what courses a student needs.

PHILOSOPHY (822)

822 I feel this University has an excellent advisory program. I have been satisfied with both of my advisors. Being an older student, they have made my return to school much easier and a more enjoyable process.

822 It would have been beneficial to me if upon entering ETSU I had had a mandatory meeting with my academic advisor. Even a 5 min. meeting every semester would be nice, possibly before registration. - Has been a resource that I have not fully utilized.

BIOLOGY (834)

834 During my entire college career, I have met with my advisor once. This was only because he was answering questions to a large group of people in the same major. I don't even know who he is.

834 I love my advisor and the instructors in my department. I think they are doing a wonderful job.

834 I feel many faculty members see advising as a burden and as a result they do not put forth the effort that is needed.

834 The catalog should be more clear about courses that students have to take, especially in science department. It would really help me plan my schedule.

834 I just recently received my new advisor. I have not had an opportunity to speak to them, so I really don't have enough knowledge of them to answer most of these questions. Please forgive me if I have caused any inconvenience.

834 My advisor makes me feel insufficient I feel as though he likes to show his authority and makes the students feel like they are forever indebted to him. He does not take the time to work with me and does not seem to care. Everyone else that I have talked to with experience of this certain advisor calls him "Dragon Man."

CHEMISTRY (836)

836 My advisor is never available at night, the only time in which I can meet.

PHYSICS (842)

842 MINE DOESN'T HAVE ENOUGH TIME FOR EACH INDIVIDUAL STUDENT.

GEOGRAPHY (853)

853 I feel that the advisement program should lean more to what the student is INTERESTED in not what brings the most money for this institution. Isn't that what its here for?

HISTORY (854)

854 The undecided majors advisement programs lacks a great deal, when it comes to helping a student discover which major and career choices they are interest in. I have changed majors here, simply because of the faculty and advisement of a department.

854 It's a peachy keen idea that your doing this survey.

854 It seems to me the program should have a answer system, maybe a form, to answer common questions about departments to save time.

POLITICAL SCIENCE (858)

858 The advisors need to be more concerned with what classes we have to take rather than the classes we want to take and they need to communicate these requirements to us.

858 My answers are vague, but as honest as I can be. My advisor is very capable and I'm sure helpful I just haven't had much time to go see him.

PSYCHOLOGY (859)

859 I have not been assigned an advisor but have talked to a couple of professors who confused & depressed me more than anything. I did however talk to one person who seemed interested & was very helpful (& didn't happen to be in my fields of study). I believe his name was Clif Mitchell.

859 Since I am not a freshman, I don't have to meet w/ an advisor anymore but did have to my 1st year.

859 I transferred here in the fall of 1993, and have not been assigned an advisor.

859 MOST advisors make you feel rushed and you really can see they do not care.

859 The thing that bothers me the most is my advisor sits there and tells me that I need to quit my job in order to do better in school. But if I quit my job I won't have the money to pay for school and the bills I have. I just does not understand that. And he won't.

859 I don't even know how to contact my advisor. So I can't say if he/she is good at advising or not. I would like to find who he/she is and arrange an meeting with them.

859 The few times I've seen my advisor was for him to check my class schedule. My original goal was to go into counseling, which he didn't even tell me about so I didn't know there was even a counseling program at this university. He just advised me to which courses I should take first in the Psych. program. I'm recently changing my major.

859 I came here as a transfer student & I feel really left out in regards of academic counseling. I would like or be interested in obtaining one. I think more needs to be done w/academic counseling: transfer students.

859 Psych. dept. says that there is no specific advisor for each student, it is a first come first serve basis, How can anyone know what is going on? No one has a clue about my needs or requirements to graduate. They always refer me to another dept. to see what their reg. are to graduate. I don't feel like has any interest in my education in the Psych dept. I shouldn't have to go to the math, foreign lang departments to see what I need to graduate. My dept. should already know what!

SOCIOLOGY (860)

860 I have recently decided on a major and have not been notified of my advisor.

ART (922)

922 I have only just declared my major and have met w/ an advisor briefly.

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY**APPAREL MERCHANDISING (511)**

511 The advising program needs alot of work I feel that they do not care and I am the one who is paying.

COMPUTER SCIENCE (560)

560 I have only met w/my advisor once. He seemed helpful, but I only needed a couple of specific questions answered therefore I omitted Section IV and most of Section III. I did not feel it fair for me to judge.

