







This is to certify that the  
dissertation entitled

STUDENT AND FACULTY EXPECTATIONS OF THE FACULTY ADVISOR  
FUNCTIONS AND CHARACTERISTICS OF THE  
ADVISOR-ADVISEE RELATIONSHIP  
presented by

Isaura Alvarado

has been accepted towards fulfillment  
of the requirements for

Ph.D. degree in Counseling, Educational  
Psychology, and Special  
Education

  
Major professor

Date November 1986





RETURNING MATERIALS:  
Place in book drop to  
remove this checkout from  
your record. FINES will  
be charged if book is  
returned after the date  
stamped below.

--	--	--







STUDENT AND FACULTY EXPECTATIONS OF THE FACULTY ADVISOR  
FUNCTIONS AND CHARACTERISTICS OF THE  
ADVISOR-ADVISEE RELATIONSHIP

By

Isaura Alvarado

A DISSERTATION

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

Department of Counseling, Educational Psychology,  
and Special Education

1986







Copyright by

ISAURA ALVARADO

1986



## ABSTRACT

### STUDENT AND FACULTY EXPECTATIONS OF THE FACULTY ADVISOR FUNCTIONS AND CHARACTERISTICS OF THE ADVISOR-ADVISEE RELATIONSHIP

By

Isaura Alvarado

This study was conducted to determine and to compare the expectations that faculty and students have of the functions that should be performed by the faculty advisor and of the characteristics of the advisor-advisee relationship. Three hypotheses were tested: (a) differences among students of different academic fields, genders, ages, and academic advising experiences; (b) differences among faculty of different academic fields, ages, ranks, degrees, types of appointments, and academic advising experiences; and (c) differences between faculty and students from the same field regarding their expectations of the functions of the faculty advisor and the characteristics of the advisor-advisee relationship.

A proportional stratified random sample of 63 faculty members and 671 undergraduate students from the Interamerican University of Puerto Rico was selected. Four questionnaires were developed: (a) Bio-Social Data, (b) Academic Advisor Functions (AAFQ), (c) Academic Advising Relationship (AARQ), and (d) Academic Advising Experiences. The AAFQ and the AARQ were answered using a five-point Likert scale and were



validated with the study sample. Eight functions of the faculty advisor and four characteristics of the relationship were defined.

The following conclusions were drawn. (a) Students' age and field of study were related to their expectations of the functions. (b) Faculty advising experiences, gender, field of study, and type of appointment were found to be related to different functions. (c) Faculty from different fields of study had different expectations of one of the characteristics of the relationship.

Fewer differences were observed when faculty from different fields were compared than when students from different fields of study were compared regarding their expectations of the functions or relationship activities. More differences between faculty and student expectations were observed for the functions than for the relationship activities, when the two groups were compared across fields and within the same field of study. Students agreed more than faculty with those functions on which differences in agreement were found. Faculty and students agreed on the ranking of three of the eight functions and on the four characteristics of the relationship.



Dedicated to:

Moisés, Sary Ann, Mari Ann, and Carlos José



## ACKNOWLEDGMENTS

As my involvement in this dissertation grew, it provided me the opportunity to meet and work with beautiful people who shared the best of their abilities and human qualities with me. Dr. Pilar Beléndez provided the understanding and support I needed to initiate and follow through with this project. She and Dr. Carmen Judith Nine-Curt were willing to read the very first draft when this was only an idea. Two professors gave their time to help in administering the instruments: Dr. Edna González and Dalila Rodriguez. My special thanks are given to the professionals from the College of Education Computer Center of the University of Puerto Rico, particularly Dr. Israel Ramos Perea, Josian, and Aeleen, and those from the Interamerican University of Puerto Rico, in particular Carlos at the University Library. I am also grateful for the help provided by Lizzie, who typed the first draft, and to Sue for her concern in working quickly with the final edition and for her help with the details required to submit the document to the Graduate Office.

Thanks to the professors and students from the Interamerican University of Puerto Rico who participated in this study.

To Dr. Gloria Smith, my committee chairperson, who always kept in touch with me, even during those periods when I was not ready to start this phase of my doctoral studies, and to the other committee



members--Drs. Andrew Porter, Esther Fergus, and Thomas S. Gunnings--  
thank you for the time you devoted to reading and reacting to my work.

Finally, I wish to express my gratitude to all those who shared  
their time with my children when I was unable to be with them,  
especially my parents, Martín and Marina.



# TABLE OF CONTENTS

LIST OF TABLES . . . . .	Page x
Chapter	
I. INTRODUCTION . . . . .	1
Background and Statement of the Problem . . . . .	1
Academic Advising at the Interamerican University of Puerto Rico . . . . .	8
Purpose of the Study . . . . .	13
Theoretical Framework of the Study . . . . .	14
Hypotheses . . . . .	16
Definitions of Key Terms . . . . .	17
Delimitations and Limitations of the Study . . . . .	18
Overview . . . . .	18
II. REVIEW OF THE LITERATURE . . . . .	20
Introduction . . . . .	20
Definitions of Academic Advising . . . . .	26
Academic Advising Models . . . . .	28
Faculty Roles and Academic Advising . . . . .	33
Research on Functions of the Academic Advisor . . . . .	43
Research on the Advisor-Advisee Relationship . . . . .	52
Summary . . . . .	59
III. DESIGN AND METHODOLOGY . . . . .	61
Population . . . . .	61
Sample . . . . .	63
Development of the Instruments . . . . .	69
Procedure . . . . .	77
Analysis of the Data . . . . .	79
Hypothesis Testing . . . . .	83
Validity and Reliability of the Instruments . . . . .	84
Validity and Reliability of the AAFQ . . . . .	86
Validity and Reliability of the AARQ . . . . .	99
Summary . . . . .	107



	Page
IV. RESULTS . . . . .	108
Introduction . . . . .	108
Results of Hypothesis Testing . . . . .	109
Hypothesis 1 . . . . .	109
Hypothesis 2 . . . . .	117
Hypothesis 3 . . . . .	129
Summary . . . . .	150
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	151
Summary . . . . .	151
Purposes and Procedures . . . . .	151
Results . . . . .	154
Analysis of Mean Scores . . . . .	159
Conclusions . . . . .	162
Discussion . . . . .	164
Recommendations . . . . .	167
Recommendations Based on This Research . . . . .	168
Recommendations for the Development of the Academic Advising Program . . . . .	169
APPENDICES	
A. DESCRIPTIVE VARIABLES OF THE FACULTY SAMPLE . . . . .	171
B. DESCRIPTIVE VARIABLES OF THE STUDENT SAMPLE . . . . .	172
C. BIO-SOCIAL DATA QUESTIONNAIRE . . . . .	174
D. ACADEMIC ADVISOR FUNCTIONS QUESTIONNAIRE . . . . .	181
E. ACADEMIC ADVISING RELATIONSHIP QUESTIONNAIRE . . . . .	197
F. ACADEMIC ADVISING EXPERIENCES QUESTIONNAIRE . . . . .	208
G. COVER LETTER AND INSTRUCTIONS . . . . .	217
H. STANDARD PROCEDURES FOR STUDENT QUESTIONNAIRE ADMINISTRATION . . . . .	220
RENCES . . . . .	222



# LIST OF TABLES

Table	Page
3.1 Distribution of the Student Population by Field and Gender . . . . .	62
3.2 Distribution of the Faculty Population by Field and Gender . . . . .	63
3.3 Distribution of Faculty Population, Expected and Actual Sample, and Response Rate by Field and Gender . . . . .	65
3.4 Distribution of Expected and Actual Numbers of Students Sampled by Field and Gender . . . . .	67
3.5 Expected and Actual Proportions of Students to Faculty Sampled . . . . .	68
3.6 Distribution of Student Population and Sample by Field of Study . . . . .	69
3.7 Eight Factors With Eigenvalues Equal to or Higher Than 1.0 . . . . .	91
3.8 Loading of Each Item Under AAFQ Function 1: Educational and Occupational Plans . . . . .	93
3.9 Loading of Each Item Under AAFQ Function 2: Overall Development . . . . .	94
3.10 Loading of Each Item Under AAFQ Function 3: Academic Offerings, Norms and Procedures . . . . .	95
3.11 Loading of Each Item Under AAFQ Function 4: Meaning of a College Education . . . . .	96
3.12 Loading of Each Item Under AAFQ Function 5: University Student Services . . . . .	96
3.13 Loading of Each Item Under AAFQ Function 6: Class Schedule and Programs of Study . . . . .	97







	Page
3.14 Loading of Each Item Under AAFQ Function 7: Vocational Decision Making . . . . .	97
3.15 Loading of Each Item Under AAFQ Function 8: Monitoring Academic Involvement . . . . .	98
3.16 Cronbach's Alpha Coefficients for Total, Student, and Faculty Samples for the Eight Functions of the AAFQ . .	98
3.17 Four Factors With Eigenvalues Equal to or Higher Than 1.0 . . . . .	103
3.18 Loading of Each Item Under AARQ Factor 1: Empathy of the Advisor . . . . .	104
3.19 Loading of Each Item Under AARQ Factor 2: Communication Through Trusting . . . . .	105
3.20 Loading of Each Item Under AARQ Factor 3: Communication Between Advisor and Advisee . . . . .	105
3.21 Loading of Each Item Under AARQ Factor 4: Accessibility of the Advisor . . . . .	106
22 Kendall's $\tau$ Coefficients for the Overall Relationship Scale for the Total, Faculty, and Student Samples . . .	107
23 Alpha Coefficients for the Overall Relationship Scale for the Total, Faculty, and Student Samples . . . . .	107
Results of the Kruskal-Wallis Tests for the Student Sample by Functions and Fields . . . . .	110
Results of the Kruskal-Wallis Tests for the Student Sample by Relationship Factors, Overall Scale, and Field . . . . .	111
Results of the Mann-Whitney $U$ Tests for the Student Sample by Functions and Gender . . . . .	112
Results of the Kruskal-Wallis Tests for the Student Sample by Relationship Factors, Overall Scale, and Gender . . . . .	112
Results of the Kruskal-Wallis Tests for the Student Sample by Functions and Age . . . . .	113



