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ACADEMIC ADVISING:
A STUDY OF FACULTY GOALS AND STUDENT NEEDS

A Dissertation Presented

By

SUSAN MARY BRADY

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1977

Education

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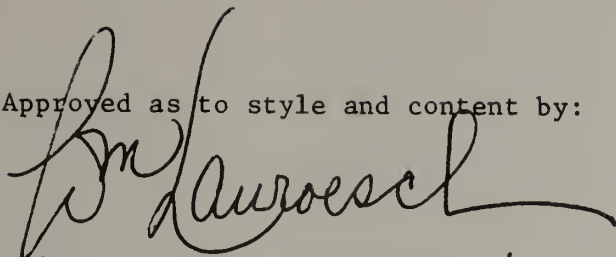
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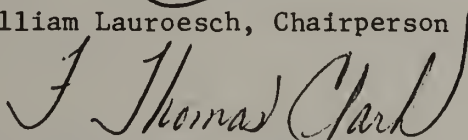
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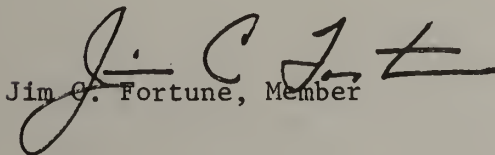
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A C K N O W L E D G E M E N T S

The author wishes to express her sincere gratitude and appreciation to the following individuals:

-- Dr. William Lauroesch, Chairman of my dissertation committee, for his concern, guidance and assistance with procedural and programmatic requirements;

-- Dr. Jim C. Fortune, member of my dissertation committee, for his belief in my ability, his patience and expertise in teaching me research and statistics, and his interest in continuing to serve on my thesis committee while working at Virginia Polytechnic Institute;

-- Dr. Thomas Hutchinson, Professor of Education at the University of Massachusetts, for his critical questioning at my oral defense and his original contributions and work in goals clarification;

-- Dr. James W. Shaw, Director of CASIAC, and the Provost's Office at the University of Massachusetts, Amherst, for their cooperation, willingness to participate, and partial financial support of this study;

-- The faculty advisors and student advisees at CASIAC who participated in this study;

-- Ms. Nancy Kaminski, for her professional expertise and assistance in typing the manuscript;

-- Dr. Mark G. Noffsinger, Vice President for Student Affairs, and the other Officers of Baldwin-Wallace College, for their encouragement and support which enabled me to complete the writing of this study;

-- My friends and colleagues, particularly Dr. David A. George, Dr. and Mrs. Stephen M. Smith, Ms. Mary Jane LaLonde, Mr. Chris J. Sullivan, Mrs. Barbara H. Fortin, Ms. Sandra J. Zallen, and Ms. Elizabeth Pugh, for their assistance, companionship, stimulating conversations, and confidence in me;

-- My secretary and friend, the late Mrs. Dorothy E. Smekal, for her many hours of help in preparing materials for earlier drafts of the manuscript and her enthusiasm and concern for people and her work;

-- Dr. F. Thomas Clark, a member of my dissertation committee, who continued his active support, guidance, and encouragement of my work even after he left the University of Massachusetts for a new position. His professional and personal commitment to the improvement of higher education, his insights, friendship, guidance, advice, and superior teaching abilities brought me into this profession and have been a continued source of renewal for me;

-- Dr. Paul R. Poduska, for his friendship, patience, and willingness to advise me. Without him, this would not have been completed;

-- The University of Massachusetts, for providing an opportunity to participate in an exciting, innovative, and truly challenging

graduate program in Higher Education;

-- My family, including my parents, William R. and Mary M. Brady, my sisters, Mary Ann Simensen and Ellen B. Perry, for their love, concern and sacrifices.

BIOGRAPHICAL SKETCH

Susan Mary Brady was born in Lowell, Massachusetts, on December 5, 1947, third daughter of Mary McLaughlin and William Robert Brady. Her elementary and secondary school years were spent in Lowell and she graduated from Lowell High School, a large, urban, public school, in 1965. She began her post-secondary education at the University of Massachusetts in Amherst.

During her four undergraduate years, Miss Brady majored in Home Economics Education. She was chosen for a federal internship as a summer technical research assistant for the United States Department of Agriculture in Washington, D. C., and worked as a laboratory research assistant in nutritional studies on campus. In addition to her academics and employment, she became very active in student government, university committees, and acted as a student facilitator in a course on Race Relations in Education at the School of Education. During this time, her interest in a professional career in higher education administration developed. In 1969, she was designated a Distinguished Graduating Senior, a member of Who's Who in American Colleges and Universities, and received the degree of Bachelor of Sciences.

Miss Brady entered a Master's program in Student Personnel Administration at the Ohio State University in 1969, and worked there

in the residence hall system for one year. She transferred in 1970 to the University of Massachusetts to enter the Doctoral program in higher education administration with an emphasis in research and evaluation design. While pursuing graduate work full time, she held several research and administrative internships which were primarily concerned with the academic advising of undergraduate students in the School of Education and the College of Arts and Sciences. In 1971, she left her full-time studies to accept another federal internship at the Department of Health, Education and Welfare, as an educational specialist in the Office of Program Planning and Evaluation to work on the design of the national evaluation of the Bilingual Education Program. She continued as a consultant to this project after becoming Director of Residence Services at Keene State College in Keene, New Hampshire. In 1972, Miss Brady returned to full-time doctoral studies for one year after which she was appointed Associate Dean of Students at Baldwin-Wallace College, where she is currently Assistant Vice President for Student Affairs.

ABSTRACT

Academic Advising:

A Study of Faculty Goals and Student Needs

(February 1978)

Susan Mary Brady, B.S., University of Massachusetts/Amherst
Ed.D., University of Massachusetts/Amherst

Directed by: Professor William Lauroesch

During the past several years, the effectiveness of academic advising services and programs has become an issue of increasing importance at many educational institutions. The focus of this concern has been upon the advising process, its dynamics and participants.

In response to the need for a better understanding of this process, the following study was implemented, the purpose of which was to generate basic descriptive information about the goals of faculty advisors, the needs of undergraduate students for advising, and the congruence of the two. Using the population of undergraduate students who had not declared a major, and faculty members who were assigned to the College of Arts and Sciences Information and Advising Center (CASIAC) at the University of Massachusetts in Amherst, this study focused upon the following research questions:

1. What are the goals of faculty advisors?
2. What are the needs of undergraduate students for academic advising services?

3. Are the differences in the needs of undergraduate students for academic advising needs based upon sex and the number of credits completed in school?
4. What is the extent of congruence between faculty advisor goals and undergraduate advisee needs?

Two parallel survey instruments were developed and field tested for this study. Each contained sixty-six questionnaire items which addressed advisor goals and student advisee needs for academic advisement. The sixty-six questionnaire items were organized into the following twelve categories of advisement: Accessibility, Communication, Contact, Environment, Function-Academic, Function-General, Function-Vocational, Information-Academic, Information-General, Information-Vocational, Personnel, and Relationship. The categories which the author derived were used as aides to conceptualize academic advising and as organizational constructs to assist the reader in understanding the data. The statistical analysis of the data included descriptive statistics on items and categories for each group, one-way analysis of variance to test for sex and class differences among students, and a Kruskal-Wallis one-way analysis of variance by ranks on categories between faculty and students.

In regard to the four research questions, faculty goal priorities centered around achieving good communication with advisees, having appropriate referral resources, helping students set goals, maintaining a general advising level rather than addressing specific problems, having adequate physical facilities, and having sufficient time to fulfill their advising duties. Faculty advisors did not wish to advise in vocational areas. They stressed the importance of the style or

process aspects of the advising role rather than providing information or emphasizing content issues. In addition, they appeared to place boundaries on advising relationships which precluded the establishment of personal or counseling relationships with students.

In contrast, student need priorities centered around the provision and explanation of accurate information, help in achieving (as opposed to setting) their goals, access to varied resources and referrals, and a desire for direct, clear, informal, open-minded, individualized and trusting communications with their advisor. They did not report a need for a close, highly personal or counseling relationship with their advisor, but they were interested in support in handling their problems within the University system.

Significant differences in responses were found based upon sex and class. Twenty-five percent of the categories differed based upon both sex and class of respondent. Of the individual items, twenty-one percent differed by sex and fourteen percent differed by class. Of the items and categories which differed by sex, females consistently rated needs higher than did males. Sophomores tended to rate items more important than freshmen or juniors. In no case were the junior mean scores higher than the other two classes, indicating that juniors, in general, expressed less need for advisement than underclassmen.

In regard to need/goal congruences, faculty goals and student needs were incongruent in seventy-five percent of the categories. Students tended to rate items and categories more highly than faculty,

with the exceptions of the Communication, Function-General, and Environment categories. The greatest differences were in the Informational areas; students expressed a need for specificity whereas advisors seemed to prefer to provide information on a more general level. Faculty also reported a goal of assisting in the setting and developing of goals whereas students reported that they wanted help in achieving the goals they themselves set. The style of dealing with each other was important to both, but they significantly differed on what that style should be. There was congruency in the desire for a variety of advising resources, access to referrals, the need for open-mindedness, and the advisors not attempting to "sell" certain courses.

In the final chapter, the author suggested further avenues for research in this area including further defining of the conceptual framework of academic advising, explication of the interpersonal relationship styles between advisors and advisees, clarification of other student subgroup differences in relation to academic advising, and the integration of congruency analysis into program planning and evaluation.

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C H A P T E R I

INTRODUCTION TO THE PROBLEM

Higher education has undergone a series of rapid changes, reforms, and innovations in the last decade. Many of these changes have been isolated programs appealing to a relatively small number of students. Much of the innovation and experimentation which has been carried out appears miniscule when comparisons are made between ongoing program budgets and the budgets for new programs. Nevertheless, the impact of experimental and innovative programs has filtered into the mainstream of academic life. "The experimental movement includes a wide and expanding range of institutions and programs."¹ There have been "'cluster colleges' or 'living-learning units' (which) are parts of larger institutions--Monteith College at Wayne State University and the Inner College at the University of Connecticut, for example. But others are autonomous, such as Franconia College in New Hampshire and New College in Florida."² New York State's Empire State College, Evergreen State College in Washington, Hampshire College in Massachusetts, and the University of California at Santa Cruz are no

¹Larry A. Van Dyne, "Experimental Colleges: Uneasy Freedom, Mind-Bending Strains," The Chronicle of Higher Education, 15 May 1972, p. 1.

²Ibid.

longer atypical institutions. Special, independent, interdisciplinary, and problem-solving majors have become available on college and university campuses across the country.

Institutions of higher education have also begun to realize that their student bodies are changing. K. Patricia Cross has defined in detail the "New Student." These students are non-white, female, older, and bring different outlooks and experiences to the classroom than the "average" student. Just as the definition of "student" has changed, so has the definition of "campus." Off-campus internships have utilized educational resources which do not fall under traditional parameters. The campus has been extended into the city, the factory, or wherever the student can locate the resources he or she needs to facilitate learning. The professor may be a craftsman or an engineer. External degree programs have been instituted to meet the demands of the public for further education for those who have not had access to traditional educational resources and facilities.

Flexibility in curriculum, use of electives and independent study, learner centered education and experimental colleges did not originate in the last decade. Antioch College, Hiram College, Black Mountain, Goddard, Bard, Sarah Lawrence, and Bennington were all deeply involved with experimentation and progressive education in the early 1900's. "In all of these institutions, and in many of the junior colleges for women, there was a basic attachment to the emphases associated with John Dewey: individual programs to fit each student's needs, abilities, and interests; an insistence that each student, with the help of

a competent advisor, take charge of his own education: an orientation toward contemporary society, the elevation of the theory and practice of fine arts to full curricular status, interdisciplinary courses, winter field periods . . . , wide student option."³ These colleges, however, were (and still are) basically elite, private institutions. Their effect on public higher education, which was becoming increasingly more widespread, was minimal at that time. "Resistance to fundamental reform was ingrained in the American collegiate and university tradition, as over three hundred years of history demonstrated."⁴ Traditional university policy was described as "wise conservatism modified by a spirit of liberal progressivism when warranted by the circumstances."⁵

In the last ten years, the "circumstances" warranted change. "Where governing boards and faculties debated the unreal questions . . . , the students themselves took charge of the change. The very number of them was creative, destructive, potential, dangerous, enigmatic, exciting."⁶ The response of institutional administrators and faculty to student activism on the campus and student demands for input in decision making was far from cordial. As student activists

³Frederick Rudolph, The American College and University: A History (New York: Vintage Books, 1962), p. 476.

⁴Ibid., p. 491.

⁵Jesse Leonard Rosenberger, "Rochester, The Making of a University," (Rochester, 1927), p. 303. As cited in Rudolph, p. 491.

⁶Rudolph, p. 494.

turned their attention upon the university itself (and its social obligations), they were met with hostility and resistance. Dissent, disruption, violence, and eventually widespread "shut-downs" of higher educational institutions occurred in 1968 and 1969. Student power was at its peak, and administrators were forced to respond and reform their institutions.

These substantive reforms in the educational process evolved with considerable institutional reflection over the past decade. "The late 1960's ushered in a period of intensive reassessment, a period in which faults in the existing system as well as certain new directions became more visible, a period of transition to respond to new clienteles and to the needs of a rapidly changing society."⁷ One result of student demands in the 1960's for relevance in the curriculum has been a decrease in the number of university degree requirements, accompanied by a corresponding increase in the number and type of available electives from which an undergraduate may choose. Kerr wrote that "A consequence of the failure of general education is that at some institutions there are no longer any requirements at all, and students are allowed to take virtually any course they want."⁸ This appears to be somewhat of an overstatement of the general direction being followed by many higher educational institutions. A direction which has moved away from the prescription of specific sets of

⁷Clark Kerr, "Policy Concerns for the Future," in The Expanded Campus, ed. D. W. Vermilye (San Francisco: Jossey-Bass, 1972), p. 3.

⁸Ibid.

sequential courses for general university requirements and toward student self-selection of a specific number of credits to be completed under broad areas (i.e., humanities, social sciences, natural sciences, etc.).

All of these changes have pointed out a trend in higher education to move away from a tradition of prescriptive academic policy in the formulation of undergraduate curricula toward a preference for policies which are intended to deal with the individual student--his needs and capabilities. This trend would allow individual students more flexibility in the design and negotiation of significant areas of his degree program. As with all change, for some it has been too little too late. For others it has been too much too soon.

Perhaps because much of the institutional change was rapid, perhaps because it was essentially forced upon the institutions, or perhaps because the traditional administrators, faculty members, and students were ill-equipped to deal with the uncertainties of curricular freedom; problems ensued. There was timidity on the part of the leaders of the universities to resume leadership or to attempt to provide direction. "In several cases, this lack of 'structure' has created difficulties. Some students have found the unaccustomed freedom too much to handle, and a few have dropped out or returned to conventional programs."⁹ When the student returned to a more conventional program, he was likely to find that "course offerings had grown from a

⁹Van Dyne, p. 1.

two to three page listing to several hundred separate courses from which to build a program. Occupations are becoming obsolete at a rapid rate and new occupations are being created at an equally rapid rate. Who can best help the student as he faces these complex problems?"¹⁰

This question, posed by Shelton in a Department of Health, Education and Welfare report on academic advising, is well asked. Traditionally, faculty advisors were assigned the responsibility of helping students with their academic (and often, personal) problems. These, however, were neither traditional times nor traditional problems. In addition, faculties in universities had made a steady move away from personal relationships with students and were conforming to the demands of research and publication which were rewarded by the institutions. They were ill-prepared to advise students about the eclectic curricular availabilities which bore little relationship to their own specialized field of scholarship. Students needed help to deal with the complexities of the university and the complexities of life in today's society. Services, such as academic advising which were designed to provide this help, began to receive more emphasis and attention.

This increased emphasis on academic advising led to a proliferation and diversification of advising systems; in some cases academic

¹⁰U. S. Department of Health, Education and Welfare, Office of Education, Bureau of Research, A Comparison of Faculty Academic Advising and Academic Advising by Professional Counselors, by Joe B. Shelton, Final Report of O.E. Grant No. OEG-7-71-0015 (February 1972), p. 10.

advising has been recognized as a separate specialty or profession.¹¹ Many institutions have experimented with delivery systems for advising services, established academic advising centers, and adapted modern technological devices to aid the academic advisor. Others have experimented with staffing and used trained counselors, para-professionals, and/or upper-class students, in addition to faculty, as academic advisors.

The literature on academic advising includes definitions of academic advising functions, delineation of the advisors' roles, theories about student advising needs and disagreements about who should perform the advising functions. Despite the advising system experiments mentioned above, and the renewed interest in the advising problem, concern about the effectiveness of extant academic advising systems has grown. "No existing model of academic counseling has proved to be eminently workable. Faculty, professionals, para-professionals, and peer counseling in varying measures are being tried and retried in different campuses with no unusual measure of success to date."¹²

An academic advising program is "concerned with the meeting of student needs," yet, there is very little descriptive information available about what student needs for advising are. In 1967, Rosen

¹¹V. P. Meskill and W. Sheffield, "A New Specialty: Full Time Academic Counselors," Personnel and Guidance Journal 49 (September 1970):55-58.

¹²Wesley Sheffield and V. P. Meskill, "Faculty Advisor and Academic Counselor: A Pragmatic Marriage," The Journal of College Student Personnel 13 (January 1972):30.

reviewed the literature dealing with the preferences of clients (students) and found it sadly lacking.¹³ Since then, there has been little improvement. Although there has been a greater use of student opinions in evaluations of specific advising programs, the literature reveals no basic descriptive research on student needs for advising. This was corroborated by White (1969) when he concluded that "studies which question the need for advisement services in our colleges and universities are not known."¹⁴ Perhaps these studies are being undertaken in individual institutions, but they are not being published.

Concern about academic advising systems and their effectiveness has been an issue at many educational institutions, including the University of Massachusetts at Amherst. The majority of underclassmen at the University of Massachusetts received academic advising from a centralized service, the College of Arts and Sciences Information and Advising Center (CASIAC). Its primary intent was to use faculty members to efficiently provide academic information and assistance to large numbers of undergraduate students. The design of CASIAC was based upon centralized advising systems used at other large universities, such as the University of Michigan at Ann Arbor. No research data specific to the advisors and advisees who were to staff and use

¹³Albert Rosen, "Client Preferences: An Overview of the Literature," Personnel and Guidance Journal 45 (April 1967):785-789 (parentheses mine).

¹⁴Charles L. White, "Attitudes Toward Advisement in a Higher Education Setting" (Ed.D. Dissertation, Oklahoma State University, 1969), p. 19.

CASIAC were collected prior to its design. The two primary participants in the advising process, the advisor and the advisee, were the focus of this study.

This study generated basic, descriptive data about CASIAC faculty advisors' goal and student advisees' needs for academic advisement. In addition, the study has investigated the congruence between the goals of the faculty and the needs of the students.

Purpose of the Study

The purpose of this study was to generate basic descriptive information about faculty advisors and their clientele, undergraduate advisees. Specifically, this study was an investigation of the goals of faculty advisors and the needs of undergraduate students for advising in the College of Arts and Sciences at the University of Massachusetts/Amherst. The study focused upon the following questions:

1. What are the goals of faculty advisors?
2. What are the needs of undergraduate students for academic advising services?
3. Are the differences in the needs of undergraduate students for academic advising based upon sex, and the number of credits completed in school?
4. What is the extent of congruence between faculty advisor goals and undergraduate advisee needs?

Definition of Terms

Terms which were used in this study are defined as follows:

Faculty Advisor:

A faculty advisor was defined as: "A member of the teaching faculty who, in addition to his duties, is assigned the responsibility of serving as academic advisor to a defined number of students."¹⁵

Academic Advising:

For the purposes of this study, academic advising was defined as a service delivery system which included either or both of the following processes:

- The provision of accurate, current information regarding academic requirements, policies, procedures, and resources of the institution to students by a faculty advisor;
- The provision of help or assistance to the student according to his or her needs, in academic, professional, vocational, and personal matters.

Categories of Academic Advising:

Questionnaire Items were assigned to author determined categories which are defined as follows:

¹⁵U. S. Department of Health, Education and Welfare, Joe B. Shelton, p. 10.

Accessibility: The availability of the advising sources to the client.

Communication: The style or process of exchanging information between the advisor and the client.

Contact: The style or manner by which advising sessions are initiated.

Environment: The atmosphere created by the place where the advising occurs.

Function:

General -- The provision of help or assistance to the client in making choices according to his/her individual concerns.

Academic -- The provision of help or assistance to the client in selecting a program, choosing courses and understanding institutional policies and requirements.

Vocational -- The provision of help or assistance to the client in developing his/her career plans and goals.

Information:

General -- The provision of accurate information about institutional resources available to the client.

Academic -- The provision and explanation of accurate information about institutional requirements, curriculum and majors.

Vocational -- The provision of accurate information about careers and job opportunities.

Personnel: The kinds of staff available to act as advising resources to the client.

Relationship: The manner in which the advisor and his client deal with each other, the basis of their interaction.

Advisor's Goals:

The specific aims or ends toward which faculty advisors report they direct their efforts.

Student Needs:

The specific wants or demands of students, as defined by them, for academic advising services. It was of no consequence to this study whether these needs were being met or not, or whether these needs were "perceived" or "real."

Delimitations of the Study

This study was delimited in the following ways:

1. The source of data concerning faculty and students was advisors and their clients at the College of Arts and Sciences Information and Advising Center (CASIAC) on the Amherst campus of the University of Massachusetts. The data source is not necessarily typical of faculty and students in other colleges and universities.
2. The student population used included only undergraduate CASIAC clients who had not declared a major.
3. The data collected about students was analyzed according to variables of sex and number of college credits completed. The selection of these variables necessarily eliminated the consideration of other variables which might have important affects upon student advising needs.
4. Faculty goal and student need information was obtained through two questionnaires developed specifically for this study. The method used to design these instruments would be transferable to other populations; however, the items are population specific.

5. Author intervention effected the construction of the two questionnaires in order to achieve parallel forms for faculty and students (See Chapter III, Instrumentation).
6. Questionnaire items were assigned to author defined categories in order to systematically organize aspects of academic advising for discussion. The categories defined by the author do have rationale and verification in the literature, but they have not been statistically verified.

Assumptions of the Study

In the conceptualization and design of this study, some basic assumptions were made by the author. It was assumed

-- that academic advising is an important function within institutions of higher education because it is a service needed by students;

-- that undergraduate students have specific academic advising service needs and are able to define those needs. This assumption was based upon the theoretical student needs presented in the body of higher education literature, previous client needs analyses which have been conducted in settings other than higher education, and interviews held with

undergraduate students as part of a pilot study of the methodology used in this study;

-- that faculty academic advisors have goals which relate to their advising function and are able to define those goals. This assumption was based upon the literature concerning behavior and goals, and upon previous usage of the Goal Clarification methodology which was used in this study;

-- that there would be significant differences among the advising needs of students depending upon variables of sex and amount of time in school.