560 My advisor is located on the Main Campus and I work and live in Kingsport I do not have time to run to Johnson City and see him. My need would be better met if I had one here at the University Center who could meet my needs.

560 My computer science advisor was less than interested and I have decided to change my major and I decided not to discuss me changing. He really didn't even care about what I wanted to take.

560 I transferred here a year ago and still have not been giving an advisor. I see the advisor that is listed for transfer students but you are only supposed to see him your first semester and then be given your own advisor.

560 I am not sure who my advisor is. I met with one of the faculty members at registration, I am not sure that he is my advisor. I have received no information stating who my advisor is. Also, I have a double major in area 560 (Computer Science) and 723 (French). Also, many faculty members have a negative attitude about students which lowers students' determination to study and learn.

560 I believe I have an advisor - but I have only seen him once, this is mostly my own fault. The one time I saw him was registering for a class that was full.

560 I DON'T KNOW WHO MY ADVISOR IS AND IF ONE HAS BEEN ASSIGNED, I'D LIKE TO FIND OUT MORE ABOUT THIS.

560 Last year I had an advisor, but she left the university. I just haven't gotten another one yet.

560 I used to know my advisors name when I started college, but he was never in, so I went to other faculty members - my science and computer profs. They dealt with me the best

they could.

COMPUTER PROGRAMMING (561)

561 My advisor is really a good instructor but he doesn't take the initiative to make appointments for us to get together, I on the other hand, I could initiate contact as well.

BIOMEDICAL ENGINEERING TECHNOLOGY (624)

624 I feel that the advisors in the technology dept. offer good and sound advising to the students.

INDUSTRIAL TECHNOLOGY (636)

636 MY FIRST ADVISOR WAS POOR. My SECOND IS GOOD. I THINK (1) ADVISEMENT SESSION SHOULD BE MANDATORY FOR ALL STUDENTS (DEGREE SEARCHING) EACH YEAR.

636 Transferred in and have not seen an advisor since initial registration.

CONSTRUCTION TECHNOLOGY (667)

667 Dr. Haas & Dr. Parker in my opinion are the best teachers I've had in this school. They not only teach us but will help us get a job later.

ENGINEERING DESIGN GRAPHICS TECHNOLOGY (668)

668 Is not all my advisors fault. I should try to contact him more, but I do wish he would ask about my academic problems because I have Many.

ELECTRONIC ENGINEERING TECHNOLOGY (670)

670 Some of the advisors on this campus do not pay attention to you as an individual. They are only helpful to those they are affiliated with on a day to day basis in class.

670 I Believe the University should make a greater a attempt to inform people who their advisor is. I do not if I have an advisor or not. If I do I would not have any ideal how to go about finding out whom he or she is.

670 I am very dissatisfied with the current policy that requires a mandatory meeting with my advisor prior to registration.

670 I do not have a academic advisor, but I do go to a faculty member in the technology field to find out what I need to take for each semester and the things I need to work on.

670 I've haven't see my academic advisor because I didn't need his approval for my schedule, however I plan on using his input for the rest of my career at ETSU.

DIETETICS/FOOD SYSTEMS MANAGEMENT (786)

786 I would hope that we're not being advised to take more courses, or credit hours that we need, and that the advisor is "up" on the latest requirements for graduation or state board requirements. I would also hope that if some requirements have been dropped, that we are inforced immediate by -at my age- time is of the essence.

COLLEGE OF BUSINESS**CORPORATE FINANCE AND INVESTMENTS (450)**

450 Faculty advisors need to be more inclined with the student's needs as well as with why they make the grades. Many of the faculty cares less about why one makes those grades. Some are just here to write books, sort of like a routine.

ACCOUNTING (451)

451 I did not complete Section IV because I have never met with my advisor.

451 The University Center at Kingsport has a great advisor in Beth Morris. She is helpful and knows what she is doing. They are good about having advisors from the main campus visit here. Although some seem to care less than others about the students features. I would give the overall advising counsel a satisfactory grade.

451 The only time I have seen my advisor is in orientation, but I have a meeting with him Monday. So I am really unable to answer this survey adequately at this time.