	Page
4.6 Results of the Kruskal-Wallis Tests for the Student Sample by Relationship Factors, Overall Scale, and Age .	115
4.7 Results of the Mann-Whitney <u>U</u> Tests for the Student Sample by Functions and Advising Experience . . . . .	115
4.8 Results of the Mann-Whitney <u>U</u> Test for the Student Sample by Relationship Factors, Overall Scale, and Advising Experience . . . . .	116
4.9 Results of the Kruskal-Wallis Tests for the Faculty Sample by Functions and Field . . . . .	118
4.10 Results of the Mann-Whitney <u>U</u> Tests for the Faculty Sample by Relationship Factors, Overall Scale, and Field . . . . .	119
4.11 Results of the Mann-Whitney <u>U</u> Tests for the Faculty Sample by Functions and Advising Experience . . . . .	120
4.12 Results of the Kruskal-Wallis Tests for the Faculty With Advising Experience by Functions 2 and 4 by Field .	121
4.13 Results of the Kruskal-Wallis Tests for the Faculty Without Advising Experience by Functions 2 and 4 by Field . . . . .	122
4.14 Results of the Mann-Whitney <u>U</u> Test for the Faculty Sample by Relationship Factors, Overall Scale, and Advising Experience . . . . .	122
5 Results of the Mann-Whitney <u>U</u> Tests for the Faculty Sample by Functions and Gender . . . . .	123
5 Results of the Mann-Whitney <u>U</u> Tests for the Faculty Sample by Relationship Factors, Overall Scale, and Gender . . . . .	124
Results of the Kruskal-Wallis Tests for the Faculty Sample by Type of Appointment and Functions . . . . .	125
Results of the Kruskal-Wallis Tests for the Faculty Sample by Type of Appointment by Relationship Factors and Overall Scale . . . . .	126
Results of the Mann-Whitney <u>U</u> Tests for the Faculty Sample by Functions and Degree . . . . .	126







	Page
4.20 Results of the Mann-Whitney <u>U</u> Tests for the Faculty Sample by Relationship Factors, Overall Scale, and Degree . . . . .	127
4.21 Results of the Kruskal-Wallis Tests for the Faculty Sample by Functions and Rank . . . . .	127
4.22 Results of the Kruskal-Wallis Tests for the Faculty Sample by Relationship Factors, Overall Scale, and Rank . . . . .	128
4.23 Results of the Mann-Whitney <u>U</u> Test for the Student and Faculty Samples by Functions (Economics and Administrative Sciences) . . . . .	131
4.24 Results of the Mann-Whitney <u>U</u> Test for the Student Sample and Faculty Without Advising Experience by Functions 2 and 4 (Economics and Administrative Sciences) . . . . .	131
25 Results of the Mann-Whitney <u>U</u> Test for the Student Sample and Faculty With Advising Experience by Functions 2 and 4 (Economics and Administrative Sciences) . . . . .	132
26 Results of the Mann-Whitney <u>U</u> Test for the Student and Faculty Samples by Relationship Factors and Overall Scale (Economics and Administrative Sciences) .	133
7 Results of the Mann-Whitney <u>U</u> Test for the Student and Faculty Samples by Functions (Nursing) . . . . .	134
Results of the Mann-Whitney <u>U</u> Test for the Student Sample and Faculty With Advising Experience by Functions 2 and 4 (Nursing) . . . . .	135
Results of the Mann-Whitney <u>U</u> Test for the Student Sample and Faculty Without Advising Experience by Functions 2 and 4 (Nursing) . . . . .	136
Results of the Mann-Whitney <u>U</u> Test for the Student and Faculty Samples by Relationship Factors and Overall Scale (Nursing) . . . . .	137
Results of the Mann-Whitney <u>U</u> Test for the Student and Faculty Samples by Functions (Sciences and Technology) . . . . .	138



	Page
4.32 Results of the Mann-Whitney <u>U</u> Test for the Student and Faculty Samples by Relationship Factors and Overall Scale (Sciences and Technology) . . . . .	139
4.33 Results of the Mann-Whitney <u>U</u> Test for the Student and Faculty Samples by Functions (Humanities) . . . . .	140
4.34 Results of the Mann-Whitney <u>U</u> Test for the Student and Faculty Samples by Factors and Overall Scale (Humanities) . . . . .	141
4.35 Results of the Mann-Whitney <u>U</u> Test for the Student and Faculty Samples by Functions (Education) . . . . .	142
4.36 Results of the Mann-Whitney <u>U</u> Test for the Student Sample and Faculty With Advising Experience by Functions 2 and 4 (Education) . . . . .	143
4.37 Results of the Mann-Whitney <u>U</u> Test for the Student Sample and Faculty Without Advising Experience by Functions 2 and 4 (Education) . . . . .	143
4.38 Results of the Mann-Whitney <u>U</u> Test for the Student and Faculty Samples by Relationship Factors and Overall Scale (Education) . . . . .	144
4.39 Results of the Mann-Whitney <u>U</u> Test for the Student and Faculty Samples by Functions (Behavioral Sciences) . . . . .	145
4.40 Results of the Mann-Whitney <u>U</u> Test for the Student Sample and Faculty With Advising Experience by Functions 2 and 4 (Behavioral Sciences) . . . . .	146
4.41 Results of the Mann-Whitney <u>U</u> Test for the Student Sample and Faculty Without Advising Experience by Functions 2 and 4 (Behavioral Sciences) . . . . .	147
4.42 Results of the Mann-Whitney <u>U</u> Test for the Student and Faculty Samples by Relationship Factors and Overall Scale (Behavioral Sciences) . . . . .	148
Mean Scores for the Eight Functions: Student Sample . . .	159
Mean Scores for the Relationship Scales: Student Sample . .	160
Mean Scores for the Eight Functions: Faculty Sample . . .	160
Mean Scores for the Relationship Scales: Faculty Sample . .	161



a

b

h

pe

1.

re

di

pr

re

pe

of

and

pro

goa

var

the

supp



## CHAPTER I

### INTRODUCTION

#### Background and Statement of the Problem

Academic advising in colleges and universities is defined as the activities or procedures designed to help students derive the utmost benefit from their college education. This purpose is accomplished by helping students become aware of and pursue their educational and personal welfare while in college and even after graduation (Trombley, 1979). Advisement is usually provided as a means of increasing retention and promoting the student's development through his/her direct interaction with a person appointed by the institution to provide that service. Academic advising calls for a one-to-one relationship, in which the faculty member, counselor, or other trained person assumes the role of helper while the student assumes the role of helpee. The result of the contact and interaction between helper and helpee is expected to promote the student's academic, career, and professional development and to help plan and implement the student's goals.

There is an interest in understanding those college environmental variables that may impede or facilitate both the personal growth and the academic performance of college students. Research evidence has supported the idea that college attrition is related to students' lack



Education



of attachment to the modern-day college environment. Throughout the literature, the faculty has been singled out as an important factor in establishing that attachment and as a source of much-needed help for students' intellectual, vocational, social, and emotional development (Astin, 1979; Centra & Rock, 1969; Chickering, 1972; Eddy, 1959; Erkurt & Mokros, 1984; Feldman, 1982; Feldman & Newcomb, 1969; King, 1984; Pascarella & Terenzini, 1978, 1979, 1980, 1981; Terenzini & Pascarella, 1980). The relationship between faculty members and students has been studied from manifold aspects: from the standpoint of the classroom, in terms of informal contacts outside of class, and from the position of the more structured interaction in academic advising.

Seldin (1980) wrote that, whereas during the 1960s the important characteristics of faculty to be recruited were research, degrees, and national recognition, the tendency now is to emphasize the services that faculty can provide to students within the university boundaries because of the need to retain students. Dassance (1980) concurred with Seldin, stating that retention should have priority over recruitment because "a satisfied customer (student) is the best salesman (recruiter)" (p. 2). The Study Group on the Conditions of Excellence in American Higher Education, appointed by the U.S. Department of Education, made an explicit statement concerning this issue:

All colleges and universities should offer a systematic program of guidance and advisement that involves students from matriculation through graduation. Student affairs personnel, peer counselors, faculty and administrators should all participate in this system on a continuing basis. (National Institute of Education, 1984, p. 31)



1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21



The active participation of faculty members in their students' educational planning is considered to be the earliest form of counseling in American institutions of higher education (Packwood, 1977). With the development of diagnostic and testing techniques, and the specialization of the theoretical basis for the helping professions after World War I, psychologists and counselors replaced the professors as academic advisors. As more and more professionals were trained to work in the area of student personnel services, the professor became less and less responsible for students' psychological needs.

For various reasons, faculty members are considered one of the best sources of student services. Students usually perceive the faculty as exerting more influence than their fellow students on their intellectual development and on career decision making (Feldman & Newcomb, 1969). The notion that professors are knowledgeable about academic programs and institutional operations makes it plausible to assign them student-service functions. Moreover, faculty's daily contacts with students in their classrooms and the fact that they are visible to and recognized by students makes it conceivable that they could provide the above-cited services. The assumption that students will benefit from contact with their professors is the basis for a faculty-advising program.

The assignment of students to faculty advisors has brought about renewed interest in studying academic advising during the past ten years. Feldman (1972) maintained that it is the institutional support



char

nece

propo

couns

make

couns

state

faile

pamper

(

L

c

r

c

Whe

to bec

princi

with t

dramati

Be

advisi

role.

to estat

been in

1974; Ja

tory re



channeled through such programs that facilitates and encourages the necessary interaction between students and faculty members.

Paar's model of student services, developed during the 1970s, proposed that faculty members should be trained to become proficient as counselors themselves (Daniels, 1977). However, professional training makes a clear distinction between faculty (teaching) roles and counseling or psychologist (helping) roles. Shertzer and Stone (1981) stated that teachers refer to the counselor as a professional who has failed to be a good teacher, as "a necessary evil" who coddles and pampers students (p. 149). They concluded:

Counseling and teaching are fundamentally different activities. Little that is learned in teaching transfers meaningfully to the counseling relationship. Extended teaching experiences frequently result in undesirable authoritarian and patronizing attitudes that conflict with the basic attitude essential in counseling. (p. 158)

Whether teaching experience should be a requirement for those who want to become counselors has been widely debated. Furthermore, an ethical principle prohibits counselors from establishing a helping relationship with their students when performing as teachers (Corey, 1984). This dramatizes the distinction between the two roles.