The assumption that different needs would be related to sex was supported by the conclusions of a Robinson study regarding environmental attitudes and college persistence wherein the author stated that "an academic advisement system for boys may need to be different from one for girls if both men and women are to be satisfied with that factor of their (college) environment."¹⁶

The assumption that different needs would be related to number of credits completed was supported by the literature on the importance of the

¹⁶Lehyman F. Robinson, "Relationship of Student Perseverance in College to Satisfaction With 'Environmental' Factor," Journal of Educational Research 63 (September 1969):9.

freshman year on attitudes toward and persistence in college, by the fact that pressure to achieve a qualifying G.P.A. in order to meet the requirement to declare a major increased as the number of completed credits increased, and by the fact that the needs of individuals changed as they became older. These assumptions are not meant to indicate that the author believed sex and number of credits completed were the sole important variables related to student needs for academic advising. On the contrary, there are undoubtedly many other important considerations which might affect student needs (See Delimitations Section). That does not, however, diminish the importance of the chosen variables.

-- that an understanding of advisor goals, advisee goals, and the congruence between the two would provide valuable information for the design of more effective academic advising systems. This assumption was supported by Alberti's study on the influences of faculty upon college student development wherein he concluded that "when a faculty member is selected because of his particular strengths to interact with students who are seeking those behaviors . . . measurable student

behavior change may be effected."¹⁷

Significance of the Study

This study is important for the following reasons:

1. Basic, descriptive, research data concerning faculty goals and student needs for academic advising is necessary in order to design effective delivery systems for advising services.
2. Through replication of this study at other institutions, a great deal of information could be generated about the two major participants in the advising process -- the advisor and the advisee. These data could help to build sounder theory concerning the total academic advising process.
3. The data collected by this study could provide useful, needed information to staff at CASIAC for improvement in their services. Unfulfilled goals or needs can lead to dissatisfaction, frustration, alienation, and student attrition. Goals and needs cannot be fulfilled until they are known and understood. This study clarified and defined goals and

¹⁷Robert E. Alberti, "The Influence of the Faculty on College Student Development," The Journal of College Student Personnel 13 (January 1972):22.

needs, which is the first step toward their fulfillment.

Summary

Higher education curriculum and services have changed in the last decade. One service in particular, academic advising, has been the recipient of much criticism and the focus of much experimentation. Despite attempts to improve academic advising services, little research data concerning the advising process and its participants has been reported. The purpose of this study was to generate basic, descriptive data about faculty advisors and their clientele, undergraduate advisees, at the University of Massachusetts at Amherst. Using faculty advisors and undergraduate advisees in the College of Arts and Sciences as a data base, this study focused upon the following research questions:

1. What are the goals of faculty advisors?
2. What are the needs of undergraduate students for academic advising services?
3. Are the differences in the needs of undergraduate students for academic advising based upon sex and the number of credits completed in school?
4. What is the extent of congruence between faculty advisor goals and undergraduate advisee needs?

CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents a general review of the literature pertinent to academic advising and the purposes of this study. Specifically, the research questions posed earlier concerning students' needs for advising services, faculty advisors' goals for advisement, and the congruence of the two have been addressed in this literature review.

Basically, the literature shows that the importance of academic advising has been historically recognized by institutions of higher education. Academic advising has traditionally been considered to be a faculty responsibility. The concept of academic advising has evolved and undergone much change as other areas of higher educational institutions have changed. Despite these changes and attempted improvements, advisement has fallen under sharp criticism and dissatisfaction. There is a belief that this dissatisfaction and criticism of current advisement systems is based upon the fact that the systems were designed without adequate empirical data. In specific, there is a lack of data about the two major participants in the advisement process--the advisor and the advisee--their goals, needs, and interrelationship.

Academic advising has been part of higher education for many years. "The creation of a system of faculty advisors at Johns Hopkins in 1887 and the appointment of a board of freshman advisors at Harvard

in 1889 were apparently the first formal recognition that size and the elective curriculum required some closer attention to undergraduate guidance."¹ Even earlier than these formalized systems, higher education institutions had attempted to deal with student advisement problems. "In 1801, Princeton University instituted a tutorial system in which the preceptor was to act as 'the guide, philosopher, and friend of the student.'"² As our colleges and universities have grown in size and complexity, the need for and importance of advisement has been assumed, and for the most part, the system of using faculty members to advise undergraduate students has been maintained and expanded.

"Without question, the faculty dominates the academic advising programs at almost all colleges and universities. However, in recent years the effectiveness of this system has been questioned."³ Questions about the effectiveness of faculty members as academic advisors are not new. Veysey reports that in 1906 "the 'advisor' system for supervising the selection of courses at large universities . . . soon degenerated into a perfunctory affair involving only brief, impersonal

¹Melvane D. Hardee, "The Counseling and Advising Process," Paper presented at Wheeling College, West Virginia, 17 June 1967, p. 5.

²R. Barry and B. Wolf, Modern Issues in Guidance Personnel Work (New York: Bureau of Publications, Teachers College, Columbia University, 1963), p. 20.

³U. S. Department of Health, Education and Welfare, Office of Education, Bureau of Research, A Comparison of Faculty Academic Advising and Academic Advising by Professional Counselors, by Joe B. Shelton, Final Report of O.E. Grant No. OEG-7-71-0015 (February 1972), p. 9.

interview."⁴

In his discussion of the failure of the elective system and institutionalization of the core curriculum in the early 1900's, Taylor wrote that "it failed also because the faculty advisors who were to work with students in planning a program of studies suitable to each did little more than sign cards on which unguided and unmotivated students had listed courses that they felt would produce the greatest amount of academic credit with the least interference with their personal and social lives. Choices among courses became almost meaningless for students whose advisors gave no advice and whose teachers were giving courses, not teaching students."⁵

These criticisms of the faculty advising system at the turn of the century are echoed in today's literature. Questions about the appropriateness of today's advising system became especially important "as enrollments have grown larger and faculty-student ratios have become more out of balance."⁶ These questions have brought about strong criticisms of current advising systems, which have been described as "the semi-annual herding of hundreds of drafted faculty into an armory or gymnasium to plan programs and to approve election

⁴Laurence R. Veysey, The Emergence of the American University (Chicago: University of Chicago Press, 1965), p. 297.

⁵Harold Taylor, Students Without Teachers: The Crisis in the University (New York: McGraw-Hill Publishing Company, 1969), p. 205.

⁶V. P. Meskill and W. Sheffield, "A New Specialty: Full Time Academic Counselors," Personnel and Guidance Journal 49 (September 1970):57.

cards for students they do not know and for whom they have no continuing responsibility."⁷ In the same vein, O'Banion believes that the "two-day holocaust preceding classes in which faculty members are herded into gymnasiums to stamp IBM cards of hordes of students, (which is the system of) academic advising is at best a farce and at worst a tragedy."⁸

Strong criticism such as these are far from few. "Academic advising . . . seems to be the perennial whipping boy, much like residence hall food or the state liquor law."⁹ Professional journals abound with articles espousing widely divergent views of the function and role of academic advising in today's institutions of higher education. "While there is general agreement concerning the importance of academic advising for the efficient functioning of the institution and the effective functioning of the student, there is little agreement regarding the nature of academic advising and who should perform the function."¹⁰ Concern for improvement coupled with pressure for change from the various segments of the academic community has resulted in an increase in experimentation and innovation within

⁷J. R. Robertson, "Academic Advising in Colleges and Universities: Its Present State and Present Problems," Personnel and Guidance Journal 52 (1958):228.

⁸Terry O'Banion and Olive Thurston, Junior College Student Personnel Work: Practice and Potential (Englewood Cliffs: Prentice-Hall, 1971), p. 6.

⁹Robert N. Hubbel, "Can Colleges Relieve Student Pressures?" College and University Business 44 (March 1968):58.

¹⁰O'Banion and Thurston, p. 1.

advising practices.

This innovation and experimentation has led to a wide diversity of advising programs. Some institutions still randomly assign students to faculty members based on their field of study. A great number of institutions, however, are in agreement that "as a total group, members of the teaching faculty perform miserably when attempting to advise students"¹¹ and have changed this policy. Some, like the universities of Wisconsin, Michigan, and Massachusetts, provide a central office where faculty advising is carried out by faculty who are specifically chosen for or trained for improvement of their advising skills. Others have turned completely away from the faculty advisor model and sought new sources for academic advisors.

Southern Illinois University, for reasons of economy and effectiveness, "absolved faculty members of advising and turned to their wives. The women now work with students as professional advisors during mornings and afternoons."¹² The University of California at Davis has set up an intensive peer advising program using only upperclassmen as academic advisors in many fields. This practice, to a lesser extent, has been incorporated into many systems. C. W. Post Center of Long Island University instituted "a full-time staff of professional academic counselors"¹³ to relieve faculty from advising

¹¹Twyman Jones, "The Counselor and His Role," Junior College Journal 40 (April 1970):12.

¹²"Faculty Wives Advise SIU's Lowerclassmen," College Management 3 (December 1968):30.

¹³Meskill and Sheffield, p. 55.

loads and improve service to students. A simple scan of employment opportunities in the Chronicle of Higher Education shows that many other institutions are following this lead. Perhaps the most significant new source for academic advising, as well as the most hotly debated, is the use of professional personal counselors and counseling centers for advising functions.¹⁴

Changes in personnel are not the only innovations in academic advising. Technology has entered the picture through the use of computer terminals and visual displays to retrieve information about students and to identify those who are in academic difficulty.¹⁵ Groups are being used for advising both to replace and supplement individual sessions. Locations for advising have moved from the office to the residence hall or dining commons.

Unfortunately, little or no significant success has been achieved according to the evaluations of these various experiments and innovations.¹⁶ Despite the best of intentions, many academic advising

¹⁴See David T. Borland, "Curricular Planning Through Creative Academic Advising," NASPA Journal 10 (January 1973); Jones; Judith E. Kranes, "University Teacher: Advisement of the Young Undergraduate," Journal of Educational Sociology 33 (1960); O'Banion; Jack E. Rossman, "An Experimental Study of Faculty Advising," The Personnel and Guidance Journal 46 (October 1967); and Norman K. Russell, Academic Counseling: A Counseling Center Function, paper presented at The American Personnel and Guidance Association, Las Vegas, Nevada (April 1968).

¹⁵A. E. Juola, J. W. Winburne, and A. Whitmore, "Computer Assisted Academic Advising," Personnel and Guidance Journal 47 (October 1968):146-150.

¹⁶Wesley Sheffield and V. P. Meskill, "Faculty Advisor and Academic Counselor: A Pragmatic Marriage," The Journal of College Student Personnel 13 (January 1972):55-58.

programs have failed to reach their objectives. Perhaps one major reason for their failure is the manner in which these objectives have been set. Advising programs have tended to be developed according to the abundant philosophies and theories about advising which have never been tested. Even though advising programs have proliferated over the past years, "there is little or no evidence that these programs exist on much more than faith and reason, certainly not by empirical evidence."¹⁷

Lack of data about academic advising is a major problem both in the design of general advising models, and in the design of an advising system for a particular institution. "Hardee (1959), and Koile (1955) would all attest to the need for research pointed towards identifying the variables related to advisement."¹⁸ This study assumes that the most important components of the advising situation are the advisor and the advisee. More specifically, the focus of interest are faculty advisors' goals and the needs of their clientele, the undergraduate student advisee.

It appears true from information collected from student evaluations that they are "sensitive and aware observers of their experiences in advisement. Collectively they know a great deal about

¹⁷Howard O. Hardcastle and Earl W. Wright, "A Method of Evaluating the Counseling and Advising Program of a Small University" (Ed.D. Dissertation, University of the Pacific, 1972), p. 8.

¹⁸Charles L. White, "Attitudes Toward Advisement in a Higher Education Setting" (Ed.D. Dissertation, Oklahoma State University, 1969), p. 2.

advisement for they experience it directly. Using college students as a source of information concerning college advisement seems both reasonable and desirable."¹⁹ Information clarifying student needs for academic advisement would seem to be one very important input for any advising system.

To only collect descriptive information about student needs, however, would be to ignore the other component of advising--the faculty advisor. A second very important input for an advising system would be information about the faculty advisors. The goals of faculty advisors for academic advising need to be clarified for several reasons.

Faculty advisors are the first-line providers of services to the students. It is the advisor's behavior which, to a large extent, determines whether or not student needs are met. As with all human behavior, the advisor's behavior is based upon the goals he holds. "Behavior is basically the goal-directed attempt of the organism to satisfy its needs."²⁰ "The best vantage point for understanding behavior is from the vantage point of the individual himself."²¹ Thus, if we can understand faculty goals, we will have a better understanding of faculty behavior in the advisement situation.

¹⁹Adrian G. Peterson, "The College Advisement Survey: An Inventory of Student Perceptions of College Advisement" (Ph.D. Dissertation, University of Illinois, 1970), p. 6.

²⁰Carl R. Rogers, Client-Centered Therapy: Its Current Practice, Implications, and Theory (Boston: Houghton, 1951), p. 491.

²¹Ibid., p. 494.

It appears to be true of the general field of advisement that "too often programs have been planned on the basis of available personnel (such as faculty) or on the basis of some philosophical rationale that has often been shoddily stated if stated at all!"²² To develop a coherent advisement program, basic information about program participants must be available. In terms of evaluation methodology, goals are defined by the decision makers of the enterprise.²³ The faculty advisors comprise one group of individual decision makers, "each with his own intents and purposes for that enterprise."²⁴ "Each (decision maker) could conceivably have a different agenda of goals for the same project."²⁵ Therefore, the goals of each faculty advisor must be considered in the design of an advising program. To clarify the faculty advisors' goals would be one step in clarifying the advising process as a whole.

While descriptive information about faculty goals and student needs for academic advising can be valuable in and of itself, there is reason to believe that the congruence, or lack of it, between the two could also be important. In Alberti's study of the influence of

²²O'Banion and Thurston, p. 5.

²³Larry G. Benedict and Thomas E. Hutchinson, "The Goals Process in Educational Evaluation Methodology," paper presented at the Graduate Colloquium, School of Education, University of Massachusetts, April 1972, p. 4.

²⁴Ibid.

²⁵Ibid. (parentheses mine).

faculty on college student development, he found that "a haphazard catch-as-catch-can approach to interaction between students and faculty is of questionable value. Interactions which have been purposefully designed to accomplish the objectives of individual students may demonstrate the value of close faculty-student contact beyond the classroom."²⁶ His study showed that most faculty-student interaction had little measurable impact upon students. However, Alberti's results suggested that when faculty and students were brought together under circumstances where student needs and faculty objectives were matched, measurable impact could occur.

There is reason to believe that congruence may or can exist from Friedenbergs's 1950 study of the University of Chicago's advising system. He found that the concepts of an ideal advising relationship differed only slightly among and between the students and the professors.²⁷ If, however, this proved not to be true, and there were areas of strong incongruity, that information would also be useful. A choice could then be made to either reeducate or retrain advisors to deal with student needs, or to inform students that certain of their needs could not be met through the existent advising system, thus eliminating much frustration and dissatisfaction with the system.

²⁶ Robert E. Alberti, "The Influence of the Faculty on College Student Development," The Journal of College Student Personnel 13 (January 1972):22.

²⁷ E. Z. Friedenbergs, "The Measurement of Student Conceptions of the Role of a College Advisory System," Educational and Psychological Measurements 10 (1950):545-568.

C H A P T E R I I I

METHODS AND PROCEDURES OF THE STUDY

The purpose of Chapter III is to explain the methods and procedures used in the development of this study. The chapter provides information relative to (a) the selection of the population and sample for the study and the author's interaction with them, (b) the development of instruments used in the study, (c) the collection of data, and (d) the analysis of the data.

Population and Population Sample

This study was an investigation of the goals of faculty advisors and the needs of undergraduate students for academic advising. The population was limited to the faculty advisors and undergraduate student advisees of the University of Massachusetts, College of Arts and Sciences Information and Advising Center (CASIAC).

The great bulk of academic advising for underclassmen at the University of Massachusetts has been carried on by the College of Arts and Sciences Information and Advising Center (CASIAC). CASIAC has been responsible for advising all freshmen and sophomore students within the University who have not declared a major, as well as many upperclassmen whose academic plans or problems required special advising procedures. CASIAC, by a conservative estimate, is the designated advising source

for over 3,000 students, which means that each faculty advisor would have an extremely high case load (approximately 300 students) if every student used the center.

The advising center, at the inception of this study, was staffed by sixteen part-time faculty advisors, each from a different department within the College of Arts and Sciences; eight part-time specialty advisors (for example, pre-medicine, pre-law, pre-medical technology); three upperclass student peer advisors, who assisted faculty members for fifteen hours each week; four half-time assistant deans, who handled special problems; one staff assistant office supervisor; one secretary; one records supervisor; and one full-time director, who also served as an associate dean in the College of Arts and Sciences. The faculty advisors were not selected according to any specific criteria, nor were they directly reimbursed for their services by CASIAC. Most were recommended by the head of their department to the director of CASIAC on the basis of interest in working with students. Some advisors received released time (one course per academic year release equivalent) from their home department. All were able to take advantage of guaranteed summer employment as faculty advisors in the CASIAC New Student Orientation Program. During peak advising periods, the regular staff was supplemented by residence hall advisors who had participated in a course on academic advising sponsored by CASIAC's full-time personnel. The office operated primarily on a walk-in basis, but students could request appointments with specific advisors if they so desired. There was no formal assignment of clients to advisors.

The author received a small grant from the Provost's Office in cooperation with the director of CASIAC to carry out this study. The quasi-employed status of the researcher helped achieve access to CASIAC staff and documents. Students used in the pilot study were not told of the author's relationship to CASIAC and were under the impression that they were solely a data source for a dissertation. Students surveyed in the population sample were informed via cover letter that the author was a research assistant.

Faculty Advisor Population

The population of faculty advisors used as sources of goal information was the number of CASIAC advising personnel who held faculty rank. This specifically included sixteen part-time faculty advisors, each from a different department within the College of Arts and Sciences. There were additional advising personnel who worked at CASIAC. However, they handled highly specific problems or specialized cases, were involved in the administration of the center, and, though they held faculty rank, did not customarily teach courses for undergraduate students. For these reasons, the investigator felt their experiences and goals would be significantly different and yield biased data; therefore, they were not considered to be part of the population.

Undergraduate Student Population

The population of undergraduate students included all undergraduate students at the University of Massachusetts who had not declared

a major course of study and who had completed at least one and not more than sixty credits towards graduation as of June, 1973. The population was stratified into subcells based upon main effect variables of sex (male and female) and number of credits completed (freshmen, one through twenty-one; sophomore, twenty-two through thirty-nine; and junior, forty through fifty-eight credits completed). This population numbered 1,642 students.

Faculty Population Sample

The sixteen part-time faculty advisors, each from a different department within the College of Arts and Sciences, were the sample used in this study.

Student Population Sample

A random sample was drawn proportionately from the stratified subcells which included not less than 50 percent of the number of students falling into each of the six subcells. The sample numbered 822 students.

Instrumentation

Because one of the problems studied was the extent of congruence between faculty advisors' goals and student advisees' needs, it was necessary to obtain data which had some degree of similarity, while allowing members of each group to respond according to their own point of view. Therefore, two analogous instrument forms were developed using the following procedures.

Faculty Goals

Faculty advisors' goals were identified by a procedure called the "Goals Process"¹ using Case III of that procedure: "Where the Group is a Collection of Individual Decision Makers Making Individual Decisions."² (See Appendix A.) In accordance with this process, initial goal statements were derived. Five faculty advisors were asked to respond individually and in writing to the following questions:

- What do you really want academic advising to be and to accomplish?
- What do you really want CASIAC to be and to accomplish?
- What do you really want a one-to-one advising session to be and to accomplish?

The author took the response information from the faculty advisors, broke down multiple goal statements into single goal statements, eliminated redundant goal statements, and compiled a list of goal statements with one goal per line. To this list were added any goals derived from CASIAC handbooks and written documents.

This list of goal statements was returned to the five faculty members. Each was asked to eliminate any goals he felt were

¹Larry G. Benedict, "The Goals Process in the Fortune/Hutchinson Methodology: A Handbook," Appendix to paper presented at the Graduate Colloquium, School of Education, University of Massachusetts/Amherst, April 1972.

²Ibid.

unimportant, to rewrite any goals he felt were ambiguous, and to add any new goals he held which were not included on this list. If the same goal was eliminated by three or more faculty advisors, it was eliminated from the revised goal list compiled from this information. This revised list was the basis for the instrument distributed to the sample of faculty advisors.

Student Needs

Student advising needs were determined by a similar procedure known as the "Client Demand Identification Methodology, Draft II, Case III."³ (See Appendix B.) In accordance with this process, initial needs statements were determined. Twenty-four undergraduate students⁴ who were CASIAC clients were asked to respond individually and in writing to the following directions:

-- Imagine academic advising as you really want it to

be. What are the things you see happening?

Together, the student and author took each student's written response to that question and broke it down to a list of unitary need statements. The student was asked to modify or confirm each need statement. The author then gave the student a list of need statements

³Richard T. Coffing, "Identification of Client Demand for Public Services: Development of a Methodology" (Ed.D. Dissertation, University of Massachusetts, 1973), Appendix.

⁴Of the twenty-four students who responded, seven were in the class of 1977 (first semester freshmen), seven were in the class of 1976 (second semester freshmen), and six were in the class of 1975 (second semester sophomores).

developed by other CASIAC clients and asked him or her to record any additional needs that list brought to mind. To test the completeness of the student's list of needs, he or she was then asked to think of academic advising as it currently existed at CASIAC, concentrating on things that were wrong with CASIAC, and then to check the needs list to see if he or she had provided for correcting those things. The same procedure was repeated for the things which the student believed to be right about CASIAC.

The author then assembled a list of all unitary need statements that had been written by the students, eliminating redundancies. This list was the basis for the instrument distributed to the student population sample.

Questionnaire Forms

Advisor goal statements and student need statements were written in different style formats depending upon the point of view of the responder. With the exception of style, the content of each statement between forms was the same. In instances where faculty stated goals for advisement which were not stated as needs by students, the goal statements were translated into need statements and included in the student questionnaire for their response and vice versa. This was necessary in order to establish parallel forms which made it possible to maintain instrument congruity while allowing the instrument to be as all-inclusive as possible. In assembling the final instrument, the researcher randomly ordered statements once, using the same order for each form.

If further specific information is desired concerning intervention of the author in the construction and operationalization of questionnaire items and the translation of items from faculty to student frame of reference and vice versa to establish congruent instruments, the author is available for explication.