451 Tim Dills is my advisor. He enjoys his job and is helpful in all areas of education at ETSU. He is very qualified and has an interest in the business students and in helping them to achieve their goals. This is their goals. This is my first semester, and I transferred from a community college. I have the utmost respect for Mr. Dills and appreciate his help.

451 I think my advisor has done an excellent job in showing me what classes I have to take all through school.

451 I would like the Advising Program at ETSU to tell students more about the job possibilities and programs to help them find a job. More meetings should also be set up.

451 The reason I answered the survey like this is because my advisor was changed over the summer and have not had a chance to meet with him yet.

451 I just transferred here this semester from UT Chattanooga; therefore, I do not yet know my advisor very well.

BANKING (452)

452 I was a pre-physical therapy major, my advisor was Dr. Barr. I was very interested in business & was contemplating a change of major. I had decided to take a couple of business classes to decide if I would still be interested. Dr. Barr said she would not sign my registration card if I took those classes. She said she did not feel I had enough time to "squander on business classes." I told her I was 19 & it was my money, I do have enough time. I did change majors & advisors.

HUMAN RESOURCES MANAGEMENT (457)

457 I only met with an advisor upon entering ETSU. I have changed my major, matter of fact I will be meeting with my new advisor today at 2:00. I'm hoping that it starts a good academic relationship, for my future depends on good advising now.

MARKETING (464)

464 I believe that the college of Business has designated too many upper-level courses as "out-of-reach" of pre-Business. I believe that this is unfortunate because such classes (e.g. salesmanship/retailing) could provide underclassmen with additional knowledge which could more effectively help them compete for employment while in school.

The plan for scholarship distribution (scholarships for full-time students) sucks, because it does not take into account that older students are compelled to work outside of classes/part-time scholarships for adult students.

464 I think our advising system lacks by far the potential to help anyone.

464 I began with an undeclared advisor. I do not even know her name, but her attitude was quite sufficient to help me remember her. She was rude, condescending, and did not act concerned at all.

My current advisor in the Business dept. is excellent. He is easy to talk to and he answers my questions.

PRE-BUSINESS (480)

480 I have changed my major twice since I've been here. I've met with three different advisors in three different departments. Some of them I wasn't very happy with. It was

very hard to get to get hold of them. I've only met with my new advisor once. He seems excellent. He help me get my schedule together because I had to change many of my classes. He was very eager to help in any way. The reason most of my answers from Sec. IV were neutral is because, like I said, I've met with him once.

480 I think the advisors should spend more time on checking up on the students, They should meet once a month with them to check progress.

480 There should be more information available on various careers & more Career oriented lectures & seminars should be given. Everyone should have an advisor like Mrs. Dietz!

480 The advising program is very poor.

480 We need someone besides Beth Morris to advise us. We need someone who has time to talk to us, time for appointments. When we get into there office we should feel at ease to talk about our future and which way to take it. When in her office I feel rushed and pushed out quickly before my questions get answered. She needs another advisor to keep her in Kingsport. Some who actually cares - because she doesn't.

480 Using an advisor is a complete waste of time. The only reason I went to one the first year is because I had to. He only told me what classes I needed, which I can read from the catalog. Overall, Displeased!

OFFICE ADMINISTRATION (484)

484 Business dept. has an excellent advisor Tim Dils!

COLLEGE OF EDUCATION**ELEMENTARY EDUCATION (585)**

585 It is my opinion that the advising program at this university needs to be reevaluated completely. Students should receive a written letter from their advisor each semester inquiring about their progress and encouraging them to visit their office. Each advisor should be assigned a certain # of students and be required to set aside 30 minutes twice a semester for each student.

585 I think they should regularly schedule meetings with students to see how they are doing in their coursework.

585 I'm pleased with my advisor. He seems to always be in a cheery mood and that helps me to feel more comfortable with him and trust him with helping with my schedule.

585 I like the advisor That I met with once last year. However, there are a few in this college that I do like.

585 It is very hard to get in to see an advisor.

585 East Tennessee State University needs to make sure they maintain their Education accreditation or they will lose several students.

585 I have the head of the department of the education field as an advisor. He is a very busy man but well worth the wait. Unfortunately, there are few (if any more) advisors that are recommended to Education major students who are not assigned one. Though I only needed to meet w\him one time, I think the reason for his busy schedule is he is so personable that he spends more than the appointment time with a student if needed & his schedule is thrown off. I wouldn't consider changing advisors.