Because of these role distinctions, faculty may perceive the advising role as inconsistent with or even opposed to the teaching role. Likewise, the evidence regarding students' self-perceived need to establish personal contact with faculty outside of the classroom has been inconsistent (Dressel, 1974; Feldman & Newcomb, 1969; Grites, 1974; Jacob, 1957; Katz et al., 1969). There have also been contradictory research findings concerning students' perceptions of the



1

1

J

m

t

S

c

b

L

th

19

to

(G

in

adv

es

rev

top

(ad

adv

(19

of



helpfulness of the professor as an advisor on academic (Derrico, 1979; Hoffman & Wartell, 1980; Rossman, 1968), career (Chorosky, 1983; Fashbender, 1970; Feldman, 1979; Feldman & Newcomb, 1969; Polson & Jurich, 1979; Russel & Sullivan, 1979; Wesley, 1978), and/or personal matters (Biggs, Brodie, & Barnhart, 1975; Carney & Barak, 1976; Christensen & Magoon, 1974; Donk & Oetting, 1968; Larsen & Brown, 1982). Some researchers have concluded that the outcomes of student-faculty contacts may depend on the personal and academic characteristics of both the students (Donk & Oetting, 1968; Feinberg, 1969; Hoffman, 1972; Larsen & Brown, 1982; Rossman, 1967; Ryan, 1980; Schwartz, 1972) and the faculty (Biggs, 1975; Ryan, 1980; Vreeland & Bidwell, 1966; Wesley, 1978).

The literature on academic advising has suggested there is a need to define the role of the faculty member as a helper to an advisee (Guinn, 1985; Larsen & Brown, 1982; Witters & Miller, 1971). Also of interest is what activities faculty members are willing to perform as advisors and to define the nature of the relationship they would establish with students in a helping situation, such as advising. A review of the literature demonstrated that previous research on this topic has failed to distinguish between the advisor's functions (advising activities) and the nature or characteristics of the advisor-advisee relationship.

Centra and Rock (1969), Gamson (1972), and Vreeland and Bidwell (1966) found that faculty members from different disciplines or fields of study developed interactive processes with their students that were



8

1

W

a

1

1

A

s

ti

an

19

19

be

ad

che

the

out

and

and

stu

org

lev

The



fully distinguishable by the degree of personal contact expected and/or accomplished. Also, student and faculty gender has been found to be related to the extent to which they engage in interactive relationships with each other (Erkurt & Mokros, 1984; Ryan, 1980).

Furthermore, researchers have demonstrated that students' needs are related to developmental processes that change with age (Bess, 1973; Centra & Rock, 1969; Guinn, 1985) and academic status (Guinn, 1985; Hoffman, 1972; Larsen & Brown, 1983; Witters & Miller, 1971). Also, faculty members' type and degree of involvement with the university and other faculty members in general, and with students in particular, change with their progress and attainment of academic ranks and degrees (Bess, 1973; Dennis & Kauffman, 1966; Feldman & Newcomb, 1969; Ryan, 1980).

Although research has been conducted to measure the relationship between student and faculty characteristics and the outcomes of the advising process, very little research has been done on how those characteristics are related to faculty and student expectations, what they consider should be an advising situation, and the process and outcomes thereof. Research regarding the relationship between student and faculty expectations of and experiences in advising is lacking.

In an effort to provide a source of support and guidance to its student population, the Interamerican University of Puerto Rico has organized a program of academic advising at the academic divisions level, whose implementation rests mainly on individual faculty members. The general goal of the program is to help students make educational



plan

Like

stud

major

the

of th

ing

stude

need

advise

progr

step

advise

defin

N

do for

discom

be exp

advise

the bel

concern

No

additi

instrum



plans and arrive at decisions throughout their undergraduate studies. Like most faculty advising programs, this one is based on the idea that students should be assigned to a faculty member from their academic major. No research has demonstrated the extent to which students have the same expectations of the advisor's role as do the faculty members of their selected major. Such research would be helpful in understanding the similarities and differences in expectations of faculty and students from the same and different fields of study.

Most researchers in the United States have concluded there is a need to define advising activities and the characteristics of the advisor-advisee relationship that constitute an effective advisement program. Understanding advisors' and advisees' expectations is a first step toward that end. Larsen and Brown (1982) stated that training of advisors and evaluations should be grounded on the operational definitions of what academic advising is.

Moreover, because an agreement on what an academic advisor should do for the welfare of the student has not been stated, conflict and discomfort may arise and noninvolvement of advisor and/or advisee may be expected. Thus, understanding the expectations of both advisor and advisee is important because an academic advising system is based on the belief that each dyad member voluntarily meets and agrees on shared concerns.

No research on this topic has been conducted in Puerto Rico. In addition, the Interamerican University of Puerto Rico needed an instrument to measure academic advising functions and characteristics



c

f

e

in

na

in

19

an

de

of

hi

Uni

enr

dur

con

edu

priv

1961

camp

ment

ogy,



of the advising relationship. The instrument developed for this study fulfilled that need and might be useful to other institutions of higher education, as well.

Academic Advising at the Interamerican  
University of Puerto Rico

The Interamerican University of Puerto Rico, the first private institution of higher education founded in Puerto Rico, was initially named the Polytechnic Institute by its founder, Dr. John Will Harris, in 1912. The Institute was established as an elementary school. In 1919 the Institute received authorization to grant collegiate degrees, and in 1932 it received full accreditation for awarding bachelor's degrees. The Institute's name was changed to Interamerican University of Puerto Rico in 1956. That year it became the first institution of higher education to open small off-campus education centers. The University now has nine centers throughout the island, with a total enrollment of 37,981 undergraduate students and 2,067 graduate students during the 1985-86 academic year (IAU, 1986a). This enrollment constitutes 24% of the 155,726 students in institutions of higher education in Puerto Rico and 38% of the total number of students in private institutions of higher education on the island.

The Metropolitan Campus, the site of this study, was founded in 1961 in Hato Rey and began offering four-year degrees in 1963. At this campus, associate degrees are awarded in business administration, elementary education, computer sciences, accounting, educational technology, chemical technology, biology, and mathematics. Bachelor's degrees



are

and

Metr

ment

prog

option

initi

1981,

This

profe

April

This

respon

servic

to pro

advisin

on a gi

Ev

attemp

through

small (

1,287 s

an incr

from 11.



are offered in economics and business administration, nursing, science and technology, education, humanities, and behavioral sciences. At the Metropolitan Campus, professional certificates are offered in management and in medical emergencies. It also has master's and doctoral programs in education and business administration and a program in optometry.

A new organizational model of academic advising is now in the initial implementation phase on the Metropolitan Campus. Until June 1981, academic advising was the responsibility of academic counselors. This function, to be provided on a group basis, was then assigned to professional counselors in coordination with faculty committees. In April 1982 the Programa de Orientación Universitaria (POU) was created. This program was based on the concept that the student must be responsible for his/her own academic advising and should seek such services if he/she needed them. Professional counselors were appointed to provide academic, personal, and vocational counseling. Academic advising was coordinated with the academic divisions and offered mainly on a group basis to freshmen and juniors with undeclared majors.

Even though different strategies and techniques had been attempted, the number of students who received academic advising through seminars in groups and through individual counseling was very small (González-Ferreira, 1985). Besides, the enrollment decreased by 2,287 students from 1981 to 1984; the dropout rate in 1984 was 34.9%, an increase of 4.8% since 1981; and the number of graduates decreased from 11.2% in 1981 to 9.9% in 1984 (Universidad Interamericana, 1985).



r  
t  
8  
i  
8  
fr  
ti  
ad  
st  
an  
st  
ad  
der  
ad  
ree  
aca  
per  
per  
is  
eopp  
adri  
unde



Crescioni (1983) conducted a study of counseling center services, among other topics. Twenty-five percent of the students said they had never visited the counseling center. In her study, Crescioni found that only 28% of the students rated the services of the POU as "very good"; 12% rated them as "poor." Asked how helpful the services were in solving academic problems, 43% of the students said they were "very good" or "fairly good." These student opinions were very different from those given by the professional counselors in charge of providing the services. However, students and counselors agreed that academic advising was the most important service provided by the program. Also, students, more than counselors, said that counselors were not sincere and that services were not accessible. Crescioni asked counselors and students if they thought the faculty should be involved in academic advising. One hundred percent of the counselors and 90% of the students responded affirmatively.

In January 1985, the university started a new program of academic advising, in which full-time faculty members are assigned this responsibility. Professional counselors have been assigned to the academic divisions, but their new role is more that of a coordinator of services to be provided by faculty and also of a direct provider of services. The professional counselor assigned to the academic division is also responsible for the personal and professional (vocational) aspects of students' development. The POU is now responsible for advising freshmen and students having more than 30 credit hours with an undeclared status. The POU is responsible for offering all services to



fresh

habits

program

basic

hours

expect

complete

the fact

T

new.

s.

m

m

av

gt

st

ad

a.

b.

c.

The

presente

are expected



freshmen and undeclared students and for organizing seminars on study habits for the entire student population. It also administers a program for handicapped students and a program called PUEDO, which is basically a career resource center.

In each academic division, students who have completed 30 credit hours are assigned to a full-time professor in their field. It is expected that students will receive advising from faculty until they complete the graduation requirements. However, specific areas in which the faculty advisor should help students are not delineated.

The assignment of advisory duties to the faculty was not something new. The 1981 Faculty Handbook stated:

Since helping students to realize their academic and professional potential is implicit in Interamerican University's statement of goals, the institution emphasizes the role of faculty members in the academic advisement of students. Faculty should be available for consultation on these matters.