Response Format

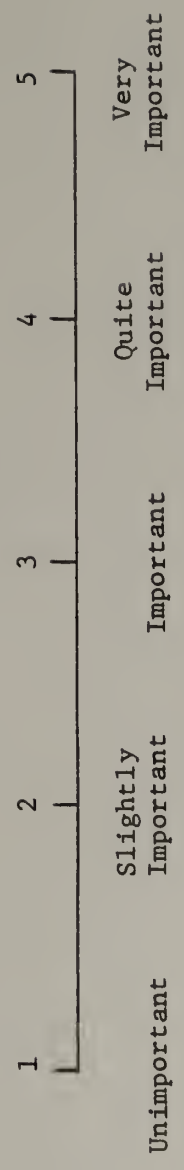
An identical response format was used for both the faculty and student questionnaires. Both faculty and student questionnaires included sixty-six statements of goals or needs descriptive of an ideal academic advising program. The respondents were asked to consider each statement and to indicate the importance or lack of importance of that statement to him or her on a five-point scale. Figure A on the following page is illustrative of the scaled response mode.

The response format was a five-point interval scale of degree of importance. By choosing one of the five response points, the respondent indicated the degree to which each statement characterized his or her academic advising goals or needs.

Pilot Study

In order to determine whether there were any ambiguous questions or if any improvements could be made in the format of the questionnaires, a pilot study was conducted for each questionnaire. Three faculty members who taught in the College but did not advise at CASIAC were asked to respond to the faculty goal analysis. Fifteen summer school students at the University (who were in the population but not

FIGURE A
RESPONSE MODE



the sample) were asked to respond to the student needs analysis.

As a result of the pilot study, three questions which were ambiguous or poorly worded were eliminated, two highly sensitive questions were reworded, and several problems with the instructions were corrected. The faculty questionnaire can be found in Appendix C and the student questionnaire form in Appendix D.

Data Collection

Faculty

At the completion of a CASIAC advising staff meeting in August, 1973, the goal analysis questionnaire was distributed to members of the sample group who were in attendance. Three faculty advisors were absent from the meeting; they received their questionnaire through campus mail. Ten days later, non-respondents received a telephone call from the investigator reminding them to complete the questionnaire.

Students

An initial mailing was sent to the student sample at their homes in July, 1973. This mailing included a cover letter (See Appendix D), the needs analysis questionnaire, the pre-coded response sheet and a stamped, return-addressed envelope. After three weeks had elapsed, a reminder letter (See Appendix D) soliciting cooperation was sent to those students who had not yet returned their questionnaire.

Data Analysis

Response Data

Respondents recorded their response onto the standard answer sheet, Form C, used with optical scanning equipment. The data were keypunched onto cards, verified and processed by the computer centers at Baldwin-Wallace College and the University of Massachusetts, using the Statistical Package for the Social Sciences (S.P.S.S.) and a Fortran IV program for Kruskal-Wallis, which was written and tested at Baldwin-Wallace College.⁵

Category Construction

Each of the sixty-six questionnaire items addressed salient aspects of the advisement process for advisors and clients. Many of the items were closely related; therefore, the items were organized into categories of stated goals and needs for the purpose of this study. Twelve categories were identified and have been defined in Chapter I. Certain items did not easily fall into any of the twelve categories, and were grouped together under the title of "Miscellaneous". Presentation of the data on faculty and student responses by categories provides an organized guide or conceptual model of the aspects of advisement. In Chapter IV, category data are presented in rank order. At this point, however, the category structure is

⁵The Fortran IV program for the Kruskal-Wallis analysis of variance followed the Kruskal-Wallis statistical formula with adjustments made for tied ranks. That formula and program may be obtained from the researcher.

presented in alphabetical order. The following presents the category title, its definition, the items assigned to the category, and an explanation of the category structure for each of the twelve categories. There was, of course, similarity among categories and overlap from one category to another. This was especially true of the relationship and communication categories. Accordingly, the author does not mean to imply that the categories represent discrete and separate entities which are highly identifiable aspects of academic advisement. Rather, the categories were used as aids to conceptualizing academic advising, organizational constructs to aid the reader in understanding the data, and tools which reduced the questionnaire items for data analysis. The categories were designed and constructed by the author. They have a limited basis for both counseling literature and analysis of evaluative instruments developed by others to study academic advising.

Accessibility. The availability of the advising sources to the client. This category included the following questionnaire items (A refers to the student instrument and B refers to the faculty instrument):

4. A. The advisor would allow enough time for me to accomplish what I wanted.
B. To allow enough time in advising meetings for students to accomplish what they want.

47. A. The advisor would have specific office hours each semester.
B. To maintain specific office hours each semester.

66. A. I would be assigned to one particular advisor.
 B. To have specific students assigned to me for advising.

This category focused upon the access and availability of the two participants in the advising process. "Obviously, advisement cannot occur if the student (or advisor) is unable to meet with his advisor (or client)."⁶ In a 1961 study by Cummer, he found that client satisfaction with advisement was related to how readily accessible (approachable as well as available in time and location) the advisor was to the student. Items 4 and 47 addressed this directly. Item 66 (the specific assignment of advisor to advisee) indirectly addressed availability on the grounds that it is simpler to locate an advisor (advisee) if one is looking for a certain individual person rather than a group of individuals who serve a certain function or role.

Communication. The style or process of exchanging information between the advisor and the client. The following questionnaire items were included in this category:

16. A. The advisor's suggestions would be clear.
 B. To make clear suggestions to students.
20. A. The advisor would try to see things through my eyes.
 B. To try to see things through the students' eyes.
23. A. The advisor and I would not have to agree with each other.

⁶ Adrian G. Peterson, "The College Advisement Survey: An Inventory of Student Perceptions of College Advisement" (Ph.D. Dissertation, University of Illinois, 1970), p. 13 (parenthesis mine).

- B. The student and I would not have to agree with each other.
- 26. A. The advisor would explain the reasons for decision he/she made.
- B. To explain the reasons for decision made at CASIAC.
- 43. A. The advisor would raise questions for me to consider.
- B. To raise questions for students to consider.
- 50. A. The advisor would give me answers that were unique to my situation.
- B. To give answers to students that are unique to their situation.

Advisement is considered to be more than the provision and explanation of information. How information is conveyed was addressed by the communication category. This category is related to the relationship category which also dealt with advisee/client interaction. The major distinction is that communication was more oriented toward the cognitive domain while relationship concentrated on the affective. The closest overlap between the two categories was with items 20 and 50 which dealt with informality and the uniqueness of the individual client's point of view. The other items were more definitively assigned to this category. Clarity of suggestions, explanations for decisions, questioning of the client, and freedom to disagree all directly related to the style of exchanging information.

Contact. The style or manner by which advising sessions are initiated. This category was composed of the following questionnaire items:

7. A. I would let the advisor know how his suggestions worked out.
B. To receive feedback from students concerning how my suggestions worked out.
29. A. The advisor would want students to drop in to see him/her.
B. To encourage students to drop in to see me.
52. A. The advisor would initiate contact with me.
B. To initiate contact with students.
53. A. The advisor would create opportunities for me to get to know him/her better.
B. To create opportunities for students to get to know me better.
63. A. The advisor would encourage me to return to see him/her.
B. To encourage students to return to see me.

This category focused upon how advising sessions were initiated. Item 7 inherently suggested student responsibility for some initiation through giving feedback to the advisor. Items 52 and 53 placed the responsibility directly upon the advisor, while items 29 and 63 measured the importance of advisor's indirect responsibility to initiate contact through attitudes he conveyed. Item 53 was perhaps broader in its implications than the other items in this category in that "getting to know the advisor better" is more personal in nature and extends the boundaries of the formal advising session.

Environment. The atmosphere created by the place where the advising occurs. The following questionnaire items were included in this category:

- 22. A. The advising office would be a friendly place to visit.
- B. To make the advising office a friendly place to visit.

- 34. A. The advisor and I would have a private place to talk.
- B. To have a private place to talk with students.

This category focused upon the physical environment (as opposed to emotional environment created by attitudes and individual manner) and what it communicated to people. The design of physical space can be used to convey attitudes and set tones. Item 22 addressed this. Item 34 measured the importance of privacy to the client and advisor which is related to the dimension of personalness of services. Item 22 was general in level, referring to the office as a whole, while item 34 was specific to the one-to-one session.

Function--Academic. The provision of help or assistance to the client in selecting a program, choosing courses and understanding institutional policies and requirements. This category was assigned the following questionnaire items:

- 1. A. The advisor would explain all possible academic options open to me.
- B. To explain to students all possible academic options open to them.

- 8. A. The advisor would help me to select courses.
- B. To help students to select courses.

- 11. A. The advisor would not be a salesman for certain university courses or departments.
- B. Not to be a salesman for certain university courses or departments.

19. A. The advisor would help to plan my academic program.
B. To help students plan their academic program.
24. A. The advisor would help reduce the pressure to declare a major.
B. To help reduce the pressure of declaring a major.
27. A. The advisor would help me to select a major.
B. To help students to select a major.
36. A. The advisor would help me to interpret the academic rules and regulations of the university.
B. To help students interpret the academic rules and regulations of the university.
38. A. I would use the advisor for program planning, not just crisis intervention.
B. To have students use me for program planning, not just crisis intervention.
39. A. The advisor would make it easier for me to arrange my schedule.
B. To make it easier for students to arrange their schedules.
45. A. The advisor would not be a rubber stamp for approving my program.
B. Not to be a rubber stamp for approving students' programs.
56. A. The advisor would help me learn how to study more effectively.
B. To help students to learn how to study more effectively.
58. A. The advisor would help me if I got a raw deal in a particular course.
B. To help students if they get a raw deal in a particular course.

The academic function is the first of three function categories. Again, we have assumed that advisement is more than the provision of information by an advisor to a client. All of the function categories addressed the provision of help or assistance to the client in making choices or decisions. The function categories were more active than the information categories; they inferred application of the information to the individual.

Items assigned to the academic function category addressed choices which were in the academic realm: courses, programs, majors, rules, regulations, scheduling, and available academic options. Item 38 implied student responsibility in effective program planning and avoidance of pressured academic decisions. Items 8, 19, and 24 emphasized advisor responsibility. Item 11 addressed bias of the advisor in providing this help. Items 45 and 56 were the most actively oriented in this group. "Not being a rubber stamp" implied questioning and exploring the reasons behind the clients' programmatic choices. "Helping a client learn how to study" implied diagnosis of study skills problems or knowledge of the academic performance of the client. Item 24 addressed the anxiety which can relate to academic decisions, and item 58 dealt with providing support in dealing with course-related problems.

The academic function is one of the longest categories and included a broad range of items, all of which addressed assistance in the making of academic choices.

Function--General. The provision of help or assistance to the

client in making choices according to his/her individual concerns.

Questionnaire items under the general function category included:

9. A. The advisor would provide specific help and advice to freshmen and new students.
B. To provide specific help and advice to freshmen and new students.
13. A. The advisor would help me find other sources of assistance when he/she was unable to provide it himself/herself.
B. To refer students to other sources of assistance when I am unable to provide it myself.
17. A. The advisor would point out different ways for me to accomplish my educational goals.
B. To point out different ways the student may accomplish his/her educational goals.
18. A. The advisor would help me to avoid pressured decisions.
B. To help students avoid pressured decisions.
21. A. The advisor would help me to understand the long-range implications of decisions.
B. To help students understand the long-range implications of their decisions.
33. A. The advisor would assist me in developing my educational goals.
B. To assist students in developing their educational goals.
41. A. The advisor would help me to understand myself better.
B. To help students understand themselves better.
54. A. The advisor would make me aware of my values and attitudes.

- B. To make students aware of their values and attitudes.
- 60.
- A. The advisor would help me to select courses that would fulfill my educational goals.
 - B. To help students to select courses that will fulfill their educational goals.

The focus of this category dealt with the personal needs and concerns of the student in making choices, setting and achieving goals and growing as an individual. Items 17, 33, and 60 each addressed educational goals; item 33 measured the importance of the advisor to the client's goal setting process; items 17 and 60 looked at the involvement of the advisor in helping the clients to actualize their goals after they had been set. Understanding the implications of decisions (item 21) is also related to goal achievement. Items 41 and 54 addressed individual growth beyond the strict academic realm and could be expected to be indirect measures of the importance of a close, personal advisor/client relationship. Item 18 (avoidance of pressured decisions) is related to item 24 (reduction of pressure in declaring a major) in the academic-function category, but was more general in nature. The importance of making referrals for additional assistance and the provision of help to specific target groups (freshmen and new students) were measured in items 9 and 13.

Function--Vocational. The provision of help or assistance to the client in developing his/her career plans and goals. The following questionnaire items composed this category:

15. A. The advisor would help me to develop my career plans.
 B. To help students develop their career plans.
42. A. The advisor would assist me in developing my career goals.
 B. To assist students in developing their career goals.

The relationship of these items to the category is obvious and needs no further explanation. The difference between the two items needs to be understood. Item 15 (helping to develop career plans) addressed building strategies to achieve or fulfill goals; item 42 (developing career goals) addressed the process of defining or setting those goals. The level of involvement of the advisor is distinctly different between the two items.

Information--Academic. The provision and explanation of accurate information about institutional requirements, curriculum and majors.

Questionnaire items included were:

2. A. The advisor would explain the curriculum and requirements for various majors.
 B. To explain to students the curriculum requirements for various majors.
3. A. The advisor would explain what particular courses are about.
 B. To explain to students what particular courses are about.
28. A. The advisor would have up-to-date information about university core requirements.
 B. To have up-to-date information about university core requirements.
35. A. The advisor would provide information about available programs and majors.

- B. To provide information to students about available programs and majors.

The academic information category is the first of three information categories, each of which are analogous to a function category presented earlier. Informational knowledge of the advisor is the basis of any advisement system. Kiell (1957) found that student confidence in academic advising was related to their perception of advisor's knowledge of the college, its resources, and curriculum. Advisor knowledge of the institution has been stressed by Hardee and Cummer as important student needs.

Items assigned to the academic information category were related to advisor knowledge of institutional academic policies and requirements as well as majors, programs and courses available.

Information--General. The provision of accurate information about institutional resources available to the client. This category included the following questionnaire items:

- 37. A. The advisor would provide information about exactly what CASIAC could and could not do for me.
 - B. To provide information to students about exactly what CASIAC can and cannot do for them.
- 44. A. I would keep informed about what services CASIAC offered.
 - B. To expect students to keep informed about what services CASIAC offers.
- 49. A. The advisor would have up-to-date information about university resources.
 - B. To have up-to-date information about university resources.

- 55. A. The advisor would provide information to help me make decisions.
- B. To provide information which helps students make decisions.

- 62. A. The advisor would provide written information to supplement our meetings if necessary.
- B. To provide student with written information to supplement advising sessions when necessary.

This category addressed general information. Item 49 covered university resources while items 37 and 44 referred to CASIAC resources. Item 44 implied student responsibility. Use of the information provided is addressed in item 35, and that item is more client-centered than the others. Item 62 (supplemental written information) measured the importance of information provision beyond the one-to-one advising session.

Information--Vocational. The provision of accurate information about careers and job opportunities. Included in this category were the following items:

- 48. A. The advisor would suggest careers according to my interest in courses.
- B. To suggest careers to students according to their interest in courses.

- 65. A. The advisor would clarify the job opportunities in various majors.
- B. To clarify to students the job opportunities in various majors.

Both of these items addressed the provision of vocational information. Item 48 suggested a more active role on the part of the advisor than did item 65.

Personnel. The kinds of staff available to act as advising resources to the client. Items included in this category were:

12. A. CASIAC would use all faculty members.
- B. CASIAC should use all faculty members.

14. A. CASIAC would provide access to advisors from all university departments as well as Arts and Sciences.
- B. CASIAC should provide access to advisors from all university departments as well as Arts and Sciences.

32. A. CASIAC would use all student advisors.
- B. CASIAC should use all student advisors.

51. A. The advisor would refer me to students majoring in my interest area for discussions.
- B. To be able to refer advisees to students majoring in their interest areas for discussions.

59. A. CASIAC would use both faculty and student advisors.
- B. CASIAC should use both faculty and student advisors.

Many staffing patterns have been used for the delivery of academic advising services, as was reported earlier in this study. This category measured the importance of different classes or types of personnel to the respondents: faculty, students, or combinations of the two as primary (items 12, 32, 59) or secondary (item 51) sources of advisement. Item 14 addressed the need for personnel resources from university areas outside of the Arts and Sciences domain. It should

be remembered, in understanding item 14, that the CASIAC clients have not declared a major and may not elect to choose their major area from departments within the Arts and Sciences domain.

Relationship. The manner in which the advisor and his client deal with each other, the basis of their interaction. The questionnaire items in this category included:

5. A. Discussions with the advisor would stimulate my thinking.
B. To stimulate students' thinking.
6. A. The advisor would be patient with me.
B. To be patient with students.
10. A. I would know my advisor as a person.
B. To get to know the student advisee as a person.
25. A. The advisor and I would be able to informally exchange our ideas and thoughts.
B. To informally exchange ideas and thoughts with students.
30. A. The advisor would be attentive and interested in my concerns.
B. To be attentive and interested in students' concerns.
31. A. The advisor would act as though my concerns were important to him/her.
B. To act as though students' concerns are important to me.
40. A. The advisor would be open-minded.
B. To be open-minded with students.
46. A. The advisor would encourage and support me.
B. To encourage and support students.

57. A. I would be able to trust the advisor.
 B. To establish trust with my advisees.

The focus of the relationship category was the "type of relation the student has with the advisor."⁷ Rogers and many others have posited that the relationship formed with each student is more important than the knowledge of the advisor. Charters (1949) and Hardee (1970) have emphasized the need for the advisor to establish a friendship with his client. This group of items addressed the personal rapport aspect of the advising relationship. Trust, patience, informality, personal knowledge, encouragement, supportiveness, stimulation, interest, concern, and open-mindedness were all measured by these items. On a general level, the relationship category looked at how important being cared about was to the client and how important interpersonal considerations were to the advisor.

Miscellaneous. The following two items did not easily apply to any of the above categories. They were not statistically treated as a category, but are presented here for information purposes only.

61. A. CASIAC would never be of any importance to me.
 B. The advisees' needs are not of any concern to me.
64. A. The advisor would help me to find ways to make school more interesting and exciting.
 B. To help students to find ways to make school more interesting and exciting.

⁷Peterson, p. 14.

Statistical Treatment

This study was an investigation of the goals of faculty advisors and the needs of undergraduate students for academic advising. The statistical analysis is presented in four parts according to the four questions which the study was designed to answer.

A. Parts I and II: Description of Goals and Needs.

1. Question 1: What are the goals of faculty advisors?

Question 2: What are the needs of undergraduate students for academic advising services?

2. Statistical Treatment:

a) Item Mean: A mean score was obtained for sixty-six questionnaire items for both faculty and student populations.

b) Item Ranks: Item means were put into rank order for both faculty and student populations.

c) Category Mean: A mean category score was obtained for each of the twelve categories for both faculty and student populations.

d) Category Ranks: Category means were put into rank order for both faculty and student populations.

e) Frequency Distributions: A frequency

distribution of items within categories was tabulated for every category for both populations.

B. Part III: Description of Student Subgroups.

1. Question 3: Are the differences in the needs of undergraduate students for academic advising based upon sex and/or number of credits completed in college?
2. Statistical Treatment:
 - a) Item Means: Mean scores were obtained for sixty-six questionnaire items for the five subgroups.
 - b) Item Ranks: Item means were put into rank order for the five subgroups.
 - c) Category Means: Mean category scores were obtained for each of the twelve categories for the five subgroups.
 - d) Category Ranks: Category means were put into rank order for the five subgroups.
 - e) Item ANOVAS: A one-way analysis of variance used to test for differences among students based on sex and class subgroups.
 - f) Category ANOVAS: A one-way analysis of

variance by category was used to test for differences among students based on sex and class subgroups.

C. Part IV: Goal-Need Congruency.

1. Question 4: What is the extent of congruence between faculty advisor goals and undergraduate advisee needs?
2. Statistical Treatment:
 - a) Mean category scores were obtained for each respondent for both faculty and student populations.
 - b) Category ranks for each respondent were obtained by ranking the mean category scores of each respondent for both faculty and student populations.
 - c) A Kruskal-Wallis one-way analysis of variance by ranks on categories between faculty and students was performed. All Kruskal-Wallis tests were adjusted for tied ranks. The Kruskal-Wallis test had one degree of freedom and was used to test the null hypothesis. H_0 : There are no differences between faculty and students on each category. The null

hypothesis was accepted at a level of
 $p < .10$.

Summary

The present chapter has explained the methods and procedures which the researcher used in conducting this study. The population used was faculty academic advisors and undergraduate advisees at the University of Massachusetts, College of Arts and Sciences Information and Advising Center (CASIAC). The researcher developed two parallel instrument forms specifically for this study. Each contained sixty-six questionnaire items which addressed advisor goals and student advisee needs for academic advisement. The sixty-six questionnaire items were organized into twelve categories of advisement to reduce the number of items for data analysis and to provide a conceptual framework to aid in understanding the data. The data were processed by computer, using the Statistical Package for the Social Sciences (S.P.S.S.) and a Kruskal-Wallis one-way analysis of variance.

In Chapter IV, the results of the study are presented. They are reported in an organizational framework which follows the four research questions posed in Chapter I of this study.

CHAPTER IV

RESULTS

This chapter presents the results of the study which are organized into five major sections: (a) characteristics of the sample, (b) faculty goals for academic advisement, (c) student needs for academic advisement, (d) need differences among student subgroups based upon sex and number of credits completed in college, and (e) congruency of faculty goals and student needs for academic advisement. Thus, the organization of this chapter is parallel to the four research questions posed in Chapter I.

The data collected are interval data. Both parametric and non-parametric statistical tests are used. The results as presented are descriptive statistics providing information about faculty goals, student needs, need differences among student subgroups and congruence between faculty goals and student needs. A one-way analysis of variance by sex and by class was used to test for student subgroup differences. A Kruskal-Wallis one-way analysis of variance by ranks on categories was used to test for congruence of faculty goals and student needs. Only those analysis of variance tests which resulted in a level of $p < .10$ are reported as significant.

Characteristics of the Sample

Faculty

All sixteen faculty advisors in the population were included in the population sample. Of these sixteen sampled, ten completed responses were received, which is a response rate of 63 percent. Two faculty advisors returned their questionnaires with a note which indicated that they refused to participate in the study. There were four non-respondents.

Students

Of the 1,642 students in the population, 822 were sampled. Of these 822 sampled, 225 or 27 percent responded. Fourteen responses were eliminated due to incomplete or extreme responding, which left 211 usable cases or 26 percent of the original population sample for data analysis.