585 I didn't have an advisor until I asked someone to appoint me one in the education dept. and when I go to see my advisor, I usually have to wait at least 45 - to an hour before he sees me. That is why I don't go often.

585 I had to wait fifteen minutes on my advisor the first and only time I went to see her.

585 My advisor is very nice, but I don't feel advised. I'm finding out about tests I should have taken, etc. - that could potentially cause problems

HUMAN DEVELOPMENT AND LEARNING - TEACHING (587)

587 The advisors are satisfactory. I would like to have them explain what courses are exactly required for my major. That is important. I would like them to update me with any changes I need to know concerning my major.

587 I have worked in public education for ten years. I asked my advisor about getting some form of credit for this-teaching requires a lot observation. He flat out said "NO WAY". I strongly disagree with this because I feel that my 10 years in the classroom, as a assistant, gave me more than enough observation. His reasoning was that they didn't want teachers from the old school, however over half of my teachers have just completed their masters at ETSU within the last 2 years. I think this form of observation should account for something.

587 I think this college has a very good system of advisors. My advisor is very encouraging towards my academic goals. I need to make more appointments with him to find out more about the requirements of my curricula. The more I meet with him in the future, the better I'll be in keeping up with info. I thought that I didn't need to see him alot until I took my "major classes."

587 I have recently decided my major and have not met with my advisor yet.

ART EDUCATION (592)

592 I feel that mandatory meetings with advisors would be beneficial to all students.

592 The advisors are too busy to care about Students. I am very dissatisfied, I have questions, but if I go to see my advisor, he is always in a meeting or busy & I have to talk to his secretary. Advisors need to do nothing but advise. Also, if I have a question he sometimes doesn't know about my classes etc., so how can he tell me what to do.

592 In my 2 years @ college I have met w\ an advisor twice. When I changed to the advisor I have now no one was available to talk to me. The person that I did talk to had no idea about my course of study. (He was secondary ed.) I am an Elem. Ed. Student. I understand that there is a different set of rules for college of Ed. but I feel like I am just another number, a person who doesn't count. An advisor should want to see how young people in this field are doing & whether or not they need help.

MATHEMATICS EDUCATION (599)

599 Before I changed my major I had an accounting major. I filled out all paper work when I changed to education. **EVERYTHING** was done correctly and I talked to my old advisor personally (Tim somebody). They have sent me a letter saying I'm not taking business classes & have I changed my major for sure? They sent me copies of the transaction from business to education. They know I changed & I don't have time in my busy schedule to go over there & let them try to talk me out of it again. I don't know what I want to do!

PHYSICAL EDUCATION (601)

601 MY ADVISOR NEEDS TO BE UPDATED ON SCHOOL POLICIES SUCH AS PREREQUISITES, CREDIT HOURS, MANDATORY, CORE COURSES

601 I think the advisors need to look on advising as more of a service than a duty. My advisor always seems to have a million other things going on when I see him. When I am there I want him to help me and listen to me, not just barely look at me. I think ETSU's advising program needs a lot of work before it really begins to meet the needs of the students.

601 The advisor I have is not accessible and views advising as a chore (or so it seems). Advisor doesn't always listen to the student's point of view to find out what is best for student.

SOCIAL STUDIES EDUCATION (603)

603 I have an advisor but have not met with him personally. He signed my registration without me having a meeting with him.

SPECIAL EDUCATION (604)

604 I feel advisors all too often try to convince students or persuade students to the advisors field of study. I feel more of an inventory/advisement session should be implemented and used more often.

604 I believe that advisors have too many students on their hands and can not get to know the students personally. I failed three courses one semester and my advisor did not get in touch w/me for three months. After that and then asked to assist me. I don't blame me for my screw-ups, but I think he should have stepped in sooner.

604 My advisor is the type of person who seems bothered by students. She hardly knows any current information for my major that might help me. She is always late and rushes me through it.

604 I had a wonderful old advisor, but he felt it best for me to obtain an advisor in the specialization of my area of study. I have met w/ her one time & do not know her very well. The answers to the questions were hard on that criteria. As for my old advisor the answers would be all be positive answers, and I would recommend him to anyone entering the field of education. As for my present advisor she may be terrific, I just haven't had the opportunity to find out.

604 More advisors are needed, so that advisement is on a more personal level instead of the impersonal level it is on now.