Since Interamerican University provides other specialized guidance and counselling services to help students, the faculty should concentrate on fulfilling its unique role in academic advisement, which usually takes three forms as follows:

- a. advisement of students with regard to their work in classes taught by the faculty member.
- b. departmental advisement of students majoring in the faculty member's discipline to assist them in setting academic and professional goals and to insure that departmental and university requirements for graduation in the major are understood and met and that electives are planned to coincide with the student's personal and career objectives.
- c. recognition of students' needs for professional assistance with problems of a personal nature or resulting from academic skills deficiencies and referral to the appropriate office or person from whom the needed assistance may be obtained. (IAU, 1981, pp. 74-75)

The task force appointed to coordinate a self-study to be sent to the Middle States Association in 1982 stated that "faculty expected to devote a substantial part of their minimum five weekly



offi

that

expec

was s

tially

with

A

h

w

a

s

r

a

c

Si

to dea

faculty

of the

assign

organi

dents b

Nursing

Science

of requ

Th

seminar

trative

seminars



office hours for advising students" (IAU, 1982, p. 12). How and when that duty should be performed was not specified, although it was expected that the faculty "could provide a type of orientation which was supposed to go beyond course selection and program planning initially performed by the eight academic advisors who dealt exclusively with that" (IAU, 1982, p. 2).

Academic advising was defined in April 1982 as:

[an] individual or group helping process which provides students with curricular and vocational information to prepare their short- and long-term academic program in accordance with their professional goals. It also informs students about academic norms related with withdrawal, deferral, change of declared major, and about educational and job opportunities. (Universidad Interamericana, 1982)

Since January 1985, each academic division has developed strategies to deal with the academic advising of its students, considering the faculty members the principal source of help. By fall term 1985, some of the academic areas had notified their students the faculty advisors assigned to them, some had initiated that process, and others were organizing their files and expected to make the distribution of students by the end of the term. Before this administrative change, the Nursing School, as well as the Social Work Program in the Behavioral Sciences Division, had assigned students to a faculty advisor because requirements from professional associations.

The Division of Education started the program with a three-day seminar for their faculty in August 1985. The Economics and Administrative Sciences Division offered a similar but shorter seminar. These seminars and one provided by the Central Administration Office dealt



prim

Divis

facul

a vie

educa

Affai

acade

States

was a

Intera

C

underl

1.

Interan

undergr

2.

Interam

undergr

Of

field c

appointr

related



primarily with academic offerings and university rules, although the Division of Education's seminar included discussions of such topics as faculty-student interaction, communication, how to make a referral, and a view of the faculty-advising service in relation to the student's education in general.

Another seminar organized by the Vice-Presidency of Academic Affairs was offered fall term 1985. It was basically a presentation of academic advising programs that had been successful in the United States and discussion of how to organize such programs. That seminar was attended by selected administrators and faculty members from all Interamerican educational centers throughout Puerto Rico.

#### Purpose of the Study

Considering the change in advising services as the basic problem underlying this research effort, the purposes of the study were:

1. to determine the expectations that faculty and students of the Interamerican University of Puerto Rico, Metropolitan Campus, had of an undergraduate academic advising program.
2. to compare the expectations that faculty and students of the Interamerican University of Puerto Rico, Metropolitan Campus, had of an undergraduate academic advising program.

Of interest in this study were students' gender, age, and academic field of study and faculty members' gender, rank, degree, type of appointment, and academic field as these demographic variables might be related to expectations. Two dependent variables were measured:



f

a

A

a

ex

ar

ch

an

ta

is

al

fun

pro

exp

occ

(ph

beh

func

be

posi



(a) functions of the faculty advisor and (b) relationship between the faculty advisor and the student advisee.

#### Theoretical Framework of the Study

The primary focus of this research was to define the role of the advisor as expected by the faculty advisor and the student advisee. Also of interest were the advisors' and advisees' experiences in an academic advising program and the relationship between those experiences and expectations.

As a professor, the faculty member organizes his/her behavior around several functions, which include teaching, keeping abreast of changes in one's field, conducting research, and performing community and institutional services such as committee work and administrative tasks. To the extent that these functions constitute the behavior that is characteristic of all faculty members within an institution, they also constitute the role of the faculty. The aforementioned distinct functions are called functional components of the role of the professor, as suggested by role theory (Biddle, 1979).

Biddle (1979) stated that roles are induced through the sharing of expectations for role behavior. This proposition suggests that the occupant of a position is a rational human being whose perceptual (phenomenal) experiences guide his/her action. This means that one's behavior will be based on perceived expectations for a particular function. In this sense, the faculty advisor's behavior is supposed to be based on his/her expectations of what is appropriate for the position--the behavior the individual believes he/she should engage in



t  
s  
r  
N  
P  
s  
ti  
b  
dc  
of  
pe  
th  
wh  
sul  
of  
pos  
to  
rol  
sta  
rel

fun  
aug



to perform the role successfully. The advisor's behavior is induced by such expectations.

Expectations have been defined as statements that express a reaction to a characteristic of one or more persons (Biddle, 1979). Nye (1976) stated that expectations refer to what is "typical," as prescribed by cultural standards of the social structure. In a sense, they represent what the occupant of a position understands to be the normative, prescriptive role for that position. Expectations might be expressed through descriptive statements of what the occupant is doing, will do, or might do, always using verbs to describe the actions of the object person. The person who enunciates what the object person's actions are expected to be is called the subject person.

Expectations might refer to the persons who occupy positions or to the positions themselves. A faculty member who endorses a statement of what the advisor's behavior is expected to be assumes the position of subject person toward the position of advisor. A student's endorsement of a statement of what he/she expects the advisor to do assumes the position of subject person toward the position of advisor. The degree to which faculty and students share expectations about the advisor's role can be ascertained by measuring the extent to which they endorse statements regarding the advisor's activities and the nature of the relationship to be developed by the student and the faculty member.

In developing the instrument to measure expectations regarding the functions of the faculty advisor, the researcher followed Biddle's suggestion to construct role-expectancy statements, using verbs to



c

n

w

d

i

f

g

pr

po

(c

de

ad

(a

col



describe the actions of the advisor that should meet decision-making needs of undergraduate students while in college. The same principle was used when constructing the instrument to measure the aspects that define the advisor-advisee relationship. The instruments are described in greater detail in Chapter III.

A review of the literature provided the background and framework from which to construct the questionnaires used in this research. Four general areas of student needs that can be addressed in an advising program were identified: (a) knowledge of university procedures and policies; (b) vocational, occupational, and educational planning; (c) personal concerns, other than university aspects; and (d) overall development. Three aspects of the interaction between advisor and advisee were also identified through a review of the literature: (a) communication, (b) empathy, and (c) accessibility of the advisor.

### Hypotheses

The following null hypotheses were formulated to test the data collected in the study:

Hypothesis 1: There are no statistically significant differences among students of different academic fields, genders, ages, and academic advising experiences regarding their expectations of an undergraduate academic advising program.

Hypothesis 2: There are no statistically significant differences among faculty of different academic fields, ages, ranks, degrees, types of appointments, and academic advising experiences regarding their expectations of an undergraduate academic advising program.

Hypothesis 3: There are no statistically significant differences between faculty and students from the same field regarding their expectations of an undergraduate academic advising program.



u

I

t

th

ti

pe

ad

wh

fa

rol

Que

the

ady

enco

Scor

ogy,



### Definitions of Key Terms

The following terms are defined in the context in which they are used throughout this dissertation.

Academic advising program: A student-services program at the Interamerican University of Puerto Rico, in which students are assigned to a faculty member of their major to help them make decisions throughout undergraduate studies after completing 30 credits or more.

Characteristics of the advisor-advisee relationship: The activities a faculty member appointed to the role of academic advisor can perform to establish contact and interact effectively with an assigned advisee.

Expectations of the academic advising program: The degree to which the Interamerican University of Puerto Rico's students and faculty agree about what a professor should do when appointed to the role of academic advisor, as measured by the Academic Advising Function Questionnaire and the Academic Advising Relationship Questionnaire.

Experience in academic advising: Number and quality of interviews the student or faculty member had had with his/her assigned advisor or advisee, respectively, since January 1985, as measured by the Experience in Academic Advising Questionnaire.

Field of study: Any one of the following six academic divisions: Economics and Administrative Sciences, Nursing, Sciences and Technology, Humanities, Education, and Behavioral Sciences.



a

an

In

th

th

Un

int

run

pop

dat

acce

cha

disc

Univ

of t

revi

acad



Functions of the advisor: The activities a faculty member appointed to the role of academic advisor can perform in order to help and meet the needs of an assigned advisee.

#### Delimitations and Limitations of the Study

1. The study included only those students enrolled at the Interamerican University of Puerto Rico, Metropolitan Campus, during the 1985-86 academic year and full-time faculty members working during that same period.

2. Because the Metropolitan Campus of the Interamerican University of Puerto Rico is a nonresidential campus, results should be interpreted as reflecting the characteristics of commuter students from rural and urban areas and cannot be generalized to other student populations.

3. As in all studies in which questionnaires are used to collect data, the results are subject to respondents' willingness to provide accurate information and to their knowledge and certainty of their own characteristics, feelings, and perceptions.

#### Overview

Chapter I contained the background and statement of the problem, a discussion of the academic advising program at the Interamerican University of Puerto Rico, a statement of the purposes and hypotheses of the study, and definitions of key terms. Chapter II includes a review of literature on academic advising, faculty roles in relation to academic advising, and the advisor's functions. The design and



methodology of the study are explained in Chapter III. Chapter IV contains the results of the data analysis. A summary of the study, conclusions, and recommendations for further research are included in Chapter V.



ti

ti

St

gra

lev

div

tic

per

shov

char

and

to c

to t

move

high

to pr

can d



## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

Institutions of higher education confront a more difficult situation when providing adequate student services to their student populations in the 1980s than they did 15 or 20 years ago. In the United States, as well as in Puerto Rico, increasing numbers of high school graduates from less-affluent backgrounds are entering college. Their level of motivation and their skills to pursue an academic goal are as diverse as their vocational interests and other personal characteristics (Wilson, Gaff, Dienst, Wood, & Barry, 1975). Questions regarding personnel to recruit, training to offer, and how student services should be organized must be answered, based on the institution's unique characteristics and experience, as well as on research results.