All cases were checked for response pattern before they were included in the study. Cases were eliminated on the bases of extreme response style or incomplete responding. Extreme response style was defined as responding to every questionnaire item with the same value. One case was eliminated because of extreme responding. Incomplete responding was defined as thirty-one or more missing responses to questionnaire items. Thirteen cases were eliminated by this criteria.

A comparison of the subgroup breakdowns revealed that the sample was similar to the population. As can be seen in Table 1, the sample

TABLE 1
CHARACTERISTICS OF THE STUDENT POPULATION AND SAMPLE

Subgroups	Population		Population Sample		Responses		Sample Usable Responses		
	N	% of N	N	% of N	N	% of N	N	% of N	% of Population Sample
All	1642	100	822	100	225	100	211	100	26
Male	923	56	462	56	100	44	92	44	20
Female	719	44	360	44	125	56	119	56	33
Freshmen	193	12	97	12	24	11	24	11	25
Sophomore	1019	62	510	62	142	63	135	64	26
Junior	430	26	215	26	59	26	52	25	24

and population distributions were almost identical across all class subgroups. However, the sample response percentages by sex do differ. Of those surveyed, only 20 percent of the males returned usable responses which were included in the sample compared to 33 percent of the females. Thus, the percentage of females in the sample is higher than that of the population, and the percentage of males is lower. No attempt was made to correct for this difference between the subgroup compositions of the sample and population.

For the purposes of this study, the differences between the sample and the population are not important. No attempt is made to generalize to the total population from the data analyzed. Although the survey sample was randomly drawn, the final sample of usable responses was actually self-selected and no study of non-responders was conducted. Though there is similarity between responders and the population on the main effect variables of sex and class, it is not known that there is similarity on other variables not accounted for in the design.

Faculty Goals

The purpose of this study was to generate basic descriptive information about faculty advisors and their clientele--undergraduate advisees. Specifically, this section is focused upon the following research question:

-- What are the goals of faculty advisors?

Advisors' goals were defined as the specific aims or ends toward which

faculty advisors report they direct their efforts.

Information about faculty goals was organized into two subsections: ranked item means and ranked category means with frequency distributions.

Item Banks

Faculty mean response to each item was calculated and rank ordered in accordance with its importance to the advisors. The rank order of faculty goals is presented in Table 2. In the case of tied ranks between two or more scores, each score was assigned the mean of the ranks for which it was tied. All statistics have been rounded off at the third decimal place when reported in the table.

The scale used by the respondents was from one to five, unimportant to very important. Mean scores hold the following definitions in terms of the response format:

4.5 and Above	=	Very Important
4.0 to 4.49	=	Quite Important
3.0 to 3.99	=	Important
2.0 to 2.99	=	Slightly Important
1.0 to 1.99	=	Unimportant

The faculty mean scores were very high; 35 percent of the items had mean scores of 4.0 or over, 86 percent of the items were 3.0 or above, and only three item means were below 2.0. Because of this, the author decided to use the above cutoff at the .0 interval rather than .5 interval to scale the response pattern downward. The exception, 4.5 or greater, was made to clearly distinguish those items with the highest importance to the respondents.

The mean score difference between rank 1 and rank 10.5 was .70.

TABLE 2
RANK ORDER OF FACULTY RESPONSES TO ITEMS

RANK	MEAN	S.D.	ITEM NUMBER AND CONTENT
1	5.00	0.000	13. To refer students to other sources of assistance when I am unable to provide it myself.
2	4.80	0.632	17. To point out different ways the student may accomplish his/her educational goals.
3.5	4.60	0.699	23. The student and I would not have to agree with each other.
3.5	4.60	0.699	30. To be attentive and interested in students' concerns.
6	4.50	0.850	59. CASIAC should use both faculty and student advisors.
6	4.50	0.707	11. Not to be a salesman for certain university courses or departments.
6	4.50	0.972	55. To provide information which helps students make decisions.
8	4.40	1.075	45. Not to be a rubber stamp for approving students' programs.
10.5	4.30	0.675	22. To make the advising office a friendly place to visit.
10.5	4.30	0.949	6. To be patient with students.
10.5	4.30	1.059	28. To have up-to-date information about university core requirements.
10.5	4.30	1.059	40. To be open-minded with students.
13	4.20	1.229	26. To explain to students the reasons for the decisions made at CASIAC.
15	4.10	0.994	19. To help students plan their academic program.
15	4.10	0.994	21. To help students understand the long range implications of their decisions.
15	4.10	1.101	33. To assist students in developing their educational goals.

TABLE 2--Continued

RANK	MEAN	S.D.	ITEM NUMBER AND CONTENT
20	4.00	0.943	20. To try to see things through the students' eyes.
20	4.00	0.943	9. To provide specific help and advice to freshmen and new students.
20	4.00	1.054	60. To help students to select courses that will fulfill their educational goals.
20	4.00	1.247	4. To allow enough time in advising meetings for students to accomplish what they want.
20	4.00	1.247	50. To give answers to students that are unique to their situation.
20	4.00	1.333	57. To establish trust with my advisees.
20	4.00	1.414	5. To stimulate students' thinking.
25	3.90	0.944	16. To make clear suggestions to students.
25	3.90	1.101	35. To provide information to students about available programs and majors.
25	3.90	1.101	49. To have up-to-date information about university resources.
29.5	3.80	1.135	7. To receive feedback from students concerning how my suggestions work out.
29.5	3.80	1.135	62. To provide students with written information to supplement advising sessions when necessary.
29.5	3.80	1.229	43. To raise questions for students to consider.
29.5	3.80	1.229	38. To have students use me for program planning, not just crisis intervention.
29.5	3.80	1.317	31. To act as though students' concerns are important to me.
29.5	3.80	1.476	36. To help students interpret the academic rules and regulations of the university.
34.5	3.70	1.160	34. To have a private place to talk with students.
34.5	3.70	1.252	46. To encourage and support students.
34.5	3.70	1.337	14. CASIAC should provide access to advisors from all university departments as well as Arts and Sciences.

TABLE 2--Continued

RANK	MEAN	S.D.	ITEM NUMBER AND CONTENT
34.5	3.70	1.337	1. To explain to students all possible academic options open to them.
37	3.60	1.713	29. To encourage students to drop in to see me.
39	3.50	0.527	27. To help students to select a major.
39	3.50	1.179	47. To maintain specific office hours each semester.
39	3.50	1.509	63. To encourage students to return to see me.
43	3.40	0.966	24. To help reduce the pressure of declaring a major.
43	3.40	1.075	15. To help students develop their career plans.
43	3.40	1.174	42. To assist students in developing their career goals.
43	3.40	1.350	37. To provide information to students about exactly what CASIAC can and cannot do for them.
43	3.40	1.506	25. To informally exchange ideas and thoughts with students.
48	3.30	0.949	58. To help students if they get a raw deal in a particular course.
48	3.30	1.160	8. To help students to select courses.
48	3.30	1.160	64. To help students to find ways to make school more interesting and exciting.
48	3.30	1.567	41. To help students understand themselves better.
48	3.30	1.829	18. To help students avoid pressured decisions.
52	3.20	1.135	2. To explain to students the curriculum requirements for various majors.
52	3.20	1.317	10. To get to know the student advisee as a person.
52	3.20	1.476	54. To make students aware of their values and attitudes.
54.5	3.10	1.197	51. To be able to refer advisees to students majoring in their interest areas for discussions.
54.5	3.10	1.917	48. To suggest careers to students according to their interest in courses.
56.5	3.00	1.059	56. To help students to learn how to study more effectively.

TABLE 2--Continued

RANK	MEAN	S.D.	ITEM NUMBER AND CONTENT
56.5	3.00	1.247	65. To clarify to students the job opportunities in various majors.
58	2.50	0.972	52. To initiate contact with students.
59	2.40	1.350	3. To explain to students what particular courses are about.
60	2.30	1.337	53. To create opportunities for students to get to know me better.
61	2.20	1.398	12. CASIAC should use all faculty advisors.
62.5	2.10	1.101	44. To expect students to keep informed about what services CASIAC offers.
62.5	2.10	1.524	39. To make it easier for students to arrange their schedules.
64	1.80	1.033	66. To have specific students assigned to me for advising.
65	1.67	1.414	61. The advisees' needs are not of concern to me.
66	1.20	0.632	32. CASIAC should use all student advisors.

All means were above 4.30, "quite important" to the faculty. The highest ranking item received a mean of 5.00, or a perfect score of "very important," from all faculty respondents. The frequency distribution of items in ranks 1 through 10.5 showed that with one exception, 80 percent or more of the faculty responded with a four or five value to all items. In the case of rank 10.5 (Item 6), 70 percent responded with a four or five value. Ranks 1 through 6 (which included seven items) all were considered to be "very important".

The eleven items with the lowest mean scores, ranks 56.5 through 66, had a mean score difference of 1.80. Three items were considered to be "unimportant". These three, ranks 64, 65, and 66, were considered to be of "slight" or "no importance" to 80 percent, 70 percent, and 90 percent respectively, of the faculty.

Category Ranks

Rank ordered category mean scores are presented in Table 3. The highest category rank had a mean of 4.08, or "quite important". The only two categories ranked at "quite important" were Communication and Environment. No category received a "very important" score. Neither the Function nor the Information categories grouped together. When analogous Function/Information categories are considered, it can be seen that the faculty means favored the functional areas over the informational areas. Function-General had a mean of 3.98 and a rank of 4, while Information-General had a mean of 3.54 and a rank of 6. Both Academic and Vocational Information fell into the lower half of the category rankings with only an "important" rating. Personnel was

TABLE 3
RANK ORDER OF FACULTY RESPONSES TO CATEGORIES

RANK	MEAN	S.D.	CATEGORY TITLE AND DEFINITION
1	4.083	0.791	Communication: The style or process of exchanging information between the advisor and the client.
2	4.000	0.816	Environment: The atmosphere created by the place where the advising occurs.
3	3.978	0.643	Function-General: The provision of help or assistance to the client in making choices according to his/her individual concerns.
4	3.922	0.940	Relationship: The manner in which the advisor and his client deal with each other, the basis of their interaction.
5	3.550	0.533	Function-Academic: The provision of help or assistance to the client in selecting a program, choosing courses and understanding institutional policies and requirements.
6	3.540	0.783	Information-General: The provision of accurate information about institutional resources available to the client.
7	3.450	0.725	Information-Academic: The provision and explanation of accurate information about institutional requirements, curriculum and majors.
8	3.400	1.101	Function-Vocational: The provision of help or assistance to the client in developing his/her career plans and goals.

TABLE 3--Continued

RANK	MEAN	S.D.	CATEGORY TITLE AND DEFINITION
9	3.140	1.112	Contact: The style or manner by which advising sessions are initiated.
10	3.100	0.786	Accessibility: The availability of the advising sources to the client.
11	3.050	1.141	Information-Vocational: The provision of accurate information about career and job opportunities.
12	2.940	0.389	Personnel: The kinds of staff available to act as advising resources to the client.

the only category rated at "slightly important". Two of the items in this category (Items 12 and 32) fell within the bottom six item ranks in Table 2.

Tables 4 through 15 present each category, in rank order, with a frequency distribution of the items within the categories. The items are listed in accordance with their mean scores, from highest to lowest. Key wording of phrases which denote the essence of the item's content have been used to aid the reader in understanding the tables. The complete wording of the item may be referred to in Appendix C, which contains the faculty questionnaire.

Student Needs

The purpose of this study was to generate basic descriptive information about faculty advisors and their clientele, undergraduate advisees. This section of the results chapter is concerned with the research question posed earlier:

- What are the needs of undergraduate students for academic advising services?

Student needs have been defined as the specific wants or demands of students, as defined by them, for academic advising services. It was of no consequence to this study whether these needs were being met or not, or whether these needs were "perceived" or "real".

Information about student needs has been organized into two subsections: ranked items means and ranked category means with frequency distributions.

TABLE 4
 FREQUENCY DISTRIBUTION OF FACULTY RESPONSES TO ITEMS IN THE
 COMMUNICATION CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Communication #23 not have to agree	0	0	1	2	7	0	4.083 0.791
#26 explain reasons for decisions	1	0	0	4	5	0	4.600 0.699
#20 see through students' eyes	0	0	4	2	4	0	4.200 1.229
#50 give unique answers	1	0	1	4	4	0	4.000 0.943
#16 clear sug- gestions	0	1	2	4	3	0	4.000 1.247
#43 raise ques- tions	1	0	2	4	3	0	3.900 0.994
							3.800 1.229

TABLE 5
 FREQUENCY DISTRIBUTION OF FACULTY RESPONSES TO ITEMS IN THE
 ENVIRONMENT CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Environment #22 friendly office	0	1	1	5	4	4.300	0.675
#34 private place	0	2	3	3	0	3.700	1.160

TABLE 6

FREQUENCY DISTRIBUTION OF FACULTY RESPONSES TO ITEMS IN THE
FUNCTION-GENERAL CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Function-General						3.978	0.643
#13 refer student to others	0	0	0	0	10	5.000	0.000
#17 different ways to accomplish goals	0	0	1	0	9	4.800	0.632
#21 long range implications	0	1	1	4	4	4.100	0.944
#33 developing goals	0	1	2	2	5	4.100	1.101
#9 freshmen and new students	0	0	4	2	4	4.000	0.943
#60 courses to fulfill goals	0	1	2	3	4	4.000	1.054
#41 self- understanding	2	1	2	2	3	3.300	1.567
#18 avoid pres- sured decisions	2	3	0	0	5	3.300	1.829
#54 aware of values and attitudes	1	3	2	1	3	3.200	1.476

TABLE 7

FREQUENCY DISTRIBUTION OF FACULTY RESPONSES TO ITEMS IN THE RELATIONSHIP CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Relationship #30 be attentive and interested	0	0	1	2	7	3.922	0.940
#6 be patient	0	0	3	1	6	4.600	0.699
#40 be open-minded	0	1	1	2	6	4.300	1.059
#57 establish trust	1	0	2	2	5	4.000	1.333
#5 stimulate thought	1	0	3	0	6	4.000	1.414
#31 student's concerns are important	1	0	3	2	4	3.800	1.317
#46 encourage and support	1	0	3	3	3	3.700	1.252
#25 informal idea exchange	2	0	3	2	3	3.400	1.506
#10 know student as person	1	2	3	2	2	3.200	1.317

TABLE 8

FREQUENCY DISTRIBUTION OF FACULTY RESPONSES TO ITEMS IN THE
FUNCTION-ACADEMIC CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Function-Academic						3.550	0.533
#11 not a salesman	0	0	1	3	6	4.500	0.707
#45 not a rubber stamp	0	1	1	1	7	4.400	1.075
#19 plan program	0	0	4	1	5	4.100	0.994
#36 interpret rules and regu- lations	1	1	2	1	5	3.800	1.476
#38 planning not just crisis	1	0	2	4	3	3.800	1.229
#1 explain all options	1	0	4	1	4	3.700	1.337
#27 help select major	0	0	5	5	0	3.500	0.527
#24 reduce pres- sure to declare major	0	1	6	1	2	3.400	0.966
#58 help with raw deal	1	0	4	5	0	3.300	0.949

TABLE 8--Continued

Item	Response Interval					No Response	Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important			
#8 help select courses	0	3	3	2	2	0	3.300	1.160
#56 teach how to study	2	1	5	2	0	0	3.000	1.059
#39 easy to arrange schedule	6	0	2	1	1	0	2.100	1.524

TABLE 9
 FREQUENCY DISTRIBUTION OF FACULTY RESPONSES TO ITEMS IN THE
 INFORMATION-GENERAL CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Information-General #55 help make decisions	0	1	0	2	7	0	3.540 0.783
#49 university resources	1	0	0	7	2	0	4.500 0.972
#62 supplemental written infor- mation	0	1	4	1	4	0	3.800 1.135
#37 CASIAC infor- mation	1	2	1	4	2	0	3.400 1.350
#44 students keep informed on CASIAC	4	2	3	1	0	0	2.100 1.101

TABLE 10
 FREQUENCY DISTRIBUTION OF FACULTY RESPONSES TO ITEMS IN THE
 INFORMATION-ACADEMIC CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Information-Academic #28 core require- ments	0	1	1	2	6	3.450	0.725
#35 programs and majors avail- able	0	2	3	2	4	4.300	1.059
#2 major curricu- lum require- ments	0	3	4	1	2	3.200	1.135
#3 particular courses	3	3	2	1	1	2.400	1.350

TABLE 11
 FREQUENCY DISTRIBUTION OF FACULTY RESPONSES TO ITEMS IN THE
 FUNCTION--VOCATIONAL CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Function-Vocational #15 develop career plans	0	2	4	2	2	3.400	1.101
#42 develop career goals	0	3	2	3	2	3.400	1.174

TABLE 12
 FREQUENCY DISTRIBUTION OF FACULTY RESPONSES TO ITEMS IN THE
 CONTACT CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Contact #7 feedback on suggestions	0	2	1	4	3	3.140	1.112
#29 encourage drop-ins	2	1	1	1	5	3.800	1.135
#63 encourage returns	1	2	2	1	4	3.600	1.713
#52 initiate contact	1	5	2	2	0	3.500	1.509
#53 create opportunities to know better	3	4	1	1	1	2.500	0.972
						2.300	1.337

TABLE 13
 FREQUENCY DISTRIBUTION OF FACULTY RESPONSES TO ITEMS IN THE
 ACCESSIBILITY CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Accessibility						3.100	0.786
#4 enough time	1	0	1	4	4	4.000	1.247
#47 office hours	1	0	4	3	2	3.500	1.179
#66 students assigned	5	3	1	1	0	1.800	0.786

TABLE 14

FREQUENCY DISTRIBUTION OF FACULTY RESPONSES TO ITEMS IN THE
INFORMATION-VOCATIONAL CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Information-Vocational #48 suggest careers	1	2	3	3	1	3.050	1.141
#65 job oppor- tunities in major	1	3	2	3	1	3.100	1.197
						3.000	1.247

TABLE 15

FREQUENCY DISTRIBUTION OF FACULTY RESPONSES TO ITEMS IN THE
PERSONNEL CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Personnel						2.940	0.389
#59 faculty and students	0	0	2	1	7	4.500	0.850
#14 not just Arts and Sciences	0	3	1	2	4	3.700	1.337
#51 refer to stu- dents by major	1	2	3	3	1	3.100	1.197
#12 all faculty	5	0	4	0	1	2.200	1.298
#32 all students	9	0	1	0	0	1.200	0.632

Item Ranks

Students' mean response to each item was calculated and put into rank order according to its importance to the respondents. Table 16 presents each questionnaire item in rank order by its mean score. In the case of tied ranks, the same procedure which was used with faculty data was followed. Means and standard deviations have been presented to the third decimal place in all tables because the gradations within the response range were very narrow.

The response scale was from one to five, "unimportant" to "very important". Mean scores were assigned to the following meanings in terms of the response format:

4.5 and Above	=	Very Important
4.0 to 4.49	=	Quite Important
3.0 to 3.99	=	Important
2.0 to 2.99	=	Slightly Important
1.0 to 1.99	=	Unimportant

This format was also used in the preceding section on faculty data. The student mean scores were also very high; 38 percent of item means were 4.0 or higher, 85 percent of the item means were 3.0 or higher, and only one item mean was below 2.0.

The mean score difference from the first to the tenth rank was only .28, and all means were above 4.0, or "quite important" to the sample, with very small standard deviations. The frequency distribution of items showed that 82 percent of 91 percent of the sample responded with a four or five value ("quite" or "very important" respectively) to the first ten ranks. The first five items were ranked as "very important". Four of these top five items focused upon

TABLE 16

RANK ORDER OF STUDENT RESPONSES TO ITEMS

RANK	MEAN	S.D.	ITEM NUMBER AND CONTENT
1	4.654	0.810	1. The advisor would explain all possible academic options to me.
2	4.592	0.819	28. The advisor would have up-to-date information about university core requirements.
3	4.548	0.739	13. The advisor would help me find other sources of assistance when he/she was unable to provide it himself/herself.
4	4.517	0.745	35. The advisor would provide information about available programs and majors.
5	4.510	0.950	11. The advisor would not be a salesman for certain university courses or departments.
6	4.493	0.830	57. I would be able to trust the advisor.
7	4.433	0.781	49. The advisor would have up-to-date information about university resources.
8	4.403	0.997	2. The advisor would explain the curriculum and requirements for various majors.
9	4.386	0.852	40. The advisor would be open-minded.
10	4.371	0.931	65. The advisor would clarify the job opportunities in various majors.
11	4.348	0.800	17. The advisor would point out different ways for me to accomplish my goals.
12	4.303	0.891	16. The advisor's suggestions would be clear.
13	4.299	0.851	30. The advisor would be attentive and interested in my concerns.
14	4.237	0.957	58. The advisor would help me if I got a raw deal in a particular course.

TABLE 16---Continued

RANK	MEAN	S.D.	ITEM NUMBER AND CONTENT
15	4.215	0.964	14. CASIAC would provide access to advisors from all university departments as well as Arts and Sciences.
16	4.187	1.018	21. The advisor would help me to understand the long range implications of decisions.
17	4.175	0.982	60. The advisor would help me to select courses that would fulfill my educational goals.
18	4.167	1.105	9. The advisor would provide specific help and advice to freshmen and new students.
19	4.147	1.001	26. The advisor would explain the reasons for decisions he/she made.
20.5	4.143	1.016	37. The advisor would provide information about exactly what CASIAC could and could not do for me.
20.5	4.143	0.938	50. The advisor would give me answers that were unique to my situation.
22	4.129	1.093	59. CASIAC would use both faculty and student advisors.
23	4.101	1.012	4. The advisor would allow enough time for me to accomplish what I wanted.
24	4.097	1.080	45. The advisor would not be a rubber stamp for approving my program.
25	4.029	0.997	55. The advisor would provide information to help me make decisions.
26	3.962	0.940	38. I would use the advisor for program planning not just crisis intervention.
27	3.957	1.075	48. The advisor would suggest careers according to my interest in courses.
28	3.938	1.117	6. The advisor would be patient with me.
29	3.929	1.055	25. The advisor and I would be able to informally exchange our ideas and thoughts.