604 My advisor has always done all she can to answer any questions I may have.

604 I think that more advisors should be available within disciplines. My personal advisor has a nice personality, but she seems to be too busy and preoccupied at most times. She's always in a hurry to get somewhere else or to get other things done in her office. She told me last spring that I would not need some classes I inquired about. But this fall, she said I do need those courses.

604 I had a major I wanted. I am a junior. My GPA dropped. I feel I gave it ALL I had. My BEST! My advisor in nursing gave me no hope but to change my major. I'm going to special ed. I tried so hard but my GPA went from 3.0 to 2.5 I love nursing. I'm a dissatisfied junior-divorced-have a child & want to be a nurse but because my GPA dropped they gave me NO hope I tutored a Student Support Services First 2 yrs. 3 days a week. Never missed. I've had bad luck with advisors.

604 I think all advisors should be more knowledgeable about the General Core classes required for graduation.

604 I feel that my advisor is definitely inadequate & when trying to change to a new advisor I was not even able to find another advisor to make an appointment with. Something has to be done about suiting an advisor to a student and getting to know one another go an advisor can help.

COLLEGE OF NURSING**NURSING (Registered/BSN) (755)**

755 I think the advisory program is very good. My advisor is excellent, and I appreciate her very much. She is so supportive, encouraging, and understanding of my needs and concerns.

755 I don't presently have an advisor. I decided to transfer to ETSU 2 weeks prior to classes starting, so there was no time for me to get advisement. I hope to talk with someone before the spring semester. I feel I would benefit from that.

755 I feel that an advisor should consider if you have an accurate amount of financial aid. He or she should be a person that you can go to and ask any questions about your college career.

755 When I first started college, I was an undecided major. I had absolutely no advisement. This has hurt me throughout my years of attendance here. It needs to be changed to help others.

755 The ETSU Nave Center's advisors for Radiological Technology do not provide enough information concerning the rules for the program. After a student works toward getting accepted, he or she then learns that getting pregnant and other normal things can lead to getting terminated from the program.

755 Being an older return student I would have welcomed a lot more help from my advisor than just a schedule of classes.

755 As a BSN student, I am very disappointed in the advisors for this department. I have received many inaccurate answers from certain advisors & have also heard similar complaints from my fellow nursing students.

755 I was very displeased with the advisors in the school of Nursing. Very seldom did you see the same person. You would wait for at least 15-20 min. every time you would go there. They were not helpful and when you went for help during registration they would look at what you had written down and tell you that was fine. I am currently trying to change my major.

755 It is already bad-I HOPE THIS DOES NOT MAKE IT WORSE.

755 My advisor seems to always be in a hurry & she doesn't act like she cares - I always try to smile at her when I see her and she looks grouchy. There are only two advisors that I know of for the College of Nursing and for all of the nursing students, I think that is EXTREMELY INSUFFICIENT! Plus - the other one who is not my advisor is snobby and hateful when I see her.

PRE-PROFESSIONAL PROGRAMS

PRE-MEDICINE (751)

751 Advisors ignore one of they are not of quality. They feel they need to know everything you od (academically) --> WRONG!

751 I feel that there needs to be a full-time advisor to take care of the pre-med, pre-dental students, not a faculty member who also has classroom responsibilities.

751 The PreMed Advisor that I have shows very little Care or concern, and he is only interested in smoking his life away.

751 The students especially those who have transferred into the university should be better informed about the advising program. The advisors need to be more positive than negative in their advisement attitude.

751 I feel that my advisor is truly to busy to take a personal interest in any student. His not just a staff member he hold the chair of his department. I received bad advise at the start and a scare tactic into my entrance into a program provided by this institution. If he would have taken the time he would have realized due to my past college experience it was unfair to put me in this program. I'm still trying to make-up for this error.

751 In the pre-med department there are two advisors. One is the department chair and the other is a faculty member. Neither of them has over ten minutes to give me. The pre-med office, where appointments are made, is hardly ever open and when they are its a student worker who is clueless about everything and doesn't know what a MCAT is. I have been very dissatisfied with the program and if it wasn't for friends in med school and other doctors, I would be lost.