Because of the many settings in which they can complete degrees and their access to scholarships and loans, students are in a position to choose where and when to register. As consumers they are more alert to the quality and quantity of the services received and feel freer to move from one institution to another or to withdraw completely from higher education if they are not satisfied. In this sense, the ability to provide services that respond to students' needs is crucial, for it can determine whether a college or university survives the economic



c

15

ti

in

Re

on

wo

gi

int

eff

uni

cer

cer

plac

eve

crea

factu

reac

of B

high

to h

perce

to ce



crisis most institutions of higher education are now facing (Astin, 1979; Grites, 1979; Mayhew, 1980).

Several factors have contributed to the complexity of the situation colleges and universities face. As enrollment in higher education institutions grew during the 1960s, their programs diversified. Recruitment of specialists in different disciplines increased. Not only did professors with a variety of degrees and experiences come to work in the old and new departments, but also counselors, psychologists, social workers, and student services personnel were integrated into the university setting. Such recruitment of staff was done in an effort to meet needs related to students' welfare. In this sense, the university assumed the responsibility for attending to academic concerns as well as personal matters such as physical and mental health care. Help with the vocational decision process and occupational placement came to be relevant to a complete educational service. However, this diversity and specialization of programs and services created communication barriers between members of the faculty, between faculty and other professionals, and between faculty and students that reached great proportions (Feldman & Newcomb, 1969; National Institute of Education, 1984; Wilson et al., 1975).

As students from all social and economic groups gained access to higher education, it became necessary to increase programs and services to help those students interact with an environment they sometimes perceived as hostile (Wilson et al., 1975). For students who commute to campus and for those working part or full time, involvement in



1

8

a

t

p

o

ac

a

in

ac

ti

re

st

hi

gre

tio

ins

for

sch

tha

redu



campus life is far less possible than for those residing on campus and not working (Harrington, 1972; National Institute of Education, 1984).

During the decade from 1970 through 1980, enrollment stopped growing at the rate it had reached during previous years. Furthermore, almost 50% of those who started college education did not complete their degree requirements. This attrition represented not only a personal setback and an expenditure of time and effort, but also a loss of resources (Astin, 1982). It therefore became necessary for college administrators to develop strategies to attract and to retain students.

After an extensive review of the literature, Tinto (1975) proposed a model of retention at the university level. He suggested that staying in college until graduation is largely determined by the level of academic and social integration a student experiences in the institution. Tinto defined social integration as the combination of peer relations and faculty-student interaction. The higher the degree of student-perceived integration into the university environment, the higher the possibility that he/she will decide to remain in college.

Pascarella and Terenzini (1978, 1980) demonstrated that the greater the amount of contact and the better the quality of the relationship between faculty and students, the lower the attrition rate an institution will experience. These investigators were able to control for such pre-enrollment characteristics as socioeconomic class, high school grade point average, and ability-test results. They concluded that increasing student-faculty interaction could be one means of reducing the attrition problem. Barr (1983), Nisbet, Ruble, and Schurr



(

t

th

re

Ge

As

th

du

na

ef.

in

tic

tha

was

per

zin

tea

com

rela

the



(1981), and Wilson et al. (1975) reached the same conclusion, based on the results of their studies.

A number of other investigators have reported evidence to suggest that the frequency of informal contact with the faculty is positively related to students' achievement and intellectual gain (Astin, 1979; Centra & Rock, 1969; Feldman, 1972b; King, 1984; Pascarella, 1977). Astin (1968) maintained that the stimulus provided by contact with their professors is among the most important influences on students during the undergraduate years. He described involvement as a determinant of retention and defined it as "the degree of energy, time, and effort the student devotes to the learning process" (Astin, 1979).

Other investigators have found that faculty play an important part in influencing students' occupational decisions and educational aspirations (Chickering, 1972; Erkut & Mokros, 1984). Students have reported that the relationship with faculty members during undergraduate studies was one of the elements that contributed to their change in values and personal development (Eddy, 1959; Feldman, 1972b; Pascarella & Terenzini, 1978; Sanford, 1969; Terenzini & Pascarella, 1980).

Conversely, Jacob (1957) claimed that contact with faculty as teachers has little effect on students' development and college outcomes. Also, Heath (1968) found that students did not rate their relationship with the faculty as an important determinant in any but the intellectual area. Newcomb (in Tarris, 1974) said:



to k  
desc  
that  
woul  
Katz'  
if fa  
educ  
sider  
  
kind  
intel  
comb,  
person  
for vo  
to an  
progre  
He/she  
follow  
of ass  
short-



What does college do for a person? Frankly, very little. There isn't, I'm afraid, much evidence faculty do have any effect on students. The fact is that students neither expect much faculty contact, nor get it. In most colleges, the faculty goes one way and the students go another. (p. 73)

Katz (1969) said that students attach little importance to getting to know their professors or to obtaining recognition from them. He described professors as inaccessible to students. Foley (1969) argued that "if students had their choice on only one element in which they would improve college, it would be their teachers" (p. 78). Jacob's, Katz's, Newcomb's, and Foley's statements attest to the fact that even if faculty members are not fulfilling students' expectations, higher education administrators and personnel, and society in general, consider them a potential source of support and influence.

Colleges and universities should be providing students with the kinds of experiences that will help them develop or improve their intellectual capacities, skills, attitudes, and values (Feldman & Newcomb, 1969). This learning process requires continuous reassessment of personal and environmental characteristics, for these provide the basis for vocational and professional decisions. Once a student is admitted to an institution of higher education, he/she should decide which program to follow, usually selecting from a large number of majors. He/she must learn institutional procedures and processes that must be followed throughout the college years, go through a continuous process of assessing the meaning education has for his/her life, and plan for short- and long-term goals. The interaction with professors and other



P

c

e

g

h

v

a

cl

a

L

pr

ga

inc

of

def

giv

ult

ing

end

ties

shi

con



professionals should be a learning experience in and of itself, which can prepare the student for an occupation and for life in general.

One of the services traditionally provided to students in higher education institutions is academic advising. It is defined as a program or process through which a professional provides the necessary help so that a student can make decisions about his/her academic, vocational, and personal goals (Trombley, 1979a). Several models of academic advising have been identified. For example, O'Bannion (1972) claimed there are four models in which counselors or faculty members assume different degrees of responsibility in providing services. Larsen and Brown (1982) stressed the effectiveness of an advising program as depending on how well faculty and students meet their obligations and on the quality of the personal interaction between the two individuals.

Faculty involvement in providing academic advice to students was of primary interest in the present investigation. In this chapter, definitions of academic advising as a program and as a process are given first. Various models of academic advising are examined. Faculty roles in general are discussed to provide a basis for understanding how the advising responsibility fits into their professional endeavor. Finally, the writer explores research pertaining to activities performed by the academic advisor and the nature of the relationship between the advisor and the student advisee. The chapter concludes with a discussion of several measurement strategies the



rese

study

eratu

the s

A

C

a

C

Tammi

goals

[

v

e

e

e

T

ones.

a

of

be

ne

to

Tromble

an

aw

ex

wh

Bo

program



researcher reviewed before developing the instruments used in this study.

### Definitions of Academic Advising

Several definitions of academic advising may be found in the literature. George and Salevouris (1978) defined academic advising from the standpoint of what it should do:

Academic advising should provide students with resources, and encouragement to be sure, to think over and ponder options and alternatives and ultimately to take the responsibility for choosing among them.

Tamminen, Gum, Smaby, and Peterson's (1975) definition included the goals of academic advising:

[It] should . . . assist students in developing healthy attitudes, values and goals, in gaining the most out of their curricular experience, in solving personal problems and in fostering effective interpersonal relationships. (p. 3)

Trombley's (1979a) definition was more general than the preceding ones. He stated that academic advising involves:

a set of processes which helps students derive the full benefits of their education that includes the development of a relationship between the advisor and the advisee that is sensitive to advisee needs and aspirations while enhancing opportunities for advisees to make their own academically related decisions. (p. 2)

Trombley also stated that academic advising is:

an activity where the focus is upon assisting students become aware of, to select, and to pursue educational courses and experiences that will promote their education and personal welfare while in college. (p. 2)

Bostaph and Moore (1980) stated that, in an academic advising program, the function of the advisor is to "assist students in gaining



the

Croo

Grite

He st

and t

advis

stude

throu

caree

(1979)

of suc

servic

R

provis

knowle

[

re

in

re

Pe

advisin



the maximum from the college experience" (p. 45). According to Crookston (1972),

Academic advising assists students to realize the maximum educational benefits available to themselves and to learn to use the resources of an educational institution to meet their special educational needs and aspirations. (p. 64)

Grites (1979) offered a similar definition, stating that:

Academic advising is a decision-making process during which the students clear up certain confusion and realize their maximum educational potential and benefits through communication and information exchanges with an advisor. (p. 61)

He stated that academic advising is an ongoing, multifaceted process and that it is the responsibility of both student and advisor.

Crocket (1978) stressed the interactive nature of the advisor-advisee relationship: "It is a decision-making process through which a student, aided by an advisor, maximizes the educational experience through interaction, specifically pertinent to both curricular and career planning" (p. 78). This definition was echoed by McClure (1979). Likewise, Dassance and Batdorf (1980) believed that the goal of such advising is to integrate the student into the curriculum, services, and organization of the institution.

Raskin and Looney (1982) defined academic advising in terms of the provision of information and the use the student makes of such knowledge. They wrote:

[Academic advising] is the dissemination of information about requirements as well as the processing and internalizing of that information, requiring the cultivation of some type of personal relationship between advisor and advisee. (p. 6)

Pointing to the comprehensiveness of the concept of academic advising, Grites (1976b) preferred to state what it is not:



ac

id

Mc

be

hi

ta

a l

fac

the

der

adv

and

aca

pro

O'Ba

(wi

inst

only



a fringe benefit or minor support service; something that anyone or everyone should or can do; telling the advisee what to schedule, what to choose, what to do; focusing exclusively in the students' intra-institutional experience. (p. 4)

The preceding definitions show a lack of consensus regarding what academic advising should be. The term "academic advising" is used to identify a program of services, as well as a process of interaction. Most authors have agreed about what should be the result of contacts between advisor and advisee. The benefit to the student throughout his/her college years and afterwards has been posited as the fundamental goal. Thus the relationship between advisor and advisee is mainly a helping one in which the student assumes the role of helpee, and the faculty member or counselor performs the role of helper. The nature of the interaction between advisor and advisee is determined by the student's needs. The authors concurred that the interaction between advisor and advisee is a dynamic process defined by the student's needs and the helper's evaluation of and ability to meet those needs.