TABLE 16--Continued

RANK	MEAN	S.D.	ITEM NUMBER AND CONTENT
30	3.924	1.144	22. The advising office would be a friendly place to visit.
31	3.910	0.926	43. The advisor would raise questions for me to consider.
32	3.882	0.991	44. I would keep informed about what services CASIAC offered.
33	3.877	1.127	29. The advisor would want students to drop in to see him/her.
34	3.871	1.114	20. The advisor would try to see things through my eyes.
35	3.858	1.430	66. I would be assigned to one particular advisor.
36	3.834	1.036	63. The advisor would encourage me to return to see him/her.
37	3.806	1.098	3. The advisor would explain what particular courses are about.
38	3.800	1.127	19. The advisor would help me to plan my academic program.
39	3.757	1.050	33. The advisor would assist me in developing my educational goals.
40	3.752	1.005	46. The advisor would encourage and support me.
41	3.751	1.223	15. The advisor would help me to develop my career plans.
42	3.738	1.117	5. Discussions with the advisor would stimulate my thinking.
43	3.701	1.329	47. The advisor would have specific office hours each semester.
44	3.686	1.212	36. The advisor would help me to interpret the academic rules and regulations of the university.
45	3.676	1.283	18. The advisor would help me to avoid pressured decisions.
46	3.664	1.233	31. The advisor would act as though my concerns were important to him/her.
47	3.572	1.169	62. The advisor would provide written information to supplement our meetings if necessary.
48	3.567	1.185	42. The advisor would assist me in developing my career goals.
49	3.495	1.215	39. The advisor would make it easier for me to arrange my schedule.
50	3.490	1.125	8. The advisor would help me to select courses.
51	3.488	1.079	7. I would let the advisor know how his suggestions worked out.

TABLE 16--Continued

RANK	MEAN	S.D.	ITEM NUMBER AND CONTENT
52	3.448	1.376	23. The advisor and I would not have to agree with each other.
53	3.436	1.276	24. The advisor would help reduce the pressure to declare a major.
54.5	3.417	1.221	51. The advisor would refer me to students majoring in my interest area for discussions.
54.5	3.417	1.389	10. I would know my advisor as a person.
56	3.384	1.302	34. The advisor and I would have a private place to talk.
57	3.341	1.383	64. The advisor would help me to find ways to make school more interesting and exciting.
58	3.161	1.277	27. The advisor would help me to select a major.
59	2.876	1.335	52. The advisor would initiate contact with me.
60	2.846	1.413	12. CASIAC would use all faculty advisors.
61	2.810	1.250	53. The advisor would create opportunities for me to get to know him/her better.
62	2.748	1.337	54. The advisor would make me aware of my values and attitudes.
63	2.746	1.379	56. The advisor would help me learn how to study more effectively.
64	2.626	1.294	41. The advisor would help me to understand myself better.
65	2.294	1.323	32. CASIAC would use all student advisors.
66	1.761	1.212	61. CASIAC would never be of any importance to me.

Academic Information or Functions of the advisor. Five of the ten most important items addressed Informational needs; Academic, General, and Vocational. Two of the top ten items dealt with Relationship, emphasizing a student need for trust and open-mindedness from the faculty advisor.

The ten items with the lowest mean scores had a mean score difference of 1.58 and high standard deviations (1.25 or above). The sample was more discriminate in its responses to items of lesser importance but there was more variation within their responses. This was partially because every item on the entire instrument was valued at five, "very important", by a minimum of eleven respondents. The use of the highest value was not surprising given the instrument construction methodology.

With the exception of Rank 66, the bottom ten ranks fell within the range of "slightly important" to "important". Rank 66 was the only item to be rated "unimportant", with 65 percent of the sample valuing it so. It was also the only item to receive a simple majority of "unimportant" responses. Ranks 60 and 65 were the only questionnaire items with a plurality of "unimportant" ratings from the sample; Rank 60 having the second highest variance of the entire questionnaire. Within the lowest ten ranks, two items addressed Personnel (who should provide advising services), two addressed Contact (the importance of advisor initiative), and four dealt with Advisor Functions, both General and Academic. All four of these Functions items were descriptive of highly personal or highly initiating advisor roles.

Category Ranks

Table 17 presents the rank order of the twelve categories for the student population. Three categories were valued as "quite important" and the remaining nine fell into the "important" response range. The three Information categories (Academic, Vocational and General) grouped together and were all considered to be "quite important" by students. The three Function categories also grouped together but were considered only "important" and ranked lower (Ranks 7, 8 and 9) than the informational group. The Vocational Functions category had the most variance of all categories.

The Relationship and Communication categories ranked fourth and fifth respectively. These categories were expected to have some overlap due to their similarity of content. The difference between the two category means was only .06. Accessibility of the advisor ranked sixth in importance. The Function categories fell in the seventh through ninth ranks, as noted above. The Environment category ranked tenth followed by Personnel and Contact in the eleventh and twelfth ranks respectively.

The following tables (18 through 29) present each category in rank order with a frequency distribution of the items within the category. The same table format has been followed as with the faculty data. Complete item wording may be found in Appendix D, which contains the student instrument.

TABLE 17
RANK ORDER OF STUDENT RESPONSES TO CATEGORIES

RANK	MEAN	S.D.	CATEGORY TITLE AND DEFINITION
1	4.329	0.611	Information-Academic: The provision and explanation of accurate information about institutional requirements, curriculum and majors.
2	4.166	0.867	Information-Vocational: The provision of accurate information about careers and job opportunities.
3	4.011	0.733	Information-General: The provision of accurate information about institutional resources available to the client.
4	3.972	0.653	Communication: The style or process of exchanging information between the advisor and the client.
5	3.958	0.675	Relationship: The manner in which the advisor and his client deal with each other, the basis of their interaction.
6	3.891	0.815	Accessibility: The availability of the advising sources to the client.
7	3.801	0.646	Function-General: The provision of help or assistance to the client in making choices according to his/her individual concerns.
8	3.773	0.619	Function-Academic: The provision of help or assistance to the client in selecting a program, choosing courses and understanding institutional policies and requirements.

TABLE 17--Continued

RANK	MEAN	S.D.	CATEGORY TITLE AND DEFINITION
9	3.656	1.095	Function-Vocational: The provision of help or assistance to the client in developing his/her career plans and goals.
10	3.654	0.981	Environment: The atmosphere created by the place where the advising occurs.
11	3.377	0.741	Personnel: The kinds of staff available to act as advising resources to the client.
12	3.375	0.801	Contact: The style or manner by which advising sessions are initiated.

TABLE 18
 FREQUENCY DISTRIBUTION OF STUDENT RESPONSES TO ITEMS IN THE
 INFORMATION-ACADEMIC CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Information-Academic #28 core require- ments	4	3	12	37	155	0	4.329 0.611
#35 available pro- grams and majors	0	4	20	50	137	0	4.592 0.819
#2 major curriculum requirements	4	10	25	30	142	0	4.517 0.745
#3 particular courses	4	22	61	48	76	0	4.403 0.997
							3.806 1.098

TABLE 20
 FREQUENCY DISTRIBUTION TO STUDENT RESPONSES TO ITEMS IN THE
 INFORMATION-GENERAL CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Information-General #49 university resources	2	1	23	62	122	4.011	0.733
#37 CASIAC informa- tion	3	10	47	44	106	4.433	0.781
#55 help me make decisions	4	8	52	58	86	4.143	1.016
#44 keep informed on CASIAC	2	13	66	57	73	4.029	0.997
#62 supplemental written informa- tion	10	26	67	45	60	3.882	0.991
						3.572	1.169

TABLE 22

FREQUENCY DISTRIBUTION OF STUDENT RESPONSES TO ITEMS IN THE
RELATIONSHIP CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Relationship #57 trust the advisor	2	3	25	40	141	3.958	0.675
#40 open-minded	2	3	30	52	123	4.493	0.830
#30 attentive and interested	0	6	36	58	111	4.299	0.851
#6 be patient	4	19	57	37	94	3.938	1.117
#25 informal idea exchange	5	16	47	64	79	3.929	1.055
#46 encourage and support	4	15	69	63	59	3.752	1.005
#5 stimulate thought	8	19	60	56	67	3.738	1.117
#31 act like I'm important	14	23	54	49	71	3.664	1.233
#10 know as a person	24	39	39	43	66	3.417	1.389

TABLE 23
 FREQUENCY DISTRIBUTION OF STUDENT RESPONSES TO ITEMS IN THE
 ACCESSIBILITY CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Accessibility #4 enough time	2	13	45	49	98	3.891	0.815
#66 advisor assigned	24	17	29	28	106	4.101	1.012
#47 office hours	17	25	47	34	87	3.858	1.430
					1	3.710	1.329

TABLE 24

FREQUENCY DISTRIBUTION OF STUDENT RESPONSES TO ITEMS IN THE
FUNCTION-GENERAL CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Function-General						3.801	0.646
#13 refer to others	1	2	19	47	141	4.548	0.739
#17 different ways to accomplish goals	1	3	28	68	110	4.348	0.800
#21 long range implications	6	9	29	61	104	4.187	1.018
#60 select courses to fulfill my goals	3	11	35	59	103	4.175	0.982
#9 freshmen and new students	6	14	35	39	116	4.167	1.105
#33 develop goals	5	19	60	64	62	3.757	1.050
#18 avoid pres- sured decisions	19	23	34	65	69	3.676	1.283
#54 aware of values and attitudes	45	55	48	32	30	2.748	1.337
#41 self- understanding	50	55	55	26	25	2.626	1.294

TABLE 25

FREQUENCY DISTRIBUTION OF STUDENT RESPONSES TO ITEMS IN THE
FUNCTION-ACADEMIC CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Function-Academic						3.773	0.619
#1 explain all options	4	3	12	24	168	4.654	0.810
#11 not a sales-man	5	8	14	31	152	4.510	0.950
#58 help with raw deal	4	7	32	60	108	4.237	0.957
#45 not a rubber stamp	8	9	36	56	98	4.097	1.080
#38 planning, not just crisis	2	8	60	65	74	3.962	0.940
#19 plan program	6	23	53	53	75	3.800	1.127
#36 interpret rules and regulations	15	18	53	56	68	3.686	1.212
#39 easy to arrange	11	37	57	47	58	3.495	1.215
schedule	8	37	54	66	45	3.490	1.125
#8 select courses							

TABLE 25--Continued

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
#24 reduce pres- sure to declare major	19	30	60	44	58	3.436	1.276
#27 select major	23	47	55	45	41	3.161	1.277
#56 learn how to study	49	52	43	33	32	2.746	1.379

TABLE 28
 FREQUENCY DISTRIBUTION OF STUDENT RESPONSES TO ITEMS IN THE
 PERSONNEL CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Personnel						3.377	0.741
#14 not just Arts and Sciences	4	8	31	62	104	4.215	0.964
#59 faculty and students	9	6	41	47	107	4.129	1.093
#51 refer to stu- dents by major	14	36	62	46	53	3.417	1.221
#12 all faculty	51	37	48	37	35	2.846	1.413
#32 all students	82	45	44	20	20	2.294	1.323

TABLE 29
 FREQUENCY DISTRIBUTION OF STUDENT RESPONSES TO ITEMS IN THE
 CONTACT CATEGORY

Item	Response Interval					Mean	S.D.
	1 Unimportant	2 Slightly Important	3 Important	4 Quite Important	5 Very Important		
Contact						3.375	0.801
#29 want drop ins	9	15	49	58	80	3.877	1.127
#63 encourage returns	1	24	55	60	71	3.834	1.036
#7 I give feed- back on sug- gestions	3	37	73	47	49	3.488	1.076
#52 initiate con- tact	40	51	49	39	32	2.867	1.335
#53 opportunities to know better	32	62	59	28	29	2.810	1.250

Student Subgroups

This section of Chapter IV addresses the following research question:

- Are the differences in the needs of undergraduate students for academic advising based upon sex, and the number of credits completed in school?

The student sample was drawn from stratified sub-cells of the population based upon main effect variables of sex (male and female) and number of credits completed (Freshman, one through twenty-one; Sophomore, twenty-two through thirty-nine; and Junior, forty through forty-eight credits).

A one-way analysis of variance by item and by categories was used to test for differences among students based on sex and class subgroups. Only those analyses of variance which resulted in a level of $p < .10$ were reported as significant.

Table 30 presents data on the subgroup breakdowns. Mean responses for each subgroup to all categories and items were included as well as the analysis of variance F-score and probability. Asterisks were used to indicate those categories and items which had significantly different responses by subgroup. As shown in Table 30, three categories and fourteen items were significant on the sex variable and three categories and nine items were significant on the class variable. Thus, 25 percent of the categories differed based upon sex and class of the respondent, 21 percent of the items differed by sex, and 14 percent of the items differed by class.

TABLE 30
STUDENT SUBGROUP RESPONSES TO CATEGORIES AND ITEMS

Categories and Items	Sex				Class					
	Mean		F-Score		F-Prob.		F-Score		F-Prob.	
	Male	Female	Male	Female	Male	Female	Fresh.	Soph.	Jr.	Sr.
Information-Academic	4.266	4.378	1.746	0.185	4.302	4.411	4.130	4.127	0.017*	
	4.348	4.445	0.496	0.489	4.500	4.511	4.077	3.768	0.024*	
	3.750	3.849	0.419	0.525	3.708	3.874	3.673	0.734	0.486	
	4.544	4.630	0.581	0.453	4.542	4.659	4.442	1.373	0.254	
#35	4.424	4.588	2.540	0.108	4.458	4.600	4.327	2.642	0.072*	
Information-Vocational	3.962	4.324	9.394	0.003*	4.333	4.233	3.914	3.125	0.045*	
	3.761	4.109	5.569	0.018*	4.208	4.030	3.654	3.093	0.046*	
	4.163	4.534	8.503	0.004*	4.458	4.433	4.173	1.586	0.205	
Information-General	3.969	4.043	0.539	0.471	3.950	4.074	3.874	1.497	0.225	
	4.033	4.229	1.937	0.162	4.167	4.194	4.000	0.689	0.508	
	3.804	3.941	0.990	0.322	3.958	3.978	3.596	2.920	0.055*	
	4.337	4.509	2.510	0.111	4.375	4.474	4.353	0.518	0.597	
	4.054	4.009	0.107	0.685	3.625	4.068	4.118	2.300	0.101	
	#62	3.615	3.539	0.221	0.631	3.625	3.649	3.340	1.306	0.272
Communication	3.927	4.006	0.764	0.387	4.000	3.979	3.939	0.095	0.513	
	4.185	4.395	2.916	0.085*	4.417	4.341	4.154	1.046	0.354	
	3.978	3.788	1.508	0.218	3.917	3.866	3.865	0.022	0.212	
	3.315	3.551	1.519	0.217	3.375	3.478	3.404	0.091	0.502	
	4.163	4.135	0.042	0.670	4.083	4.133	4.212	0.168	0.643	
	#43	3.924	3.898	0.039	0.666	4.000	3.933	3.804	0.488	0.612
#50	4.000	4.252	3.778	0.050*	4.208	4.119	4.173	0.126	0.585	

TABLE 30--Continued

Categories and Items	Sex				Class								
	Mean		F-Score		F-Score		F-Prob.						
	Male	Female	Frsh.	Soph.	Jr.	Soph.	Jr.	F-Prob.					
Relationship													
#5	3.885	4.015	1.917	0.164	3.843	3.999	3.904	0.775	0.466				
#6	3.554	3.881	4.508	0.033*	3.542	3.784	3.712	0.495	0.609				
#10	3.944	3.933	0.001	0.542	3.958	3.926	3.962	0.023	0.219				
#25	3.446	3.395	0.069	0.687	3.083	3.563	3.192	2.140	0.118				
#30	3.924	3.933	0.004	0.499	3.917	3.956	3.865	0.138	0.604				
#31	4.261	4.328	0.319	0.577	4.167	4.356	4.212	0.861	0.427				
#40	3.565	3.740	1.037	0.310	3.417	3.719	3.635	0.628	0.539				
#46	4.207	4.525	7.464	0.007*	4.208	4.463	4.269	1.561	0.211				
#57	3.598	3.873	3.926	0.046*	4.083	3.694	3.750	1.535	0.216				
	4.467	4.513	0.153	0.667	4.208	4.526	4.539	1.604	0.202				
Accessibility													
#4	3.750	4.000	4.978	0.025*	4.188	3.935	3.641	4.366	0.014*				
#47	4.067	4.128	0.187	0.650	4.429	4.082	4.019	1.298	0.275				
#66	3.489	3.881	4.578	0.031*	4.167	3.726	3.451	2.427	0.089*				
	3.703	3.982	1.929	0.163	4.042	3.992	3.442	3.019	0.050*				
Function-General													
#9	3.743	3.646	1.324	0.250	3.899	3.807	3.742	0.493	0.610				
#13	4.054	4.254	1.697	0.191	4.130	4.193	4.115	0.105	0.538				
#17	4.462	4.613	2.194	0.136	4.625	4.590	4.404	1.337	0.264				
#18	4.261	4.415	1.936	0.162	4.375	4.403	4.192	1.320	0.268				
#21	3.696	3.661	0.038	0.663	3.833	3.659	3.647	0.203	0.672				
#33	4.165	4.203	0.073	0.688	4.417	4.120	4.250	0.995	0.373				
#41	3.539	3.924	7.165	0.008*	3.542	3.807	3.726	0.681	0.512				
#54	2.685	2.580	0.340	0.565	2.750	2.615	2.596	0.128	0.588				
#60	2.728	2.763	0.034	0.658	3.083	2.694	2.731	0.867	0.425				
	4.120	4.219	0.525	0.476	4.375	4.193	4.039	1.022	0.363				

TABLE 30--Continued

Categories and Items	Sex				Class				
	Mean		Mean		Mean		Mean		
	Male	Female	F-Score	F-Prob.	Fresh.	Soph.	Jr.	F-Score	F-Prob.
Function-Academic									
#1	3.731	3.806	0.764	0.387	3.752	3.820	3.661	1.264	0.284
#8	4.587	4.706	1.119	0.291	4.583	4.711	4.539	0.956	0.388
#11	3.337	3.610	3.080	0.077*	3.625	3.570	3.216	2.054	0.129
#19	4.429	4.571	1.168	0.281	4.083	4.582	4.519	2.861	0.058*
#24	3.728	3.856	0.662	0.422	3.458	3.919	3.647	2.348	0.096*
#27	3.315	3.529	1.465	0.225	3.375	3.474	3.365	0.166	0.641
#36	3.163	3.160	0.000	0.395	3.125	3.119	3.289	0.341	0.677
#38	3.707	3.670	0.048	0.676	3.833	3.761	3.423	1.668	0.189
#39	2.890	4.017	0.936	0.336	3.833	3.993	3.942	0.304	0.686
#45	3.489	3.500	0.004	0.507	3.750	3.493	3.385	0.742	0.482
#56	4.011	4.162	0.999	0.320	4.304	4.090	4.020	0.556	0.577
#58	2.826	2.684	0.547	0.467	2.792	2.822	2.520	0.890	0.415
	4.315	4.177	1.092	0.298	4.292	4.304	4.039	1.494	0.225
Function-Vocational									
#15	3.353	3.891	13.227	0.001*	3.625	3.719	3.510	0.692	0.506
#42	3.407	4.017	13.572	0.001*	3.708	3.857	3.500	1.621	0.198
	3.297	3.733	8.637	0.004*	3.565	3.585	3.519	0.058	0.389
Environment									
#22	3.663	3.647	0.014	0.593	3.375	3.711	3.635	1.211	0.300
#34	3.913	3.933	0.015	0.602	3.792	3.926	3.981	0.223	0.681
	3.413	3.361	0.081	0.689	2.958	3.496	3.289	1.942	0.144
Personnel									
#12	3.297	3.439	1.912	0.165	3.275	3.451	3.234	1.881	0.153
#14	2.791	2.889	0.244	0.618	2.917	2.880	2.726	0.252	0.687
#32	4.033	4.356	5.902	0.015*	3.750	4.321	4.157	3.792	0.023*
	2.413	2.202	1.326	0.249	2.333	2.356	2.115	0.628	0.539

TABLE 30--Continued

Categories and Items	Sex		Class				
	Mean		Mean		F-Score	F-Prob.	
	Male	Female	Fresh.	Soph.			Jr.
#51	3.337	3.479	3.417	3.459	3.308	0.287	0.688
#59	3.913	4.297	3.958	4.239	3.923	1.909	0.149
Contact							
#7	3.359	3.387	3.308	3.421	3.286	0.625	0.541
#29	3.467	3.504	3.292	3.537	3.451	0.565	0.572
#52	3.891	3.866	3.833	3.956	3.692	1.044	0.355
#53	2.761	2.950	2.417	2.933	2.904	1.560	0.211
#63	2.902	2.737	3.042	2.813	2.692	0.641	0.532
	3.772	3.882	3.958	3.859	3.712	0.574	0.567

*ASTERISK indicates those items which were significant at the p. .10 level.

Categories of Accessibility and Information-Vocational were significantly different on both sex and class variables. Items 47 (specific office hours), 48 (suggesting careers according to course interest), and 14 (access to advisors from all university departments in addition to the College of Arts and Sciences) were also significant for both variables.

Sex Subgroups

Throughout their responses, females ranked 73 percent of the items higher than males, although the difference was significant only in those cases noted. The fourteen items which were significant based upon sex fell into eight different categories. Only three of those categories were themselves significantly different. With no exceptions, the female group rated each item and category at a higher importance level than did the males. The males' response range was broader, based upon the standard deviation score, with the exception of Items 8, 47, and the Accessibility category.

Class Subgroups

The nine items which were significant by the variable of class fell into six categories. Three of these categories, Accessibility, Information-Academic, and Information-Vocational, were significant. In no case were the Junior class item means the highest. Six items and one category received highest ranks from Sophomores; three items and two categories were ranked highest by Freshmen.

The Accessibility category was ranked "quite important" by

Freshmen and "important" to Sophomores and Juniors. The Juniors found access to be of less importance than either of the other classes. The use of specific office hours by advisors followed basically the same response pattern of decreased importance with increased class rank. Being assigned to one particular advisor was also of highest importance to Freshmen, but the Sophomores were very close to the Freshmen response (mean difference equaled .05). The Juniors found this to be significantly less important (mean difference equaled .55) than either of the other groups.

Provision of academic information was of more importance to Sophomores, followed by Freshmen and Juniors. Freshmen and Sophomore mean response to Item 2 (the explanation of curriculum and requirements of various majors) were very similar with Sophomores being slightly stronger in their need rating. Both classes considered it to be "very important" while Juniors ranked it as "quite important". The provision of information on available programs and majors was also most important to Sophomores, again, followed by Freshmen and Juniors.

Vocational information was more important to Freshmen, followed closely by Sophomores and then Juniors. This same response pattern was followed with the category item number 48, with the Juniors indicating the least desire to have the advisor suggest careers in accordance with their interest in courses.

One item, 44, from the Information-General category was significant, and it was also a measure of student responsibility to keep

informed about CASIAC's services. Sophomores and Freshmen accepted this much more readily than Juniors, though all three classes ranked it "important".