751 Dr. Collins is my Advisor of other's who have him feel much the same as I do. If you are not taking 20 hrs. & making a 4.0 GPA then your worthless. He tells you he doesn't have time to discuss anything except your next semester's courses & he tells you what he wants you to take. If you don't agree then he practically throws you out of his office. I'm pre-med & don't know what to major in or what to do for med-school requirements.

751 I have been pleased thus far with the institution and advisement.

PRE-PHARMACY (758)

758 I'm not sure about me advising programs at other institutions, but I think that our program is not very good. My advisor rarely shows an interest in my other pursuits besides academics.

PRE-PHYSICAL THERAPY (760)

760 I have never gone to my advisor however I have gone to career advisement. There I took two tests which told me a good deal more about my personality and which job would be suitable for me. My advisor was a senior. She was very helpful and nice. I was made to feel comfortable which set me at ease so I could talk freely to her. I was very pleased with the help I got there and would be willing to go again.

760 My attitude toward advisement has been find out what needs to be taken and take it. I got the information I needed and left. All the other things I mentioned in this survey do not apply to me and would only waste my and my advisor's time, Although my opinion has strongly been influenced by the rush, rush "Hurry I have another appointment," attitude.

760 My advisor (male) encourage me to become a secretary. I've held a like that ten year. The whole reason for attending college was to change careers.

760 Upon transferring to ETSU, I was not made aware that I had an advisor. I made appointments with several people in my field of study to help with problems I had upon entering ETSU. But to my knowledge, I don't think I have an advisor.

760 I think that our advisor should be assigned to us and made to get in touch with us. This way we would know who they are and where to find them.

760 I am presently a second-degree seeking student applying for graduate school this spring. I came back after obtaining my B.S. in psychology from James Madison University, interested in physical therapy; however, in the process I took enough English lit to decide I wanted to apply to graduate school in English. I have had no academic advising and haven't been here one year or been assigned an advisor.

760 The purpose for neutral on some questions is due to the fact of basing my knowledge on my advisor to previous encounters- (i.e. 3 yrs. ago in MLT program) Now, my majors

has changed and I haven't gotten a chance to speak with her due to my work hours. The effort insufficiency is on my part as well.

PRE-VETERINARY (766)

766 A list should be available of all of the advisors, their numbers, and their field of advisement. The list should be distributed to each student. When an advisor is supposed to meet with a student, he/she should be there and not send someone else in their place.

766 The advisor needs to be more available. Scheduled times for advisement always conflict with my schedule, so I usually have to skip a class to meet with him. The secretary is rude! The advisor needs to specify requirements for Vet School (such as GPA, extracurricular activities, and internship/volunteer work!).

COLLEGE OF PUBLIC AND ALLIED HEALTH

HEALTH EDUCATION (596)

596 I do not have an advisor in the Health Education program. Since I am planning to switch my major this semester to English Education, this is satisfactory. I hope to get an advisor. The college I previously attended had a far superior advisement program than the one here at ETSU. Since I came from a small liberal arts college, I felt the faculty advisor I was assigned was really concerned with my needs. When I declared Health as my major, the chair of the department seemed uninterested in my well being.

596 I feel just as clueless of the major and jobs it offer as I did when I first enrolled in this major.

596 I have tried to meet with my advisor twice, but he had to cancel both appointment due to personal problems. I fully understand this, but since I just changed my major, what am I suppose to do?

596 My advisor is Linda Dietz. She is absolutely wonderful. I have recommended her to four of my friends and they are extremely pleased. If all advisors are as great as Mrs. Dietz, no improvement is necessary.

596 I feel my advisor has his hands in TOO many things making it difficult for him to adequately advise me. He is kind and caring but lacks TOTAL knowledge of things going on in minor field of study.

HEALTH SCIENCES (740)

740 I put neutral a lot in section III because I only meet with once since he signed me up at orientation. I've seen him but really don't know how he is on a lot of things.

740 What academic advisement program?

740 After taking ten years off from school I re-entered with a major selected and was told I didn't need an advisor. I have no idea why. I could use one!

740 Although I am a junior, I do not have an academic advisor, and am unsure as to what the academic program is. I was told as a freshman what developmental classes I was required to take and I met with Dr. Allen (Allied Health) one time in my 3 1/2 years attending this university. It was extremely difficult to get in to see him even that

once. Other than that I have had no advisement.