#### Academic Advising Models

The most common criterion used to distinguish different types of academic advising programs or models is who is responsible for providing direct service to the student. Using this criterion, O'Bannion (1972) identified four models: (a) instructor and counselor (with instructor being primarily responsible), (b) counselor and instructor (with counselor being primarily responsible), (c) counselor only, and (d) instructor only.



of

for

was

co

for

co

no

Ma

The

onl

Bas

rec

are

load

Univ

stu

year

for

mode

meml

proc

the



In a survey of two-year colleges across the United States, O'Bannion, Fordyce, and Godwin (1972) found that the most common of the four models of academic advising was the one in which the instructor was primarily responsible for the service, with the help of a counselor. The model in which the counselor was primarily responsible for the service, with the help of instructors, was the second most common, followed by the counselor-only model. The instructor-only model was used the least. O'Bannion et al. also conducted a study in Maryland community colleges in which these four models were being used. They found that counselor-as-advisor-only and instructor-as-advisor-only models were the most effective ones, as judged by the students. Based on O'Bannion et al.'s studies, Sheffield and Meskill (1972) recommended the counselor-only model as the best one, unless faculty are assigned the advising responsibility as part of their teaching load.

Koloc, Burns, and Luede (1983), based on their experiences at the University of Pittsburgh, proposed an academic advising model in which students are assigned to faculty advisors once they reach the junior year. Freshmen and sophomores are advised by graduate students trained for that purpose. The authors based their recommendation for such a model on the developmental differences that cause a gap between faculty members' advice and younger students' interests and concerns.

Grites's (1976a) proposed model of academic advising divides the process into three developmental stages. During the "primary level," the student receives information from a peer-counselor. In the second



st

tl

"p

cc

(1

(1

to

pro

sus

den

(19

stu

gra

sou

beco

stud

and

for

tech

advi

whet

(1979



stage, the "professional level," a faculty member is assigned to assist the student in decision making related to career development. The "personal level" (third stage) is the responsibility of professional counselors.

The training of graduate students, as proposed by Koloc et al. (1983), was also advocated by Roberts (1976) and by Hutchins and Miller (1979). They suggested that upperclassmen (seniors) could be trained to perform academic-advising duties. Results of their research provided evidence that senior students were able to reduce referrals, suspensions, course changes, and attrition. A similar model of academic advising was proposed and tested by Brown (1972) and by McCrary (1981). Results of their studies supported the desirability of using students as advisors.

With the diversity of college programs and more flexible graduation requirements, some colleges are using computers as a viable source of information that, in some cases and for some students, becomes the only source of advisement. Catalogues and handbooks that students complete and follow through, with exercises in self-awareness and college knowledge, have been proposed as an inexpensive substitute for the professional counselor or faculty member. In most cases, such techniques are designed to complement rather than substitute for the advisor (Kapraun & Coldren, 1981).

Another criterion used to classify academic advising models is whether the advisor is appointed, selected, or a volunteer. Crockett (1979) asserted that advisors must be selected--that not everyone can



be

de

an

fa

on

int

int

com

She

inf

pro

the

ava:

adhe

to t

sibl

mem

(Con

1979

advi

cidec



be an advisor. He recommended that the selection process be carefully designed to appraise faculty members' ability to show empathy, warmth, and flexibility in establishing relationships with students.

Holmes (1979) believed that the advisor should be a member of the faculty who volunteers for such service. This recommendation was based on his belief that a good advisor possesses subtle skills that are influenced by deep-seated attitudes and evidenced by a willingness to interact with students in a helping relationship.

In contrast, Gordon (1982) stated that the advising function is so complex that the advisor needs graduate-level professional training. She developed a graduate course in which knowledge, skills, and information were provided or developed. The course was designed for professional counselors and for faculty members willing to engage in the advising activity.

Nisbet (1981) underscored the importance of faculty members' availability for advising students. He maintained that only those who adhere to their office hours and have adequate time should be appointed to this task. He also recommended that the administration be responsible for selecting the advisors.

Some academic advising programs match students' and faculty members' interests, personal characteristics, and expectations (Conroe, 1979). Others are based on students' declared major (Holmes, 1979). Dassance and Batdorf (1980) stated that a good academic advising program is organized around students' concerns (i.e., undecided, transfer, occupational, developmental) and not around academic



C

F

F

a

i

r

re

19

Cr

Le

19

Mi

tre

are

aca

a g

log

per

prop

aca

Hoff



disciplines, although the authors neglected to explain their reasoning for such a suggestion.

When faculty share with counselors the responsibility for providing academic advice, the student is usually assigned to an advisor based on the pressing problems he/she brings to the first interview. Metz (1979) suggested that this type of program should recruit and train those faculty members who volunteer.

The academic advising model in which faculty assume most of the responsibility has been advocated most often in the literature (Allan, 1976; Astin, 1975; Benson, Williams, & Brundy, 1979; Coyle, 1971; Crookston, 1972; Ford, 1983; Grites, 1976a, 1979; Holmes, 1979; Jody & Ledford, 1979; Koplin & Rice, 1975; Kaufman & Neterset, 1975; Kramer, 1983; Nisbet, 1981; Raskin & Looney, 1982; Trombley, 1979; Witters & Miller, 1971). These writers all agreed that faculty members must be trained to perform the advising functions.

Another academic advising model is based on whether the services are centralized or not. Hoffman (1972) discussed two types of such academic advising programs. The centralized is usually identified with a guidance or counseling center, where professional counselors, psychologists, and other mental health, career, and vocational placement personnel are recruited. The decentralized model is more an outreach program, which can be found throughout the university--in dormitories, academic departments, and/or admissions offices (Packwood, 1977). Hoffman compared centralized and decentralized advisement programs in



term

ized

ally

9

10

11

12

N

ships

teachers

method

have be

and stu

the fac

that of



terms of their effectiveness. In centralized as opposed to decentralized programs,

1. Efforts are more economically and efficiently coordinated.
2. There is less chance for unnecessary duplication of efforts.
3. Specialists who are more expensive are employed.
4. Advisors become more visible.
5. The importance of teachers and the classroom is de-emphasized.
6. There is less concern for the total learning context.
7. The advisor-advisee ratio is higher.
8. The recruitment of persons who are highly prepared educationally and psychologically is stimulated.
9. Training is stimulated.
10. Educational/vocational guidance is emphasized.
11. Follow-up, less incidental episodes of advising are scheduled.
12. Individual rather than group advising is emphasized.

#### Faculty Roles and Academic Advising

Not surprisingly, researchers studying faculty-student relationships have paid much attention to the contact students have had with teachers whose courses they took. The social, psychological, and even methodological variables that may impede or facilitate that interaction have been the focus of numerous studies. Administrators, professors, and students seem to consider teaching the most important function of the faculty (Wilson et al., 1975). Although other functions such as that of researcher, consultant, and community-service provider are



cons:  
tant

inter  
that

degre

to in

teach

being

Wilson

well

(

member

and c

identi

(c) de

vocati

identi

but w

consult

of stud

Be

from in

opment.

because



considered part of the faculty role, teaching is still the most important activity of all.

Feldman and Newcomb (1969) stated that the three areas of major interest for the faculty are teaching, research, and administration, in that order. Furthermore, they did not agree with the notion that the degree of interaction between faculty and students is inversely related to institutional size. They stated that, beyond the function of teaching, faculty prefer to devote their time to research rather than being in contact with students. However, most of the faculty members Wilson et al. (1975) surveyed considered teaching a central activity as well as a major source of personal satisfaction.

Clark and Throw (in Feldman & Newcomb, 1969) classified faculty members as follows: (a) teachers (those identified with the college and committed to students), (b) scholars-researchers (those not identified with the college but pursuing pure, disinterested study), (c) demonstrators (identified with the college and members of a vocational or technical discipline), and (d) consultants (those neither identified with the college nor committed to pure, disinterested study but who have national reputations and invest their resources as consultants to organizations). These two studies showed that advising of students may not be found to be a priority to most faculty members.

Bess (1973) stated that the satisfaction faculty can experience from informal interaction with students has been neglected as a developmental need of professors. Faculty members are under pressure because they must fulfill expectations of administrators and peers,



t

s

t

o

a

to

co

ne

ti

19

re

co

pr:

the

tar

poi

fin

att

stu

in

act

att

espe



teach and develop research projects, and follow unwritten norms or meet sanctions about participating in institutional administration. All of these responsibilities leave little time and opportunity for student contacts, according to Bess. He maintained that research, writing, and administrative work may not provide the most fundamental satisfaction to professors as human beings. In a way, by paying more attention to competition and cognition, professors are neglecting not only student needs, but also their own needs to belong and feel.

Seldin (1984) conducted a national survey to ascertain institutional policies and practices for evaluating faculty performance. In 1977, 680 deans of private and public colleges and universities responded to a questionnaire in which they ranked the factors they considered part of the evaluation of their professors. Deans of both private and public institutions reported that classroom teaching was the most important factor in assessing performance. Second in importance was academic advising and committee work. However, it should be pointed out that academic advising fell 30 points below teaching, the first choice. Seldin concluded that advising "receives only passing attention from many promotion committees" (p. 15). Similarly, in a study Lewis (1972) conducted at Northeastern American State University in 1964, the majority of students said teaching was the most important activity of the faculty. This factor may contribute to the low attention and interest that faculty may pay to the advising service, especially if it is not rewarded.



a

a

f

a

e

d

t

m

ra

ha

ca

ca

si

of

su

fa

ac

per

ins

"ed

adv



Teague and Grites (1980) surveyed collective-bargaining agreements and documents from institutions across the United States and found that academic advising is neglected as a faculty function. They stated that faculty often regard this activity as trivial and administrative, and as contributing nothing to their professional growth.