Two items in the Function-Academic category were significant, though the category itself was not. The importance of the advisor not being a salesperson for certain courses or departments was of significantly less importance to Freshmen than upperclassmen. The advisors' role in helping to plan the academic program was ranked as "important" by all three classes; the Sophomores were the strongest in this need, followed by Juniors and Freshmen.

The need for access to advisors from departments outside of the College of Arts and Sciences, a Personnel category item, was most important to Sophomores followed closely by Juniors (mean difference equaled .16). Freshmen found this item to be of significantly less importance (mean difference equaled .40).

Student/Faculty Congruence

A purpose of this study was to analyze the relationship of faculty advisor goals and student advisee needs for academic advisement. Specifically, this section is focused upon the following research question:

- What is the extent of congruence between faculty advisor goals and undergraduate advisee needs?

A Kruskal-Wallis one-way analysis of variance by ranks on categories between faculty and students was performed as a test of congruence.

All Kruskal-Wallis statistics were corrected for tied ranks. Only those tests which resulted in a level of $p < .10$ were reported as significant.

Table 31 presents data on student/faculty congruency. The Kruskal-Wallis K values and probabilities were included for each category. Categories were listed according to the size of the K value, from smallest to largest. A level of $p < .10$ was the criteria set for acceptance of the null hypothesis (H_0 : There are no differences between faculty and students on this category). The chi-square table, which was used to determine the critical K value for acceptance of the null hypothesis, showed that $\chi^2_{.10} = 2.706$. Therefore, the null hypothesis was accepted when K was less than 2.706, and rejected when K was equal to or greater than 2.706.

Acceptance of the null hypothesis indicated that the data showed no difference between student and faculty response on that category. Thus, the responses were considered congruent for the purposes of this study. Three categories, or 25 percent of the categories, met the criteria of $K < 2.706$. Function-General (the provision of help or assistance to the client in making choices according to his/her individual concerns) was the most congruent of all categories, having a K value of .0005. Function-Vocational (the provision of help or assistance to the client in developing his/her career plans and goals) and Accessibility (the availability of the advising sources to the client) were also substantially congruent, having K values of .0780 and .5092, respectively.

TABLE 31

STUDENT/FACULTY CONGRUENCE AS MEASURED BY THE KRUSKAL-WALLIS
ONE-WAY ANALYSIS OF VARIANCE

K	PROB.	CATEGORY TITLE	DEFINITION
.0005	.99	Function-General	The provision of help or assistance to the client in making choices according to his/her individual concerns.
.0780	.80	Function-Vocational	The provision of help or assistance to the client in developing his/her career plans and goals.
.5092	.50	Accessibility	The availability of the advising sources to the client.
2.8643	.10	Information-Vocational	The provision of accurate information about careers and job opportunities.
4.1078	.05	Function-Academic	The provision of help or assistance to the client in selecting a program, choosing courses, and understanding institutional policies and requirements.
4.4526	.05	Environment	The atmosphere created by the place where the advising occurs.
6.6190	.01	Communication	The style or process of exchanging information between the advisor and the client.

TABLE 31--Continued

K	PROB.	CATEGORY TITLE	DEFINITION
11.3851	.001	Relationship	The manner in which the advisor and his client deal with each other; the basis of their interaction.
11.5556	.001	Information-General	The provision of accurate information about institutional resources available to the client.
13.3270	.001	Contact	The style or manner by which advising sessions are initiated.
15.8778	.001	Personnel	The kinds of staff available to act as advising resources to the client.
18.0998	.001	Information-Academic	The provision and explanation of accurate information about institutional requirements, curriculum and majors.

The null hypothesis was rejected for the remaining nine categories. Thus, 75 percent of the categories received different responses from faculty and students, and were considered incongruent at various levels of significance. Five categories were extremely incongruent ($p < .0001$): Information-Academic (the provision and explanation of accurate information about institutional requirements, curriculum, and majors), Personnel (the kinds of staff available to act as advising resources to the client), Contact (the style or manner by which advising sessions are initiated), Information-General (the provision of accurate information about institutional resources available to the client), and Relationship (the manner in which the advisor and his client deal with each other, the basis of their interaction). Communication (the style or process of exchanging information between the advisor and the client) was incongruent at a significance level of .01. Significant incongruence at the .05 level was found for the categories of Environment (the atmosphere created by the place where the advising occurs) and Function-Academic (the provision of help or assistance to the client in selecting a program, choosing courses, and understanding institutional policies and requirements). Information-Vocational (the provision of accurate information about careers and job opportunities) had a $K = 2.8643$, only .16 above the acceptance level for congruency. Therefore, it was not considered to be significantly incongruent.

Table 32 presents a summary of all significant data presented in Chapter IV. Included are student and faculty mean scores and ranks

TABLE 32

SUMMARY OF STUDENT AND FACULTY DATA BY CATEGORIES

Category-Item	Overall Ranks						Within-Category Ranks						Means						Type and Level of Significant Anova(s)												
	S			F			S			F			S			F			Sex			Class			K			W			
Information-Academic	1			7			-						4.329			3.450						.017			18.0998			.001			
	#28	2			10.5			1						4.592			4.300												.072		
	#35	4			25			2						4.517			3.900												.024		
	#2	8			52			3						4.403			3.200														
#3	37			59			4						3.806			2.400															
Information-Vocational	2			11			-						4.166			3.050						.003			2.8643			.100			
	#65	10			56.5			1						4.371			3.000												.018		
	#48	27			54.5			2						3.957			3.100														
Information-General	3			6			-						4.011			3.540									11.5556			.001			
	#49	7			25			1						4.433			3.900														
	#37	20.5			43			2						4.143			3.400														
	#55	25			6			3						4.029			4.500												.055		
	#44	32			62.5			4						3.882			2.100														
	#62	47			29.5			5						3.572			3.800														
Communication	4			1			-						3.972			4.083									6.6140			.010			
	#16	12			25			1						4.303			3.900												.085		
	#26	19			13			2						4.147			4.200												.050		
	#50	20.5			20			3						4.143			4.000														
	#43	31			29.5			4						3.910			3.800														
	#20	34			20			5						3.871			4.000														
#23	52			3.5			6						3.448			4.600															

TABLE 32 --Continued

Category-Item	Overall Ranks				Within-Category Ranks				Means		Type and Level of Significant Anova(s)			
	S	F	S	F	S	F	S	F	S	F	Sex	Class	K	W
	Prob.		Prob.		Prob.		Prob.		Prob.		Prob.		Prob.	
Relationship	#57	5	4	-	-	-	3.958	3.922	3.958	3.922				
	#40	6	20	1	4.5	1	4.493	4.000	4.493	4.000				
	#30	9	10.5	2	2.5	2	4.386	4.300	4.386	4.300	.007			
	#6	13	3.5	3	1	3	4.299	4.600	4.299	4.600				
	#25	28	10.5	4	2.5	4	3.938	4.300	3.938	4.300				
	#46	29	43	5	8	5	3.929	3.400	3.929	3.400				
	#5	41	34.5	7	7	7	3.752	3.700	3.752	3.700	.046			
	#31	39	20	6	4.5	6	3.783	4.000	3.783	4.000	.033			
	#10	46	29.5	8	6	8	3.664	3.800	3.664	3.800				
		54.5	52	9	9	9	3.417	3.200	3.417	3.200			11.3851	.001
Accessibility	#4	6	10	-	-	-	3.891	3.100	3.891	3.100	.025	.014		
	#66	23	20	1	1	1	4.101	4.000	4.101	4.000				
	#47	35	64	2	3	2	3.858	1.800	3.858	1.800			.050	
		43	39	3	2	3	3.710	3.500	3.710	3.500	.031	.089		
Function-General	#13	7	3	-	-	-	3.801	3.978	3.801	3.978				
	#17	3	1	1	1	1	4.548	5.000	4.548	5.000				
	#21	11	2	2	2	2	4.348	4.800	4.348	4.800				
	#60	16	15	3	3.5	3	4.187	4.100	4.187	4.100				
	#9	17	20	4	5.5	4	4.175	4.000	4.175	4.000				
	#33	18	20	5	5.5	5	4.167	4.000	4.167	4.000				
	#18	40	15	6	3.5	6	3.757	4.100	3.757	4.100	.008			
	#54	45	48	7	7.5	7	3.676	3.300	3.676	3.300				
	#41	62	52	8	9	8	2.748	3.200	2.748	3.200				
		64	48	9	7.5	9	2.626	3.300	2.626	3.300				

TABLE 32--Continued

Category-Item	Overall Ranks				Within-Category Ranks				Means			Type and Level of Significant Anova(s)			
	S	F	S	F	S	F	S	F	S	F	Sex	Class	K-W		
													K	Prob.	
Function-Academic	8	5	-	-	3.773	3.550							4.1078	.050	
	1	34.5	1	6	4.654	3.700									
	5	6	2	1	4.510	4.500					.077	.058			
	14	48	3	9.5	4.237	3.300									
	24	8	4	2	4.097	4.400									
	26	29.5	5	4.5	3.962	3.800									
	38	15	6	3	3.800	4.100									
	44	29.5	7	4.5	3.686	3.800									.096
	49	62.5	8	12	3.495	2.100									
	50	48	9	9.5	3.490	3.300									
	53	43	10	8	3.436	3.400									
Function-Vocational	9	8	-	-	3.656	3.400									
	42	43	1	1.5	3.751	3.400									.001
	48	43	2	1.5	3.667	3.400									.001
	10	2	-	-	3.655	4.000								4.4526	.050
Environment	30	10.5	1	1	3.924	4.300									
	56	34.5	2	2	3.384	3.700									
	11	12	-	-	3.377	2.940								15.8778	.001
Personnel	15	34.5	1	2	4.215	3.700									
	22	6	2	1	4.192	4.500									.011
	54.5	54.5	3	3	3.417	3.100									

TABLE 32--Continued

Category-Item	Overall Ranks		Within-Category Ranks		Means		Type and Level of Significant Anova(s)			
	S	F	S	F	S	F	Sex	Class	K	W
#12	60	61	4	4	2.846	2.200				
#32	65	66	5	5	2.294	1.200	.015	.023		
Contact	12	9	-	-	3.375	3.140			13.3270	.001
#29	33	37	1	2	3.877	3.600				
#63	36	39	2	3	3.834	3.500				
#7	51	29.5	3	1	3.488	3.800				
#52	59	58	4	4	2.867	2.500				
#53	61	60	5	5	2.810	2.300				

for all items and categories; ranks of items within each of the twelve categories; notation of all items and categories which had significantly different student responses according to sex or class and their level of significance; and all category K values which were incongruent and their level of significance.

The table is organized by category, the categories being listed in order of their importance to students. By studying the Overall Ranks, Within-Category Ranks, Category Means, and Item Means, for students and faculty, some of the similarities and differences between their responses become evident. For example, there was a great difference in the ranking of the Information-Academic category and its items between faculty and students. Students reported this to be their most important need, while faculty ranked it relatively low. However, the students and faculty were in complete agreement as to which items within the category were most important, even though they disagreed on their level of importance. This was also true of the Environment category (with the exception that here the faculty considered the category to be of great importance and the students did not).

The Kruskal-Wallis scores and probabilities are also included in Table 32. The reader should be cautioned, however, that the computation of the K value was not based upon the means and ranks presented in this table. The Kruskal-Wallis statistic was computed by ranking every individuals' category score and summing those ranks. The means and ranks in this table are summary statistics and not comparable to

the Kruskal-Wallis statistic. Some insight can be gained about the type of incongruity, between student and faculty responses, which was statistically determined by the K-W tests--but direct comparison would be misleading.

It is also important to note here that the fewer the items in a category, the less likely it is that statistically significant results (i.e., incongruence) will be found. Thus, the congruity of Function-Vocational, Accessibility, and the relatively low incongruity of Information-Vocational could be related to this fact. Function-General was composed of nine items, which makes its K score more reliable. Despite the difference in overall category rank between faculty (3) and students (7) assigned to this category, their mean scores were very similar. There was no difference found in their responses.

Among the highly incongruent categories ($p = .001$), the differences in response pattern can be more easily discerned. Faculty and student mean scores and item ranks for the Information-Academic category bore almost no similarity to each other in the summary statistics. Students reported this category to be of far greater importance to them than did faculty. Personnel had low ranks from both groups, but again, faculty mean scores were much lower than students on the category and all but one item (the use of both faculty and student advisors). Contact also had low ranks from both groups (students = 17, faculty = 9), but significantly lower from faculty. Both Information-General and Relationship were ranked higher than the

other incongruent categories by both groups; again, the faculty generally had lower means than students and their priorities within the category's items were quite different. The same was true of Function-Academic.

The Communication and Environment categories were both more important to faculty than students. The small number of items in the Environment category probably contributed to its low K value. That is, the student/faculty difference on this category might well have been even larger had there been more items within the category (similar to Information-Vocational mentioned previously).

Summary

Chapter IV has presented the results of the study in five sections: (a) characteristics of the sample, (b) faculty goals, (c) student needs, (d) student need differences based upon sex and class, and (e) student/faculty congruence. Ten faculty academic advisors and 211 undergraduate advisees from the University of Massachusetts, College of Arts and Sciences Information and Advising Center (CASIAC), rated sixty-six items on parallel survey questionnaires which assessed faculty goals and student needs for twelve categories of academic advisement. Their responses were rank ordered by item and category.

Significant differences in responses were found based upon sex and class. Twenty-five percent of the categories differed based upon both sex and class of the respondent. Of the individual items, 21 percent differed by sex and 14 percent differed by class. Of the

items and categories which differed by sex, females consistently rated them higher than did males. Sophomores tended to rate items more important than Freshmen or Juniors. In no case were the Junior means higher than the other two classes, indicating that Juniors, in general, expressed less need for advisement than underclassmen.

Faculty goals and student needs were incongruent in 75 percent of the categories. The strongest area of incongruence was found in the Information-Academic category, which was the highest ranking category of student needs. Students tended to rate items and categories more highly than faculty, with the exceptions of Communication, Function-General, and Environment.

CHAPTER V

CONCLUSIONS AND DISCUSSION

The purpose of Chapter V is to present the conclusions and discussion of the results of the study. The chapter is organized into four major sections: (a) conclusions, (b) discussions of faculty goals and student needs for academic advisement, and the congruence of their goals and needs, (c) assessment of the study, and (d) implications for further research. Both the conclusions and discussion section are each subdivided in accordance with the four research questions posed in Chapter I.

Conclusions

Given the statement of the Purpose of the Study presented in Chapter I, the results of this study presented a description of the needs of undergraduate students at the University of Massachusetts for academic advisement, the goals of CASIAC faculty advisors for undergraduate student academic advisement, the effects of student sex and credit hours earned upon various aspects of the advisement process, and the congruency of student needs for advisement with faculty goals for advisement. The analysis of student needs and faculty goals were obtained from descriptive statistics including frequency distributions, means, standard deviations, and rankings of item and category scores.

Tests for main effect variables were obtained from one-way analyses of variance by sex and total credit hours completed on all items and advising categories for students. Congruence between faculty goals and student needs were obtained from Kruskal-Wallis analysis of variance, using ranked scores on items across categories. Because of the nature of the samples, none of the following conclusions represent inferences to the total population of students or faculty surveyed. The procedures used and results of this study were presented in Chapters III and IV.

Faculty Goals for Advisement

Goal Priorities. The rank-ordered faculty responses indicated that their most important goals were (1) to refer students elsewhere when necessary, (2) to point out different ways for students to accomplish their goals, (3) to be free to disagree with the advisee, (4) to be attentive and interested in students' concerns, (5) to have both faculty and student advisors available at CASIAC, (6) not to be a salesman for certain courses or departments, and (7) to provide information which helped students make decisions.

Goals which faculty reported to be of little or no importance to them were (61) that "CASIAC would use all faculty advisors," (62) that students would keep informed about CASIAC services, (63) the facilitation of student schedule arrangement, (64) the assignment of specific students to them for advising, (65) that "advisee concerns are not of concern to (the advisor)," and (66) that "CASIAC would use all student advisors."

Categories of Goals. The categories which ranked as most important to faculty were (1) the style or process of exchanging information between the advisor and the client, (2) the atmosphere created by the place where the advising occurred, (3) the provision of help or assistance to the client in making choices according to his/her individual concerns, (4) the manner in which the advisor and the client dealt with each other, and (5) the provision of help or assistance to the client in selecting a program, choosing courses and understanding institutional policies and requirements. None of the categories which addressed the basic provision and explanation of information fell within the top five ranks. Both of the vocationally oriented categories were within the lower half of the faculty category ranks. Categories of least importance to faculty were (10) the availability of advising resources to the client, (11) the provision of accurate information about career and job opportunities, and (12) the kinds of staff available to act as advising resources to the client.¹

Conclusions. The following conclusions provide basic descriptors of faculty advisors' goals for academic advisement:

1. Faculty advisors' primary goal is to achieve good communication with their advisees. They do not report a need for agreement with the advisee, but they do wish to achieve understanding of both

¹The Personnel category contained items which defined various classifications of people as advising resources. Students and faculty were quite definite in their desire for advisors outside of Arts and Sciences and for both faculty and student advisors. Their rejection of just faculty or just student advisors contributed to the low ranking of this category.

points of view involved in the advisement process.

2. Faculty want the atmosphere of the place where advising occurs to be friendly, and do not highly value privacy.

3. Faculty advisors unanimously agreed that referring their advisees to appropriate resources is the most important help they can provide.

4. It is more important to faculty to help students set their goals than to help them achieve their goals.

5. Faculty feel that their manner, in dealing with the client, should be attentive, interested, patient and open-minded. Supportiveness and informality in the relationship are not of great importance to them.

6. There is great resistance among faculty advisors towards "selling certain courses and departments" and "rubber stamping students' programs." They wish to help in the planning of the students' programs on a general level.

7. Faculty do not wish to get into highly specific problems which their advisees have. For instance, help in schedule arrangement, specific course selection, problems with a specific course, and other academic pressures the student may have, are not areas advisors feel are important responsibilities.

8. Faculty goals concerning the provision of information also concentrate upon general areas and de-value specific areas.

9. Advisors are not interested in providing vocational information, and are only slightly more interested in helping students define

their vocational plans and goals.

10. Faculty advisors place the responsibility of initiating advising sessions upon the advisee.

11. Faculty feel advising sessions should be of sufficient length to accomplish the goals of the advisee. They do not want a group of students assigned to them, nor do they express any great concerns about maintaining specific office hours.

12. Faculty advisors believe advisees should have access to advising resources of both faculty and students. They thought it desirable, but not necessary, to have resources outside of the College of Arts and Sciences available to the advisee.

Student Needs for Assessment

Need Priorities. The most important needs of students for advising were (1) that "the advisor would explain all possible academic options," (2) that "the advisor would have up-to-date information about university core requirements," (3) that "the advisor would help find other sources of assistance (if needed)," (4) that "the advisor would provide information about available programs and majors," (5) that "the advisor would not be a salesman for certain university courses or departments," (6) that the student "would be able to trust the advisor," and (7) that "the advisor would have up-to-date information about university resources."

In contrast to the above results, the least important needs of students for academic advisement were (61) that "the advisor would create opportunities for me to get to know him/her better," (62) that

"the advisor would make (the student) aware of his/her values and attitudes," (63) that "the advisor would help (the student) to learn how to study more effectively," (64) that "the advisor would help (the student) to understand (himself/herself) better," (65) that "CASIAC would use all student advisors," and (66) that "CASIAC would never be of any importance to (students)."

Categories of Needs. The categories which ranked the highest for student needs were the provision and explanation of accurate information about (1) institutional requirements, curriculum and majors, (2) careers and job opportunities, and (3) institutional resources available to students. Two highly related categories were also in the upper half of the rankings, (4) the style or process of exchanging information between the advisor and the client and (5) the manner in which the advisor and his client deal with each other.

All of the twelve categories were rated as important by students with mean scores above 3.0 on a five point scale. Those categories with the lowest ranks were (10) the atmosphere created by the place where the advising occurred, (11) the kinds of staff available to act as advising resources,² and (12) the style or manner by which advising sessions were initiated.

Conclusions. The following conclusions provide basic descriptors of undergraduate student needs for academic advising services:

1. Students primarily need advisors to provide accurate information about academic and curricular requirements, vocational

²Ibid.

opportunities, and general university resources.

2. Students and advisors to be clear and direct in their communication, and to base their relationship upon trust and open-mindedness.

3. Students need to be treated as individuals with unique problems, but they do not expect close, continuous, highly personal relationships with their advisor.

4. Students need to have their meetings with their advisor be informal and of sufficient length to accomplish their goals.

5. Students need help and assistance from their advisors in finding the appropriate university resources which can help them accomplish their goals, and in dealing with the problems they encounter with the university.

6. Students need more help in achieving goals than they do in setting goals.

7. Students need the atmosphere of the place where advising occurs to be friendly. Informality and acceptance are more important than privacy.

8. Students need their advising resources to be as varied as possible, from all aspects of the university, including areas outside of the College of Arts and Sciences.

9. Students do not need to have the advisors initiate meetings, but they do want the advisor to be responsive to student initiation of meetings.

Effects of Sex and Class

In general, it can be concluded from the data that academic advising is more important for women than for men and for sophomores and freshmen more than for juniors. All vocationally oriented categories and items were significantly more important to women than men, as was the category of Accessibility of advising sources. Women reported needing significantly more support, encouragement, help in selecting courses, and developing their educational goals than men reported needing. It was also more important to women than men to have both faculty and student advisors from all university departments and for the advisors to keep specific office hours. In terms of the advising relationship and style of communication, it was significantly more important to women for advisors to make clear suggestions, give them answers unique to their situation, be open-minded, and to have discussions with them which stimulated their thinking.

In regard to the effect of class on the needs of advisement services, the provision of vocational and academic information was significantly less important to juniors than underclassmen. The category of Accessibility and items addressing the assignment of advisors to advisees, specified advisor office hours, and the student responsibility to keep informed about CASIAC services were also inversely related to the total number of credit hours earned by students. Freshmen reported significantly less need than juniors or sophomores to have advisors from outside the Arts and Sciences division, to have help planning their academic program, and for the

advisor not to be a salesman for courses or departments.

Student/Faculty Congruence

Student and faculty responses were congruent on three categories: Function-General, Function-Vocational, and Accessibility. The remaining seventy-five percent of the categories were incongruent. The following conclusions can be made about the extent of congruence between faculty advisor goals and undergraduate student advisee needs for academic advisement:

1. There is great difference between faculty goals and student needs for academic advisement.
2. The categories which were the most highly ranked by each group were among the most significantly different.
3. The need for accurate information about institutional requirements, resources, curriculum, and academic majors was the area of greatest difference between students and faculty.
4. Students need specific information from their advisors, but advisors want to provide information on a general level.
5. Faculty advisors want to help students set, develop and define their goals, but students need help in achieving the goals they set for themselves.
6. The manner in which the advisor and his client deal with each other is important to both faculty and students; but they significantly differ in opinion about what the manner should be.
7. Neither students nor faculty want only faculty or only student advisors. Variety of advising resources, however, is far more

important to students than to faculty.