DENTAL HYGIENE (743)

743 I think my advisor is a good one. It's sometimes hard to talk to someone that you at first don't know. But, he seems to know what I need to graduate for the field of study that I want to pursue.

743 I think counseling and advisement should be more actively pursued by the advisors. I don't think everything should be left up to the students. I also think there should be faculty hired specially for advising so they might take it more seriously. I think I was lucky to have such a good advisor. I'm getting ready to declare a new major and I'm worried about how much help I will receive. I don't think the majority of students are happy w/ their advisors.

SPEECH AND HEARING (764)

764 Coming in as a freshman to ETSU, my major was Pre-Physical Therapy, I went to see my advisor. She scared me to death. She told me my 3.8 grad point average was too low, suggesting I consider another major such as "interior decorating" or "find a rich man & get married." She also made rude comments about the high school I attended. I then changed my major to Comm. Disorders. My advisor now is never available to see me, when I ask her questions she makes feel like I should already know the answers. She has been up to 20 min's late for appts.

APPENDIX D
CORRESPONDENCE

2511 Indian Ridge Road
Johnson City, TN 37604

Dr. Wes Habley, Director
ACT Assessment Program Services
2201 N. Dodge Street
P.O. Box 168
Iowa City, IA 52243

Dear Dr. Habley,

I am a doctoral student at East Tennessee State University in the Educational Leadership and Policy Analysis program. My dissertation is a project to determine sophomore students' perceptions of academic advising services received during their freshman year at East Tennessee State University. The initiation of this project came in response to an institutional review conducted by Noel and Levitz in 1992. The need for improving the academic advising program was the impetus for my dissertation topic.

I am requesting permission to reprint Tables 1 and 2 (in part or as a whole) from your article published in the Fall 1994 NACADA Journal. I also want to document your observations of the data. I am using the same instrument that you detailed in your article. I want to compare the results of my survey to your national study. I certainly will cite your tables and observations in proper APA format.

I am enclosing a self-addressed stamped envelope for your approval or disapproval of this request. If you need any further information that could be useful for my project, I would appreciate any assistance that you could give me. If you have any question or concerns, do not hesitate to contact me by phoning (423) 929-4002.

Sincerely,

Ronnie D. Gross
Doctoral Student

2511 Indian Ridge Road
Johnson City, TN 37604

Tina McCoy
ACT Educational and Social Research
2255 North Dubuque Road
P.O. Box 168
Iowa City, IA 52243

Dear Ms. McCoy:

I am requesting written permission to photocopy and utilize the ACT Survey of Academic Advising in my dissertation project. I used the Survey of Academic Advising as the instrument for determining sophomore students' perceptions of the academic advising services at East Tennessee State University. Six-hundred and sixty (660) surveys were purchased from ACT for this research project.

If you have any questions, please call (423) 929-4002.
Thank You!

Sincerely,

Ronnie Gross, Doctoral Student
East Tennessee State University



January 9, 1996

Ronnie Gross, Doctoral Student
East Tennessee University
Box 70,714 ETSU
Johnson City, TN 37614-0714

Dear Mr. Gross:

Thank you for requesting permission to photocopy and use ACT's *Survey of Academic Advising* in your dissertation project. You are granted permission to use the survey instrument and data from it in to successfully complete your dissertation and doctoral program.

If I can help you in any way related to the instrument I would be most happy to do so. Those of us who work with the survey instruments wish you a speedy and painless trip to the completion of your doctorate. Please don't hesitate to contact me if I can in any way help you.

Sincerely,

A handwritten signature in cursive script that reads "Randy R. McClanahan".

Randy R. McClanahan, Ph.D.
Research Associate
Educational and Social Research
319/337-1440
FAX 319/339-3020



Educational Services Division

January 16, 1996

Mr. Ronnie Gross
2511 Indian Ridge Road
Johnson City, TN 37604

Dear Mr. Gross:

Permission is hereby granted to reprint/reproduce Tables 1 and 2 (in part or as a whole) and to use my observations on the data in the article "Fire! (Ready, Aim): Is Criticism of Faculty Advising Warranted?" which appeared in the fall 1994 edition of the NACADA Journal.

If I can support your research in any other way, please do not hesitate to let me know.

Sincerely,

A handwritten signature in cursive script that reads "Wesley R. Habley".

Wesley R. Habley
ACT Assessment Program Services

VITA

RONALD DALE GROSS

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