In 1969, Katz suggested there was a need for faculty who could educate students in many areas and who could also attend to students' developmental needs. He admitted, however, that not all faculty needed to fulfill such functions. Mayhew (1969) called for faculty involvement in meeting students' needs by placing those needs in first place, rather than their "unsupervised own work" (p. 70).

The advantages of designating the faculty as academic advisors have been discussed thoroughly in the literature. Academic advising can increase retention by providing a knowledgeable person the student can contact within the university (Grites, 1978). Faculty members are singled out as an important variable in retention, and their advantage of day-to-day contact with students is not possessed by other personnel such as counselors or psychologists. Grites maintained that the faculty can contribute to student recruitment and retention and that academic advising by faculty is the best way to use the economic and personal resources of higher education institutions.

Grites (1976b) noted that the efforts higher education institutions are making to provide liberal arts courses to form "educated persons" can be maximized through an effective academic advising program. He viewed the advisor as a "coordinator" of the



effor

advoc

facult

intel

Newcon

academ

T

the li

advisi

necess

1.

with s

2.

3.

He argu

ability



effort to extend the student's education beyond his/her major. Grites advocated the following functions of the advisor:

1. Explain institutional requirements, processes, and procedures.
2. Help with course schedule and registration procedures.
3. Help insure completion of graduation requirements.
4. Help with study habits and skills.
5. Monitor academic progress.
6. Encourage participation in extracurricular activities.
7. Refer students to other service offices.
8. Help students understand the institutional framework.

Feldman and Newcomb (1969) stated that students perceive the faculty to have more influence than peers on their career decisions and intellectual development. Grites (1981) agreed with Feldman and Newcomb, stating that the best way to promote that influence is through academic advising.

The assignment of students to faculty members has been debated in the literature. For example, Dressel (1974) asserted that faculty advising systems are based on the following assumptions, which are not necessarily true:

1. That faculty members are interested in one-to-one situations with students.
2. That professors are knowledgeable enough to guide students.
3. That students want advice from the faculty.

He argued that a good advising program should be based on the faculty's ability to:



tion,

cours

ments

each

6

to the

skills

possib

(1979),

facult

tratio

that t

studen

advisor

ity of

Sc

academ

commitr

develop



1. Read and interpret the graduation requirements of the institution, the degree, the college, and the department.
2. Know what courses will meet requirements where no specific course is demanded.
3. Keep an accurate record of each advisee's academic accomplishments.
4. Make judgments concerning the appropriate courses to fulfill each of their advisees' particular needs.
5. Relate effectively with advisees.
6. Have accurate information about a multitude of technicalities.

Trombley (1979) stated that the primary tool the advisor can bring to the relationship is him/herself and that training in communication skills and awareness of one's personal relationship style is the best possible way to develop competence in advisors. Kapraun (1982), Conroe (1979), and Bachhuber (1971) maintained that in academic advising the faculty-student interaction must transcend the casual signing of registration papers. Grites (1981) argued that mere contact is not enough--that the interaction must be meaningful and productive for both students and advisors. Moreover, according to Kramer (1983), the advisor-advisee interaction offers an opportunity to improve the quality of the human environments of colleges and universities

Some writers have contended that the first step in organizing an academic advising program by the faculty is to secure the faculty's commitment to their training and finally to the service. The need to develop in advisors an understanding of their role and the implications



t

a

a

p

c

f

u

a

ti

it

Lo

th

in

si

anc

ul

do

tra

Am c

(a)

(c)

(e)

adv;



that role has in terms of the interpersonal dynamics of the advisor-advisee relationship is of utmost importance (Bonar, 1976). The advisor's availability, knowledgeability, and ability to form a personal relationship with advisees are the three most important characteristics of an advisor, according to Crocket (1979). The faculty member must recognize the importance of these attributes and undergo training if they are not part of his/her nature.

Commitment is also expressed through the amount of time faculty are willing to devote to student advising. The low reward this function receives has been cited as the reason faculty are not committed to it (Allan, 1976; Gordon, 1973; Kapraun, 1982; Marchese, 1983; Raskin & Looney, 1982; Trombley, 1979a). Sheffield and Meskill (1972) stated that faculty usually assigned to advising functions pursued other interests after the initial enthusiasm abated. Bachhuber (1971) considered that the advising role is subordinated to teaching, research, and community-service functions. Marchese (1983) suggested that faculty will get involved in academic advising if what they are asked to do is appropriate to their roles.

To prepare faculty members for their role as academic advisors, training in the form of workshops and conferences has been suggested. Among the topics included in such training are the following:

- a) interpersonal communication skills, (b) institutional knowledge,
- c) student development and characteristics, (d) career development,
- e) special student groups and their needs, and (f) legal aspects of advising.



th

edu

pol

pos

stuc

ther

enab

advi

for

low

five

info

stude

and p



According to Trombley (1979a), these training sessions should help the faculty learn how to:

1. Establish a personal relationship with the student.
2. Help students develop self-confidence in relation to their educational and personal goals.
3. Help students understand and benefit from academic programs, policies, and procedures.
4. Help students articulate their needs and interests.
5. Help students conceptualize their present situation and future possibilities.
6. Prevent problems and stresses from becoming unmanageable.
7. Facilitate students' successful completion of their course of study.
8. Make written materials available to students that will aid them in decision making.
9. Provide information and data to administration officials to enable them better to fulfill the university's mission.

McClure (1979) listed four general responsibilities of the advisor: (a) monitor progress of each advisee, (b) provide resources for career planning, (c) write letters of recommendation, and (d) follow students after graduation. Bostaph and Moore (1980) enumerated five responsibilities of the faculty advisor: (a) provide adequate information, (b) assist in making sound decisions, (c) facilitate student development, (d) provide students with the overall objectives and philosophy of education, and (e) provide students an opportunity



an

au

it

pr

adv

st

we

ave

cou

by

to

cha

adv

wha

aca

fact

dorn

mor

the

stud

76%

was

sign



and encouragement to develop program and professional strategies. The authors believed the last responsibility was the most important because it helps students gain a sense of direction for their entire academic program.

In an effort to demonstrate the effectiveness of faculty as advisors, Derrico (1979) compared advisor-advised versus self-advised students from Miami Dade Community College. No significant differences were found with regard to any of the following variables: grade point average, withdrawal rate, retention rate, graduation rate, number of courses dropped, and frequency of schedule changes. The group advised by the faculty performed better with respect to all variables but not to a significant degree. Derrico concluded that faculty members' characteristics can make a difference in the effectiveness of an advising program. However, no information was provided to indicate on what he based that statement.

At Slippery Rock State College in Pennsylvania during the 1978-79 academic year, Hoffman and Wartell (1980) assigned 38 students to faculty advisors who, among other functions, provided advising in the dormitories during evening meetings. The idea was to make dormitories more of an academic setting. The control group received advising in the counseling center. Hoffman and Wartell found that 84% of the students in the experimental group remained in college, as compared to 5% of the control group. The experimental group's grade point average was higher than that of the control group, although not to a significant level. Also, 83% of the students in the experimental group



w

of

on

Na

to

in

19

fa

con

no

men

ple

fou

adv

var

loc

(p.

adv

and

stud

75%

beca

gro



were admitted to the Natural Sciences Program, as compared to only 50% of those in the control group. The authors did not provide information on how many of them were interested in and actually applied to the Natural Sciences Program nor if the students were randomly distributed to control or experimental groups. This lack of information limits the interpretation of results.

Some writers (Sheffield & Meskill, 1976; Witters & Miller, 1971) have asserted that assigning the advising function as part of faculty members' teaching load could make a difference in the types of concerns discussed, retention rate, and grade point average. This was not the case in Rossman's (1967) experimental study. Six faculty members were released from part of their teaching assignment and completed their load by advising freshman students. No differences were found between students advised by those six advisors and students advised by other faculty advisors with regard to any of the dependent variables, except for a higher retention rate among female students.

Nisbet et al. (1981) used data about learning styles and students' locus of control to "help advisors define their advising strategies" (p. 1). The basis of this strategy was the notion that increasing the advisor's knowledge about the advisee would facilitate the relationship and hence increase the quality of services. A six-year longitudinal study demonstrated that the effort helped to increase retention from 75% to 91% the first year. The findings were inconclusive, however, because the investigators failed to provide comparison with a control group. Another question to be raised is whether the students were



gr

ma

an

fu

co

de

adv

ab

den

ove

inv

a "

is

the

lit

wh

sio

rev

is

mea

gra



grouped or received services on an individual basis since that could make a difference is advisors' capacity to attend their particularities and hence, in fact, use the information provided.

#### Research on Functions of the Academic Advisor

A review of the most relevant studies on the academic advising function showed that they can be classified as survey and causal-comparative studies. Less common is research with an experimental design. Gordon (1973) stated that developing and organizing academic advising programs have been given priority over systematic research about advising. He argued that the difficulty with research on academic advising is its complexity and the difficulty in gaining control over the processes and outcomes. In reference to the complexity involved in studying academic advising as a construct, Gordon termed it a "multidimensional phenomenon" (p. 4).

In this section, research on the functions of the academic advisor is reviewed. Emphasis is placed on studies about professors performing the task of academic advisor. One difficulty found in reviewing the literature on this topic was that writers sometimes failed to indicate whether the subjects in their studies were faculty members or professional counselors. Whenever the distinction was made in the document reviewed, it is duly noted in the discussion because that information is important in interpreting research results.

The effectiveness of faculty as academic advisors has been measured using several criteria, such as retention rate and students' grade point average and satisfaction with college. Results of



reser

Ross

fresl

memb

selo

more

the

stud

rate,

tions

admin

and f

Orego

subsc

advia

were

very

not p

discre

facul

activ

speci

psych



research in this area have been inconclusive. For example, in 1964-65, Rossman (1968) conducted a study in which an experimental group of 10 freshmen from Macalester College were randomly assigned to six faculty members appointed to this task. The control group was advised by counselors. Rossman found that students in the experimental group were more satisfied with the effectiveness of their advisors than those in the control group. However, he failed to find differences between students in the experimental and control groups regarding retention rate, satisfaction with college, grade point average, level of aspirations, and perceptions of the campus.