8. Advisors and advisees are not different in their valuation of the advisors' responsibility to provide assistance to advisees in making choices according to their individual concerns.

9. There is great agreement between advisors and their clients on the importance of the advisor being able to refer students to appropriate resources, to provide information on core requirements, to not sell certain courses or departments, and to be open-minded.

10. Advisors and advisees agree that the following advisor responsibilities are not very important: initiating contact, providing opportunities to get to know each other better, and teaching study skills.

Discussion

Faculty Goals

The faculty advisors who were surveyed for this study received no remuneration for their work as advisors, and little recognition for their efforts.³ They were not "employees" of CASIAC, and CASIAC did not provide them with a great deal of direction or a set of objectives for them to achieve. Thus, they were relatively independent in their actions and self-directed in their advisor positions. Their goals, the aims or ends towards which they directed their behavior, were individually determined and their rewards for their efforts were

³See Chapter III, Population and Population Sample.

intrinsic rather than extrinsic.

Faculty considered the style or process of exchanging information with their client to be most important. This may relate to the intrinsic rewards that advisors obtained from their role. The interactive or one-to-one communication aspect of the advising role was apparently important and rewarding to them. In addition to Communication being the highest ranking category, every item within the category was in the top fifty percent of the item ranks. There was a clearly defined goal pattern of "attending to" the client which was further corroborated by the high rank accorded the Relationship category. "Being attentive and interested," "recognizing the unique situations of their advisees," and "trying to see things from the students' perspective" were all important faculty goals.

The ranking of informational categories and items by faculty is discussed in greater detail in the congruence section. At this time, a distinction between levels of complexity of items is discussed. Most informational items were simple and direct: to have up-to-date information about university resources; to provide information about CASIAC, major curriculum requirements, and course content are examples of these simple informational items. A few of the faculty goal items which received high ranks addressed the simple provision of accurate information, but not enough to place any informational category into the first five category ranks.

There were many items which inferred the possession of accurate information by the advisor but were more complex in their content: to

provide information which helps students make decisions, to help students plan their academic program, and to interpret rules and regulations are examples of these more complex information related items, many of which fell into the Functions categories. Most faculty reported that the more complex goals were more important to them.

This was further corroborated by the faculty reponse to vocationally oriented categories and items. All such items were of low importance to faculty, but even in this instance, they rated the more complex goal statements significantly higher than the statements which addressed the simple provision of vocational and career information. It can be assumed that faculty advisors view information as a means to a goal, rather than a goal in itself. This, again, could be related to the importance of intrinsic rewards to advisors. It seems apparent that helping a person utilize information or make decisions from information would be more fulfilling than simply providing that information.

Characteristics which advisors reported as being "quite important" were patience, open-mindedness, and the abilities to establish trust and stimulate thought. They also thought it "quite important" to have an office which was a friendly place to visit. It appears contradictory that the importance of the physical environment conveying friendliness was so high, when the faculty did not place an equally high emphasis on encouraging students to drop in or return to see them. It would seem that one of the purposes in making the office a friendly place to visit would be to have clients feel comfortable

during an advising session and enjoy coming or returning to see the advisor. Faculty apparently place little emphasis on initiating the relationship outside of providing an atmosphere conducive to advisement. They also appear to have boundaries on the advising relationship which preclude the establishment of intense personal relationships with their advisees.

This break-off point in the advisor-advisee relationship is somewhat confusing. Why would the advisor highly value trying to see things through student's eyes, yet not highly value creating opportunities to know the student better, knowing the student as a person, or informally exchanging ideas and thoughts with students? It appears that the advisor goal is to know and aid the student academically, but not to step over the boundary which separates advising from counseling. The advisors want to deal with the cognitive domain in an effectively acceptable manner, but do not want to deal with the affective domain of the advisee. This point was further corroborated by the low ratings assigned to items which addressed personal needs of students such as understanding themselves better and becoming aware of their values and attitudes.

Student Needs

From the data presented in this study, it seems apparent that students need an academic advising system primarily to provide accurate information in a direct manner. This is probably the most fundamental aspect of any advising process and perhaps the least interesting, rewarding, or fulfilling role for an advisor to assume.

The fundamental advisor role of information resource is of primary importance to students. It could be assumed that, like other needs, advisement needs are hierarchical in nature and that once primary needs are satisfied, other needs become more prominent. This would account for the very high mean scores received by so many questionnaire items as well as the clustering of particular needs at certain levels of importance. The provision of help or assistance by the advisor in making choices, understanding information, and developing or achieving goals could be considered secondary or higher order student needs. These needs, which were defined within the three Function categories of this study, clustered together at lower ranks than the Information categories, but were nevertheless rated as "important" by students. It is perhaps stating the obvious to say that needs for help or assistance in using information to make decisions, set goals, understand implications of decisions, and design plans to reach goals are only important once the information is available.

It also seems apparent that students do not expect one advisor to be able to respond to all their needs; however, they do expect an advisor or an advising system, such as CASIAC, to provide access to a wide variety of resources and personnel which will meet their needs.

In relation to the resources and personnel needed by students, the most important factors reported were variety and choice. Students specifically reported that they wanted neither all student nor all faculty advisors, and were not particularly interested in being referred to students majoring in their interest areas for discussions.

However, students did want advisors to refer them elsewhere whenever necessary and they reported a need for CASIAC to use both faculty and students as advisors. Quite possibly because all students surveyed had not declared a major, they wanted faculty who were used as advisors drawn from departments throughout the university. This suggests that it might be useful to consider the expanding of CASIAC to a university wide information and advising center (UNIAC).

In direct contrast to much of the recent literature on the purposes of higher education and the purported needs of students, this study presented results which indicate that students do not have strong needs for their advisor to be their friend, to help them understand themselves, or to increase their awareness of their values and attitudes. They may in fact need these things, but their academic advisor is not the person they wish to seek this type of help from. Thus, most of the highly personal or humanistic needs of students addressed by this study were ranked very low by most students.

Literature in the field of student development has suggested the need for faculty and staff to engage in outreach programs for students. Students, especially underclassmen, new, and nontraditional students, have been depicted as being somewhat in awe of faculty and staff and hesitant to initiate contact with them even when they have problems or specific needs. According to the results of this study, students, in general, are not particularly concerned about advisors initiating contact with them or creating opportunities to get to know them better. They would like the physical environment to be warm and

friendly and want some encouragement from the advisor to drop in or return to see him/her, but these needs are far from being their most important needs.

While students neither want a friendship from, nor expect a great deal of initiation from their advisor, they do highly value and need certain personal characteristics in their advisors. Objectivity, sincerity, trust, open-mindedness, clarity, and the ability to treat them as unique and interesting individuals were advisor characteristics which students reported as being quite important.

Effects of Sex and Class

On the basis of the results of this study, it seems appropriate to conclude that academic advisement is more important to female students than to male students. Recent changes within our society concerning women help to explain the importance of advising to women, as well as the differences in the specific needs they value more highly than men.

During the last decade, the status of women has received a great deal of attention. The role of the female (socially, economically, and psychologically) has been questioned and often criticized. There has been an increased emphasis on careers outside of the home. In many cases these changes have resulted in a female identity crisis. Simultaneously, legislative demands for equal sexual opportunity, and the increased economic necessity for women to work, have encouraged women to enter vocations which were previously closed to them. All types of opportunities are purportedly now open to women, and

statistics from the Bureau of Labor indicate that women under the age of twenty-five will most likely work for an average of twenty-five years or more.

In order to prepare themselves for these heretofore "male" careers, women in universities are interested in pursuing academic areas traditionally associated with and oriented toward men. Since most young women are relatively unfamiliar with the curriculum and vocational areas they are interested in, it seems reasonable to assume that they need a greater amount of academic advising than men need. The relatively high rating which women placed upon academic assistance and informational needs regarding careers and vocational goals attests to their unfamiliarity with the new roles they are exploring. It is hardly surprising that women need a greater amount of assistance in clarifying their academic and vocational goals.

As old roles and rules for females have been torn down, there have been no adequate replacements provided to them. They have been confronted with the likelihood that their own lifestyles will undoubtedly be dissimilar from what they were taught to expect, but they have no clear idea what that difference might be. This appears to create a sizeable amount of instability in insecurity in females, especially those in their adolescent and post-adolescent years. In addition, women (unlike men) have usually been encouraged to seek assistance, and are rarely viewed as weak for requesting help to solve problems. Thus, they seek stability and guidance from their advisors.

Perhaps it is for this reason, and others mentioned above, that female students placed a higher degree of emphasis upon the importance of advisor availability than did male students. They want to know the specific times that their advisors will be available, much more so than do male students. That is, they need to be assured that there will be an advisor available when their needs for assistance arise. Similarly, female students also reported a greater need for their advisors to be open-minded, supportive and encouraging. They are more interested in having probing discussions and being considered unique than males. In terms of their personal, academic, and vocational needs, women are aware of their feeling of uniqueness and the uncertainties of their position during this period of socio-economic change in their status, roles, and expectations. In these ways, their needs for academic advisement are distinctly different from those of most male students.

Differences in student needs for academic advising based upon class did occur in the data. However, attributing these differences solely to class (the number of credits completed in school) may be misleading. Intervening variables within the class subgroups (such as sex, age, transfer status, etc.) could have effected the direction of the class scores. With this caution in mind, the discussion of the effect of class or student needs is presented.

While all class subgroups indicated a need for advisement, juniors, who have presumably spent more time at and had more experience with the university, placed less importance on advisement needs

than did underclassmen. It appears that by the time students reach their junior year, most of their basic informational needs have been fulfilled. Their experience with the university apparently makes them confident of their ability to find help when they need it. Given the fact that a junior student would most likely have made many decisions about his own goals and have fulfilled most core curriculum requirements, it is not unusual that his guidance needs have decreased. Juniors reported significantly less need for information in academic and vocational areas and less concern about the availability of advising resources than underclassmen. Thus, it could be anticipated that juniors will not use advising services as often as underclassmen will.

The data does not, however, show a completely inverse relationship between time spent in school and the need for advisement. Juniors did have less need for advisement than upperclassmen. However, when underclassmen are divided into two groups, freshmen and sophomores, the pattern of less advisement need with more time in school no longer holds true. Sometimes, sophomores had higher need levels than freshmen, and vice-versa, depending upon the need category.

Consider for a moment, freshmen and sophomores at the university to be like two children with nickels on their way to a candy store. One child, never having been in a candy store before, is overwhelmed by all the goodies, and is only sure of one thing--that he wants candy. The other child has made several visits to a candy store

previously and is still excited by what it holds in store. He, however, knows from prior experience that he only has a nickel to spend and will have to make some decisions about whether to buy bubble gum, chocolate or a lollipop. Like the inexperienced child, freshmen reported a greater need for access to advising sources and having an assigned advisor who will maintain specific hours. They wanted to be sure that they had an advisor, knew who that advisor was, and when he/she could be reached. The freshman, like the child on his first candy store visit who was certain he wanted candy, was certain he wanted an advisor, but was not usually certain about what he wanted from that advisor.

Sophomores were less concerned with accessibility, but were more concerned than the freshmen about what specifically the advisor would be able to do for them when they went to see him/her. Sophomores appeared to have a slightly better grasp on what they needed to know, while freshmen just had a need to know. Sophomores had a significantly greater need for help in planning their program, receiving academic information and explanations of curriculum and major requirements, for the advisor not to be a salesman for certain things, and for broader access to advising resources. Through slightly more experience with the university, the sophomore was able to more specifically define what his most important advising needs were.

The single instance where freshmen were specific about advising needs was in regard to vocational information and the desire for the advisor to suggest careers according to his/her own interests. It

is perhaps stretching the candy store analogy a bit to explain this by saying it is fine for the salesman to point out which goodies the child might like or could afford with his single nickel. Alternatively, the number of females in the freshmen subgroup could have effected this response, since the vocational information area was also significantly more important to women. This area of specific information being needed slightly more by freshmen than sophomores could also be a result of the increased pressure to use one's education as preparation for a career being felt more strongly by younger people.

Student/Faculty Congruence

The data presented in this study has shown that student and faculty responses were incongruent at statistically significant levels for seventy-five percent of the categories. In this section, the potential impact of this incongruence on the effectiveness of the advising system will be discussed. When it appears that the incongruity might seriously impair the system's effectiveness, methods of addressing the problems will be presented. These methods will include alternative designs for delivering advising services and may involve compromise, adaptation, and/or revision of expectations on the part of both students and faculty. This section will also review the twenty-five percent of the responses which were congruent and discuss their importance to the design of a well-functioning advising system. For ease in conceptualization, the categories have been grouped into four areas according to their content: information,

interpersonal, function and structure.

The informational areas (academic, general and vocational) were all incongruent. As was discussed in the goal and need sections, providing information was not a preferred faculty goal while it was the strongest student need. This area of incongruity seems certain to result in client dissatisfaction and advisor frustration which could harm the effectiveness of the total advising system. In addition, CASIAC, by virtue of its name (College of Arts and Sciences Information and Advising Center), publicizes itself as an information resource; thus setting client expectations for services which the advising staff does not strongly desire to provide. For these reasons, student/faculty incongruence on information may have a critical impact on the advising system's effectiveness and it could be important to find methods to decrease that incongruity.

In order to successfully pursue an academic career, a student must meet certain university, college, and major requirements which are determined by the faculty and printed in college catalogues and other official publications. These requirements are usually difficult to remember, let alone understand; especially for a neophyte to academia. Quick, concise, and accurate explanations of, and rationales for, those requirements are often requested by students. It can be understandably tedious or boring for an advisor to continually review this information with large numbers of clients, but it is information which is necessary in designing students' curricular programs. Thus, the student need is real and important, and

CASIAC should find a way to fulfill it.

Several alternatives could be explored to fulfill this need for general and academic information. Printed handouts, extracted from the university publications, could be provided to students at the advising center. Simple course check-off sheets by major which allow students to assess their own progress toward fulfilling requirements could be available, upon request, at their center. Para-professional personnel could be well trained in these informational areas and be available, upon request, as resources to students. The importance of the information provider role of the advising center could be strongly reinforced with faculty to increase their understanding of the importance of this service. Faculty understanding of the rationale for requirements could be reviewed to aid them in their explanations to students. Any combination of the above should help decrease the incongruity of goals and needs of the provision of academic and general information.

The incongruence in provision of vocational information may not be as easily resolved. The fact that faculty, trained in specialized disciplines, are probably ill-prepared to provide information to students interested in any number of career fields may be related to the lack of importance faculty placed on this. Nevertheless, specialized sources of information about careers and job opportunities need to be made available to clients (especially women and freshmen). It is predictable that there will be direct increase in the need for vocational information as the emphasis on using education to develop

marketable skills increase. CASIAC could provide advisor training, in the area of vocational information. If faculty advisors do not want this training, other resources could be explored, such as hiring a specialized vocational advisor, developing a career library in the center, providing vocational information, counseling and testing services elsewhere in the university for referral, etc. Advisors need to understand the importance of this to their clients and be prepared to provide them access to the information in a manner more acceptable to both.

The three categories, relationship, communication and contact, which measured the interpersonal dimensions of the advising relationship, were also statistically incongruent. In general, the interpersonal area was of more concern to faculty than students. Although this dimension was less important to students than the informational aspects of advising, it was far from unimportant to them. Many of the areas of student/faculty disagreement were not of grave importance: faculty valued being patient, providing encouragement and support, and stimulating thought more highly than students did. If faculty did these things (thus achieving their goals), it seems doubtful that students would object. In fact, students may not report these things to be strong needs because they are being met. With a few possible exceptions which will be further discussed, it is unlikely that the statistically significant differences found between faculty and students on the interpersonal dimensions of advising would have as serious an impact on the effectiveness of the advising

system as the informational incongruity. Thus, while it may be ideally desirable to decrease the incongruity in order to achieve a better mesh of goals and needs, it does not appear to be realistically necessary for the success of the advising center.

One possible item in this area which could have a negative impact on the advising system was the differing responses to the statement "The advisor (student) and I would not have to agree with each other." It was extremely important to the advisors that they not have to agree with the student, one of their top four goals. Students, on the other hand, ranked this among their least important needs (52 out of 66). The negative phrasing of this item may have caused some inaccurate responses which could account for a portion of the disagreement. Taken literally, it could mean that students find it of only marginal importance that the advisor not have to agree with them. By extension, it may be of the same marginal importance that the advisor have to agree with them. Or, the response could mean that students really wanted agreement from their advisor. Such a student need would be unrealistic and unfair, though perhaps not unlikely. Given the strength of the advisor response, it is possible that they have experienced communication problems with students when they have disagreed with them which caused them to overvalue this goal. It would not be out of order for CASIAC to initiate a clarification of the advising role which could help revise the possible student expectation of mutual agreement between him/herself and the advisor.

An area of response difference which may result in advisor frustration was their desire to receive feedback from students on how their suggestions worked out. Students did not have a strong need to give this feedback, though they were not opposed to doing so. Advisors should probably directly solicit this feedback from their clients, or revise their expectations.

Despite the incongruity of the categories in the interpersonal area, there was much item agreement, based upon mean and rank scores, which is important to recognize. Both students and faculty placed low values on items which pointed towards making the advising relationship a highly personal one. Neither wanted to know the other as a person, to create opportunities to get to know each other better, or expected the advisor to initiate contact. Thus, both participants in the advising process defined clear boundaries around the nature of the advising relationship and there appears to be no need whatsoever for the center to be concerned about increasing personal contact outside of the advising roles.

The functional areas included both congruent (general and vocational) and incongruent (academic) categories. There was strong agreement between advisor and advisee that the general function of a viable advising system is to help students to develop their goals and to aid them in achieving those goals. Both groups agreed about the importance of giving/receiving individually oriented help, especially to new students, in general planning areas which can make the students' academic experience successful. As the area in which the

needed help became more personal (understanding themselves, awareness of values, etc.), the less important the helping function became for both students and faculty. This corroborates the finding of the low need for a close personal relationship which was discussed above. The advising center need not be counseling (client-analysis) oriented. It appears that this service may be provided elsewhere with no detriment to either participant.

The vocational function area was also congruent in its response patterns. The provision of help or assistance in developing career plans and goals was not of great importance to either students or faculty. It is important to note here that there was great incongruence on the issue of providing information about careers and job opportunities. Students strongly wanted the information but they did not strongly want help in using that information to set their goals. This congruence on general and vocational function indicates a foundation of advisor/client agreement which should bring satisfaction with the advising services from both participants.

The incongruity of the academic function category was neither strong nor easily understandable. The responses to this category, which had a large number of items and may have been poorly constructed, did not show any discernible trend. Based upon item mean and rank scores, there was relative agreement between groups on five items: the importance of advisors not "selling" courses and students using CASIAC for planning not just crises; and the unimportance of the advisors providing help in selecting specific courses, teaching

study skills, or decreasing pressure to declare a major. These areas of agreement did not contribute to the category of incongruity.

Of the remaining items which showed need/goal differences, some were serious enough to effect the functioning of the advising system. Students definitely wanted help if they got a "raw deal" in a particular course and an explanation of all possible academic options by the advisor. The latter relates directly back to the student/faculty disagreement in the informational areas and could be remedied by suggestions presented earlier. The former is an issue of the advisor's loyalty to his advisee rather than a faculty colleague, and the diversity is not surprising. If advisors are able to inform students of their rights and the available university procedures for mediating student/faculty disputes, then there should be some resolution of this incongruity. Students should also be made aware of the services of other offices (such as Student Affairs) which appropriately provide student support in cases of academic disputes.

The items which were more important to faculty (helping plan students' academic programs, helping select a major, and not being a rubber stamp approval for programs) are relatively well-recognized responsibilities of an academic advisor by most professionals. In regards to program planning and selecting a major, the issue of students wanting information rather than help in decision making is again evident. This may be an area of advisor frustration with many of their clients, and one which really has no remedy. Many advisees want this help, some only want it at certain times. This is to be

expected given the developmental needs of this age group to establish independence and control over their own lives.

As with the functional areas, those categories which addressed the structure of the delivery services were both congruent (accessibility) and incongruent (environment and contact). The similarities and differences of the two response groups are important to discuss. The differences found here are probably the easiest to address in designing improvements for the delivery of advising services.

There was agreement that a well-functioning system should have advising resources available to the client in a somewhat structured manner which allows sufficient time for meetings and notice of time periods when advisors are available. The agreement on the structure did not extend to the assignment of clients to advisors, which was much more important to the former (especially when they were female or underclassmen) than the latter. Allowing students, on a self-selection basis, to choose among the pool of faculty available, one advisor who would be assigned to them would resolve this area of incongruity. Advisors would still meet with students on a walk-in basis, but each would have a limited number of assigned students in addition to their general clientele--a simple, easily implemented compromise which could improve client satisfaction without drastically effecting the advisors' style of operation.

As it was important to some students to have an assigned advisor, it was important to advisors to conduct advising sessions in a friendly environment which allows for privacy. Students did not feel

this need as strongly as faculty. Despite the incongruity of their responses, it is doubtful that fulfillment of the advisors' goals would create any client dissatisfaction; in fact, the opposite is probably true. The more satisfied the advisors are with their surroundings, the more likely they will be to attend to their clients' needs. It would not be unwise to consider faculty preferences in the physical design of an advising center.

The issue of who should be staffing the advising center was of more concern to students than faculty. Neither group wanted all faculty or all students. Nor was there a strong interest by either group to have referrals made to students by academic major. Both groups wanted the center to be staffed by both student and faculty advisors. The faculty, surprisingly, valued this even more strongly than the students. It seems apparent that CASIAC should train a group of student peer advisors to augment the center's current faculty staff.

The area of difference which may prove difficult to solve was the use of faculty advisors who are not part of the College of Arts and Sciences. Students strongly wanted access to a broader based professional staff. Faculty were not opposed to the idea, but it was not of great importance to them. It could be anticipated that there might actually be some faculty opposition which was not reported in this study. It would probably be best to move slowly in any attempt to branch out to a university-wide advising center. Rather than bringing faculty from other colleges into CASIAC, it would be better

to identify faculty resources outside of the College of Arts and Sciences who could be used as referrals for students. This would improve the student access and not threaten the control of the College of Arts and Sciences over its own advising system.

Assessment of the Study

This subsection presents an assessment of the study and is primarily focused upon the methods and procedures used in conducting the research which was presented in Chapter III. Particular attention is directed at the instrument used to collect the data. This subsection refers to the delimitations of the study presented in Chapter I and presents further limitations which were not previously discussed.

Population and Population Sample

The population of this study was the faculty advisors and their clients who had not declared a major at the College of Arts and Sciences Information and Advising Center (CASIAC) at the University of Massachusetts and is not necessarily typical of faculty and students in other colleges and universities, or in other departments within the University of Massachusetts. It is not possible to make inferences to the general population from the results reported because the sample was not randomly drawn from the general population.

Instrumentation

Faculty goal and student need information was obtained through

two questionnaires developed specifically for this study. The method used to design those instruments was population specific and the items are not necessarily transferrable to other populations. Author intervention affected the construction of the two questionnaires in order to achieve parallel forms for faculty and students.

Self report instruments such as those used in this study are subject to many problems among which are (1) respondents' lack of awareness of their own needs and goals, (2) reporting of goals and needs which the responders do not act upon in reality, (3) the general and idiosyncratic stimuli presented simultaneously to the responders by the questionnaire items, and (4) faking or false responding to give a socially desirable or acceptable impression. Students in the sample population may have fallen into any or all of the first three problem areas, and faculty may have been affected by any or all of the four areas.

The descriptive information about advisor goals and advisee needs presented in this study could only be as comprehensive as the items which composed the questionnaire. No evaluative item, which asked if the questionnaire addressed all of the goals/needs for advisement held by the responders, was included in either form. The methodology used in constructing the questionnaire included several tests for completeness. The range of items included in related questionnaires and found to be important in previous studies was comparable. The high ratings assigned to most items by both students and faculty indicated that most items included did address their needs/goals, and the fact that

few respondents wrote comments or added statements on their returned questionnaire forms all tended to confirm the methodology used and the comprehensiveness of the instrument for this population.

Response Format

The five-point response scale presented two major problems in analysis of the data. There was no point on the scale for a "no opinion" response; thus, respondents were forced to answer each question or leave a blank. This may have resulted in the use of a 1.0 or "unimportant" ranking for items which, in fact, the responder had no opinion about. The forced response format was used to aid in the prioritization of data.

An additional problem was the scale's restricted response range. Within the five points, there were essentially four positive points and one negative point. This was designed to allow responders greater discrimination among the degree of importance or positiveness of the items since it was expected that most items would have a positive value to most students and faculty sampled. A seven-point scale could have achieved this while allowing for a wider range of responses which would have yielded richer, more varied data. In addition, if there was a responder expectation that scale points below the mid-point are negative, a seven-point scale could have corrected for that problem.

Data Collection

The researcher had little control over the testing time or

environment since the questionnaire was responded to at leisure. No comparison was made between responders and non-responders due to limitation of resources. Therefore, the usable responses were basically from self-selected members of the population sample. The use of a glossary of terms might have helped to insure similarity of meanings assigned to items by the responders, and to overcome the idiosyncratic stimulus of items.

Data Analysis

Category Construction. Questionnaire items were assigned to researcher defined categories in order to organize systematically aspects of the advisement for discussion. The categories defined by the researcher have rationale and verification in the literature, but they were not based upon a tested, comprehensive theoretical model of academic advising because none were available.

Statistical Treatment. The lack of a random sample limited the statistical tests which could be used with complete confidence. Parametric statistics assume normal distribution within the population and therefore were not appropriate for use in analyzing some of the data in this study. Thus, non-parametric statistics were the only ones which could be used with confidence for comparative purposes between the faculty and student samples.

The small size of the faculty population and sample resulted in many tied ranks within that data which had to be corrected for. In the student sample, the females' response rate was higher than males and no correction was made for this.

The data collected about student needs were analyzed according to variables of sex and number of college credits completed. The selection of these variables might have important effects upon student advising needs. The size difference among student subgroups and between the student and faculty samples somewhat decreased the confidence of group comparisons.

Implications for Further Research

A number of implications for further research can be derived from the conclusions, discussion and assessment of this study. The primary topics might include further definition and clarification of the need/goal categories of academic advisement, and the importance of congruity between faculty advisor goals and student advisee needs.

Student needs and faculty goals for advisement are many and diverse. This study measured responses to sixty-six items which were organized into twelve categories or aspects of the advisement process. These aspects need further clarification and definition. On the other hand, this study did not address the advising needs of students with declared majors. Information on their needs is essential to the development of a comprehensive picture of student advisement needs. Nor did this study look at variables which effect student needs in addition to sex and class.

Student advisees were found to have different needs on the basis of their sex. The relationship of sex to compatibility with the

advisor and the differences in advisor goals based upon sex need further study. Similarly, the importance of personality traits in compatibility of goals and needs could prove to be important, as could the structure and type of personnel used by the advising system which is delivering the services to students.

One very important area for further research is the effect of student/faculty congruence upon satisfaction with advisement and upon quality of advisement services. This study's results indicated a great deal of incongruity between advisors and advisees. How important this difference is would be a subject for future research.

Another possible area for further research could be the replication of the present study, with some of the modifications recommended in the Assessment section of this chapter, at universities of similar size and structure to that used in this study. This would substantially increase the size of the response population, would provide opportunities to verify the findings of this study, and would further define and describe the goals/needs of advisors/advisees and their relationship.

There are, of course, many different methodologies available to study this same topic. A case history approach could avoid some of the sampling problems encountered by the methodology of this study. Longitudinal studies of advising effectiveness would also provide valuable data. A multivariate analysis which studied the many other potentially significant variables related to student needs would be very useful.

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APPENDIX A
FACULTY GOAL DEFINITION METHODOLOGY

CASE III: WHERE THE GROUP IS A COLLECTION OF INDIVIDUAL DECISION MAKERS
MAKING INDIVIDUAL DECISIONS

Purpose: To arrive at an approximation of the decision makers' intents for the enterprise which is as complete as possible.

1.0 Determine if the evaluator who is going to use this Case has a knowledge of sampling techniques. If not, then the evaluator should consult someone with expertise in sampling procedures.

2.0 Select a sample from the group of individual decision makers.

2.1 Determine the amount of resources--time, money, staff--available to devote to this activity and this amount in turn will be a limitation on the size of the sample and on the sophistication of the sampling techniques.

3.0 From this sample, draw a smaller subsample, again commensurate with resources available such that the evaluator can interact on an individual basis with this smaller subsample.

4.0 Ask each member of this subsample from the group of individual decision makers, separately, to respond to the following stimulus either by writing or tape recording:

What do you really want (the enterprise) to be and to accomplish? What do you really want (the enterprise) to accomplish for yourself and for others?

(Note: These are separate questions but a single stimulus and if the first question does not seem appropriate, then the second, which is a phrase of the first, may be appropriate.

The evaluator substitutes the name of the enterprise, e.g. Project Upgrade, for the words "the enterprise" as is appropriate for the given enterprise under consideration.

5.0 The evaluator combines all the output from each of the individual members of the subsample which has been arrived at on an individual basis.

6.0 Perform a goal analysis of the combined output arrived at in 5.0 above.

6.1 Break down multiple goal statements into single goal statements, resulting in a list of goals with one goal per line.

6.2 Eliminate redundant goal statements. A redundant goal statement is one which contains the exact same words as another statement.

- 7.0 The evaluator develops alternative lists of goals from selected enterprise documents.
- 7.1 Determine the amount of resources--time, money, staff--which are available to devote this activity.
- 7.2 Choose the (or at least one) primary written document which would be a major source of enterprise goals.
- 7.3.0 Perform a goal analysis (cf. 6.0) of this selected written enterprise document.
- 7.3.1 Goals occur throughout such documents and it should not be thought that 7.0 applies to just a section of the document that might be labeled "goals" or "objectives."
- 7.4.0 After completing this goals analysis of the primary written document, determine the amount of resources remaining to devote to continuing this activity.
- 7.4.1 If resources still remain, then examine another major written source of enterprise goals.
- 7.4.2 If going through the primary document (cf. 7.2) produces fewer than (say) ten additional goals, then this activity is not very useful and the evaluator would not proceed with activity, i.e., he would not perform 7.4 at all.

- 8.0 The evaluator develops alternative lists of goals by repeating the process outlined in 4.0 for other decision makers of the enterprise, that is, for another person or group(s) of people in the enterprise who are also decision makers. (This is not done if the evaluator has this material as a result of a prior step.)

- 8.1 Determine the amount of resources--time, money, staff-- which are available to devote this activity.

- 8.2 Choose this other decision maker(s) in the enterprise who is likely to have goals other than the ones the subsample members the evaluator is working with are likely to put down.

APPENDIX B
STUDENT NEED DEFINITION METHODOLOGY

D. (Case III) Identifier obtains demand statements of a client who is a group of persons that number more than 10.

1. Identifier determines whether sampling is necessary.
2. If sampling is not necessary, identifier goes to step D. 4.
3. Identifier determines a sample size according to the following chart:

<u>Size of Total Client Group</u>	<u>Sample Size</u>
11 - 20	8
21 - 50	15
51 - 100	20
101 - 200	25
200 - 400	30
400 - 800	35
Over 800	40 plus 2% of no. over 800

4. Identifier arranges the fewest number of meetings that are necessary to have the participation of each member of the sample.
 - a. Using the table of random numbers, identifier assigns a sequence of contacting the client population.
 - b. According to the random sequence, identifier contacts the client population individually and arranges the fewest number of meetings necessary for participation of each person who is available, until the sample size is reached.
5. At the meeting with the first (next) sample member(s), identifier briefly explains the nature and purpose of C.D.I. methodology and of this particular study, and he tells the clients the name or position of the decision-maker.

6. Identifier asks clients to feel free to make comments or raise questions or objections at any time during the process.
7. Identifier provides the clients with the decision-maker's definition of the domain (including time-frame, if any).
8. Identifier asks clients to respond to the following stimulus: "Imagine (the domain) as you really want it to be; what are the things you see? Write those things down."
9. After a few minutes, identifier says, "Try to imagine everything that is part of (the domain) as you really want it to be--everything that you see happening or existing as you imagine (the domain) meeting the demands, needs or wants that you have for it."
10. After a few minutes, identifier tests the completeness of the clients' responses.
 - a. Identifier asks clients, "Now, I want you to think of any of (the domain) that exists today, and note any things that you believe are 'wrong.' Then look at what you have already written and see if you have provided for correcting those things. If not, consider saying something about correcting them."
 - b. Identifier asks clients, "Again, think of (the domain) as it now exists and note any things that are 'right.' Then look at what you wrote and see if you provided for continuing them. If not, and if they are part of what you want (the domain) to be, say something about continuing them."
11. Identifier collects the responses and tells the clients that his next task is to assemble what they have written into a survey instrument so that they all may have the opportunity of seriously considering everyone's statements.
12. Identifier analyzes the responses into a list of unitary demand statements, i.e., into single demands, with one demand statement per line; and he eliminates exact duplicates. Where more than one wording seems possible, identifier writes each alternative possibility.

13. Identifier counts the number of items and determines the number of survey instruments to be produced according to the appropriate cell of the following chart:

	1-50	51-100	101-200	Over 200
11 - 20	1	1	1	1
21 - 50	1	1	1	2
50 - 100	1	2	2	3-4

14. If more than one survey instrument is to be used, identifier determines the average instrument size and randomly assigns items to each instrument in turn until all items have been assigned.
15. Using the unitary demand statements, identifier produces a survey instrument in the form below:

- _____ 1. [Demand Statement]
 _____ 2. [Demand Statement]
 _____ 3. [Demand Statement]

Identifier adds the title "Client Demand Survey for (Name or Title of the Decision-Maker)," provides the decision-maker's written domain definition and the following instructions:

"Imagine (the domain) as you really want it to be. Read each item in the list that follows. If the item is part of what you really want (the domain) to be, place a check-mark in the space to the left of the item. After completing the above, go back over the list and circle the numbers of the five most important items you checked. Note: You may perceive that some of the items are redundant. Do not be upset by this. They are not stated in exactly the same words, and they are there so you can make distinctions should you care to do so. However, if you do perceive that two or more items mean the same thing, then you should treat them alike--either checking them or leaving them blank

in accordance with the basic instructions above."

16. Identifier determines average size of the sample groups (total client group divided by number of survey instruments), randomly assigns clients to each group, and randomly assigns one instrument to each group; he then arranges for the clients to respond as individuals to the one instrument assigned to them.
17. Identifier tabulates the results.
 - a. For each item on the survey instrument, identifier counts the number of check-marks and the number of circles.

APPENDIX C
FACULTY QUESTIONNAIRE FORM

FACULTY QUESTIONNAIRE

DIRECTIONS: Think about what YOU really want CASIAC and the one-to-one advising session to be and to accomplish. Rate the importance to YOU of each of the following statements on this survey. Your responses will be on a scale of 1-5; 1 = "Unimportant" and 5 = "Very Important".

ANSWER KEY: 1 = Unimportant
 2 = Slightly Important
 3 = Important
 4 = Quite Important
 5 = Very Important

SAMPLE: 80. To serve ice cream to all students. 1 2 3 4 5
 80. █ // // // //

Answering this statement by marking slot number 1 indicates that serving ice cream to all students is an unimportant consideration for you as an academic advisor.

PLEASE BE SURE to mark all answers with a soft lead pencil. Please answer all questions. ERASE COMPLETELY any answers you change. It is not necessary to fill in your name or any other information.

As an academic advisor, my goals for CASIAC and the one-to-one advising session between the student and myself are:

1. To explain to students all possible academic options open to them.
2. To explain to students the curriculum requirements for various majors.
3. To explain to students what particular courses are about.
4. To allow enough time in advising meetings for students to accomplish what they want.
5. To stimulate students' thinking.
6. To be patient with students.
7. To receive feedback from students concerning how my suggestions worked out.
8. To help students to select courses.
9. To provide specific help and advice to freshmen and new students.

10. To get to know the student advisee as a person.
11. Not to be a salesman for certain university courses or departments.
12. CASIAC should use all faculty advisors.
13. To refer students to other sources of assistance when I am unable to provide it myself.
14. CASIAC should provide access to advisors from all university departments as well as Arts and Sciences.
15. To help students develop their career plans.
16. To make clear suggestions to students.
17. To point out different ways the student may accomplish his/her educational goals.
18. To help students avoid pressured decisions.
19. To help students plan their academic program.
20. To try to see things through the students' eyes.
21. To help students understand the long range implications of their decisions.
22. To make the advising office a friendly place to visit.
23. The student and I would not have to agree with each other.
24. To help reduce the pressure of declaring a major.
25. To informally exchange ideas and thoughts with students.
26. To explain to students the reasons for the decisions made at CASIAC.
27. To help students to select a major.
28. To have up-to-date information about university core requirements.
29. To encourage students to drop in to see me.
30. To be attentive and interested in students' concerns.
31. To act as though students' concerns are important to me.
32. CASIAC should use all student advisors.
33. To assist students in developing their educational goals.
34. To have a private place to talk with students.
35. To provide information to students about available programs and majors.
36. To help students interpret the academic rules and regulations of the university.
37. To provide information to students about exactly what CASIAC can and cannot do for them.
38. To have students use me for program planning, not just crisis intervention.
39. To make it easier for students to arrange their schedules.
40. To be open-minded with students.
41. To help students understand themselves better.
42. To assist students in developing their career goals.
43. To raise questions for students to consider.
44. To expect students to keep informed about what services CASIAC offers.
45. Not to be a rubber stamp for approving students' programs.
46. To encourage and support students.

47. To maintain specific office hours each semester.
48. To suggest careers to students according to their interest in courses.
49. To have up-to-date information about university resources.
50. To give answers to students that are unique to their situation.
51. To be able to refer advisees to students majoring in their interest areas for discussions.
52. To initiate contact with students.
53. To create opportunities for students to get to know me better.
54. To make students aware of their values and attitudes.
55. To provide information which helps students make decisions.
56. To help students to learn how to study more effectively.
57. To establish trust with my advisees.
58. To help students if they get a raw deal in a particular course.
59. CASIAC should use both faculty and student advisors.
60. To help students to select courses that will fulfill their educational goals.
61. The advisees' needs are not of concern to me.
62. To provide student with written information to supplement advising sessions when necessary.
63. To encourage students to return to see me.
64. To help students to find ways to make school more interesting and exciting.
65. To clarify to students the job opportunities in various majors.
66. To have specific students assigned to me for advising.

YOUR COMMENTS WILL BE APPRECIATED.

THANK YOU VERY MUCH!

APPENDIX D
STUDENT QUESTIONNAIRE FORM



The Commonwealth of Massachusetts¹⁸⁵
University of Massachusetts
Amherst 01002

College of Arts and Sciences
Office of the Dean
CASIAC

Area Code 413
545-0974
545-2176

Dear Student,

We hope that you are enjoying your summer vacation but that you will not mind giving us twenty minutes of your time for something that may make your next academic year better than the last one.

You have been selected to participate in one part of a study of the College of Arts and Sciences Information and Advising Center (CASIAC). The enclosed survey, which we are asking you to fill out, is an attempt to find out what students need and want CASIAC to be. The information will be used to help CASIAC become more responsive to the needs of students. A summary of the information all students supplied and a report of the study will be available to you at the CASIAC office when you return to the university in the fall.

In filling out the survey, we ask you NOT to respond according to your past experience with CASIAC. Rather, we urge you to take a few minutes and imagine the best possible advising situation for YOU. Please respond according to your IDEAL of academic advising and the best possible advisor YOU could have.

When you have finished filling out the survey, please mail it with your comments and the answer sheet in the enclosed pre-paid envelope. Your quick response is very important to us in our planning for next year. We sincerely hope you will help CASIAC to better help you by taking time right now to answer.

Thank you very much for your concern.

Sincerely,
James W. Shaw

James W. Shaw
Associate Dean
College of Arts & Sciences
Director, CASIAC

Susan M. Brady
Susan M. Brady
Research Assistant

JWS,SB/js
Enc.

STUDENT QUESTIONNAIRE

DIRECTIONS: Imagine CASIAC and the advisors as you would LIKE them to be in the future. Rate the importance to YOU of each of the following statements on this survey. Your responses on the answer sheet will be on a scale from 1-5; 1 = "Unimportant" and 5 = "Very Important".

ANSWER KEY: 1 = Unimportant
 2 = Slightly Important
 3 = Important
 4 = Quite Important
 5 = Very Important

SAMPLE: 70. The advisor would be 1 2 3 4 5
 over six feet tall. 70. // // // // █

Answering this statement by marking slot number 5 indicates that being over six feet tall is very important to YOUR IDEAL advising program.

PLEASE BE SURE to mark all answers with a SOFT LEAD PENCIL. Please answer all questions. ERASE COMPLETELY any answers you change. It is not necessary to fill in your name or any other personal information.

In an academic advising program that would be ideal for me:

1. The advisor would explain all possible academic options open to me.
2. The advisor would explain the curriculum and requirements for various majors.
3. The advisor would explain what particular courses are about.
4. The advisor would allow enough time for me to accomplish what I wanted.
5. Discussions with the advisor would stimulate my thinking.
6. The advisor would be patient with me.
7. I would let the advisor know how his suggestions worked out.
8. The advisor would help me to select courses.
9. The advisor would provide specific help and advice to freshmen and new students.
10. I would know my advisor as a person.

11. The advisor would not be a salesman for certain university courses or departments.
12. CASIAC would use all faculty advisors.
13. The advisor would help me find other sources of assistance when he/she was unable to provide it himself/herself.
14. CASIAC would provide access to advisors from all university departments as well as Arts and Sciences.
15. The advisor would help me to develop my career plans.
16. The advisor's suggestions would be clear.
17. The advisor would point out different ways for me to accomplish my educational goals.
18. The advisor would help me to avoid pressured decisions.
19. The advisor would help me to plan my academic program.
20. The advisor would try to see things through my eyes.
21. The advisor would help me to understand the long range implications of decisions.
22. The advising office would be a friendly place to visit.
23. The advisor and I would not have to agree with each other.
24. The advisor would help reduce the pressure to declare a major.
25. The advisor and I would be able to informally exchange our ideas and thoughts.
26. The advisor would explain the reasons for decisions he/she made.
27. The advisor would help me to select a major.
28. The advisor would have up-to-date information about university core requirements.
29. The advisor would want students to drop in to see him/her.
30. The advisor would be attentive and interested in my concerns.
31. The advisor would act as though my concerns were important to him/her.
32. CASIAC would use all student advisors.
33. The advisor would assist me in developing my educational goals.
34. The advisor and I would have a private place to talk.
35. The advisor would provide information about available programs and majors.
36. The advisor would help me to interpret the academic rules and regulations of the university.
37. The advisor would provide information about exactly what CASIAC could and could not do for me.
38. I would use the advisor for program planning not just crisis intervention.
39. The advisor would make it easier for me to arrange my schedule.
40. The advisor would be open-minded.
41. The advisor would help me to understand myself better.
42. The advisor would assist me in developing my career goals.
43. The advisor would raise questions for me to consider.
44. I would keep informed about what services CASIAC offered.

45. The advisor would not be a rubber stamp for approving my program.
46. The advisor would encourage and support me.
47. The advisor would have specific office hours each semester.
48. The advisor would suggest careers according to my interest in courses.
49. The advisor would have up-to-date information about university resources.
50. The advisor would give me answers that were unique to my situation.
51. The advisor would refer me to students majoring in my interest area for discussions.
52. The advisor would initiate contact with me.
53. The advisor would create opportunities for me to get to know him/her better.
54. The advisor would make me aware of my values and attitudes.
55. The advisor would provide information to help me make decisions.
56. The advisor would help me learn how to study more effectively.
57. I would be able to trust the advisor.
58. The advisor would help me if I got a raw deal in a particular course.
59. CASIAC would use both faculty and student advisors.
60. The advisor would help me to select courses that would fulfill my educational goals.
61. CASIAC would never be of any importance to me.
62. The advisor would provide written information to supplement our meetings if necessary.
63. The advisor would encourage me to return to see him/her.
64. The advisor would help me to find ways to make school more interesting and exciting.
65. The advisor would clarify the job opportunities in various majors.
66. I would be assigned to one particular advisor.

Your Comments will be appreciated:

THANK YOU VERY MUCH!



The Commonwealth of Massachusetts 189
University of Massachusetts
Amherst 01002

College of Arts and Sciences
Office of the Dean
CASIAC

Area Code 413
545-1074
545-2176

August 20, 1973.

Dear Student:

Several weeks ago you were sent a questionnaire from CASIAC which asked your opinion about the services CASIAC provides. This questionnaire is important in our effort to insure that CASIAC advising services meet your needs better. A higher proportion of returned questionnaires will result in a truly comprehensive profile of what students need from and think of CASIAC.

If you have not returned your questionnaire, please do so as soon as possible. If you need another copy of the questionnaire, you can simply return the address label on this letter in an envelope addressed to the CASIAC office, UMass, Amherst.

Let us hear from you. We need your opinions.

Sincerely,

Susan M. Brady

Susan M. Brady
Research Assistant
CASIAC