To determine the differences among graduate advisors, administrators, and students regarding their perceptions of the roles and functions of advisors, Tapswan (1985) conducted a survey at Western Oregon State College. He developed a 30-item scale comprising three subscales: (a) characteristics of the advisor, (b) tasks of the advisor, and (c) competencies of the advisor. The three sample groups were compared using one-way analysis of variance. The three groups had very similar perceptions of 27 of the 30 competencies. The author did not provide information on the nature of those competencies on which discrepancies were found.

At the University of Minnesota, Biggs et al. (1975) studied faculty-advisor role expectations, job satisfaction, and job activities. Four clusters of job activities were identified: (a) special academic, social, or financial problems; (b) emotional or psychological problems; (c) academic and career guidance problems; and



(d

to

th

th

he

de

th

ler

son

of

sig

sa

adv

exp

hav

Chr

of

sch

fac

the

adv

and

sai



(d) administrative activities. Multiple regression analysis was used to find the relationship between socio-demographic variables and the three dependent variables. The researchers found that advisors devoted the most time to providing academic and career information and to helping students choose their majors and courses. Less time was devoted to social and psychological concerns, although advisors saw themselves as appropriate helpers with interpersonal-relations problems. Advisors identified lack of recognition of their work as a major source of dissatisfaction. Number of advisees and the advisor's level of educational preparation were the two variables that contributed significantly to explaining the difference between more- and less-satisfied advisors. The more advisees assigned and the higher the advisor's academic degree, the lower the level of satisfaction advisors experienced.

Concerning the effect that previous counseling experiences may have on students' expectations of the faculty advisor's functions, Christensen and Magoon (1974) found that students from the University of Maryland who had had contact with a counselor during their high school years were more willing to discuss personal problems with a faculty advisor than were those who had not had such contact.

A study of Southern Illinois University students' concerns and their choice of sources of help showed that students named the faculty advisor as their first choice in dealing with "planning of the future" and with "major selection" (Snyder, Hill, & Derksen, 1972). Students said they would never go to an academic advisor with "personal,"



n

(

a

H

p

ta

si

pr

st

Un

La

pa

pe

pe

wi

ex

Fac

bil

the

res

of

(93

sho

fac



"family," or "interpersonal problems." Similarly, Polson and Jurich (1979) found that students did not prefer to discuss or feel comfortable in discussing personal problems and values with a faculty advisor. However, the authors concluded that students did not want to discuss personal concerns with their advisors because of stereotypes and resistance, which should be overcome. Students ranked advising on "professional aspects" as a higher priority than advising on "bureaucratic procedures."

In a comparison of faculty advisors, faculty nonadvisors, and students from four universities (University of Wyoming, Mankato State University, Kansas State University, and the University of Nebraska), Larsen and Brown (1982) discovered a lack of agreement among groups, particularly concerning advisors' responsibility in handling students' personal problems. Faculty advisors agreed to help with students' personal problems more than did other groups. However, variations within the student sample were observed. Juniors, less than freshmen, expected the faculty advisor to provide help with personal problems. Faculty members showed a high level of agreement about their responsibility to help students deal with the institutional bureaucracy. Nonetheless, students did not see this as an advisor's responsibility. The researchers observed a high level of agreement among students in terms of the advisor's responsibility to be knowledgeable about job outlooks (93.5% of the student sample); just 71.6% of the faculty agreed this should be one of their responsibilities. Interestingly, students and faculty did not agree on faculty's being responsible for informing



s

f

r

f

f

m

tl

de

pe

fa

re

ma

th

as

op

re

th

are

stu

sta

to

res



students about extracurricular activities. Ninety-one percent of the faculty agreed that obtaining such information should be the student's responsibility, whereas 41% of the students thought it should be the faculty's responsibility.

In Larsen and Brown's (1982) study, more students (54%) than faculty (32%) said that the advisor should visit the instructor to monitor students' progress in a course. Although the authors found that faculty and students agreed that students "should make their own decisions and be responsible for them" (p. 4), students expected a paternalistic involvement on the part of the advisor. However, the faculty themselves were less willing to become involved in that type of relationship.

In a study at the University of Arizona, elementary education majors were asked to rate the extent to which advisors were meeting their advising needs (Chorosky, 1983). The need most frequently named as insufficiently addressed by faculty members was "professional development." Chorosky recommended that an effort should be made to recognize the advising function as a faculty priority. Interestingly, the literature consistently mentioned professional development as one area in which the faculty is fairly well prepared to help students.

In a study of the academic advisor's role as perceived by faculty, students, and administrators from a midwestern four-year comprehensive state-supported university, subjects were asked to indicate the extent to which they perceived 52 tasks as a "primary," "shared," or "not a responsibility" of the academic advisor (Guinn, 1985). Guinn



iden

(b) c

edge

stud

signi

acros

exper

trato

advis

expec

exper

facul

cernin

traine

and a

remai

result

proof

C

(1978)

rating

advise

when f



identified six categories of responsibilities: (a) course selection, (b) career planning, (c) information giving, (d) institutional knowledge, and (e) personal development. Based on the responses of 620 students, 171 faculty members, and 68 administrators, Guinn found significant differences among groups on 39 of the 91 comparisons made across student demographic and academic variables, as well as years of experience, discipline, and educational level of faculty and administrators. She concluded that differences in perceptions of the academic advisor's role demonstrated a need to define their responsibilities.

Russel and Sullivan (1979) concluded that faculty should not be expected to help students with their career development. Results of an experiment conducted at Memorial University of Newfoundland in which faculty advisors were trained to raise their level of awareness concerning career-planning issues showed that students who were advised by trained advisors became less certain of their own values, interests, and abilities in relation to their career choices. The question remains whether self-questioning and a degree of uncertainty, which results from self-appraisal, should be seen as a negative outcome and proof of faculty inefficiency as advisors.

Contrary to the above-cited study, in a survey conducted by Wesley (1978) at Oklahoma State University, advisors who received the highest ratings of excellence were those who discussed career issues with their advisees. However, it should be pointed out that in Wesley's study when faculty advisors were compared with nonfaculty advisors



(pro

high

tions

regar

advi

junio

acade

evid

relat

idea

model

h

the a

1

2

3

4

5

6

7

8

9

10



(professional counselors and other personnel), the latter received higher ratings.

Hoffman (1972) found significant differences between the perceptions of students and faculty members from Michigan State University regarding 18 out of 47 services they thought should be provided by the advising personnel. It is interesting that sophomores, more than juniors, identified career concerns as a need that should be met during academic advising sessions with the faculty advisor. These results add evidence to the notion that differences in student needs might be related to students' development throughout their college years. This idea was proposed by O'Bannion et al. (1972) and Grites (1979) in their models of academic advising.

Hoffman identified 12 functions of the faculty advisor. He said the advisor could provide help with:

1. curriculum planning and registration each term
2. drop and add procedures
3. section changes
4. making program adjustments
5. long-range academic program planning
6. referral services
7. helping superior students
8. helping students who are weak academically
9. fostering personal development of all students
10. motivating students



advi

facu

most

or a

thes

thei

facu

dent

effe

Famil

repor

the c

1964

with

stude

stude

with

1964

with



11. developing career plans
12. identifying institutional resources

Fashbender (1970) demonstrated that students preferred the faculty advisor as a person with whom to discuss concerns about majors. When faculty advisors were asked to indicate which students they had helped most, they consistently chose those who were free from unusual personal or academic problems. However, contrary to findings of other studies, these same faculty advisors received higher ratings of efficiency from their advisees than counselors did from their advisees. Apparently the faculty advisors' being able to volunteer and choose the type of student or kind of problem they are willing to deal with has a positive effect on the quality of the services they provide.

Polson and Jurich (1979) found that students who had used the Family Child Development and Advising Center at Kansas State University reported "career," "graduation requirements," and "choice of major" as the concerns they would bring to their advisor.

Donk and Oetting (1968) conducted a longitudinal study in which 1964 freshman students' perceptions of the advisor as a source of help with academic and personal problems were compared with those same students' perceptions as juniors in 1967. It was found that, in 1964, students would rather go to a faculty advisor with an academic than with a personal problem. Three years later, fewer students than in 1964 said they would go to a faculty advisor to discuss and be helped with a personal problem.



f

a

1

p

t

w

Fe

ol

in

in

le

ti

st

Th

th

th

fa

re

he

me

ad

th

ad



A comparison of faculty advisors' and students' rankings of functions demonstrated a lack of agreement between the two groups at the Metropolitan State University in Minneapolis, Minnesota (Ryan, 1980). Faculty advisors identified "to clarify university policies and procedures" as the most important function. Students rated this function sixth in importance. The function students rated most important was that the advisor "be aware of my progress on my degree plan." Faculty advisors ranked this function seventh in importance. Ryan also observed a lack of agreement between groups on the second-most-important function. Faculty advisors ranked "advocacy" second in importance, whereas students ranked it seventh. Students ranked "make learning opportunities known to me" as the second-most- important function of the advisor, whereas faculty ranked it fifth. Ryan noted that students tended to emphasize the personal aspect of the relationship: They wanted the advisor to be knowledgeable about how they could meet their career goals and to provide help by referring them to services that might enhance their learning experiences. On the other hand, faculty tended to underscore the administrative aspect of students' relationship with the university as the area in which they could be of help.

In 1971 Witters and Miller surveyed 300 students and 14 faculty members to ascertain their perceptions of what students expected of the advisor, the characteristics of a good advisor, the students' role in the advising process, and the expected relationship between student and advisor. The researchers found differences in expectations and



perc

senior

"fri

facul

were

liste

(1974

Child

"warn

ors.

sonal

perce

and v

survey

to pr

studen

R

on the

on the

and/or

prese

their

nature



perceptions between freshmen and sophomores and between juniors and seniors. In general, students wanted their advisors to be "organized," "friendly," "competent," and "easy to get along with." Students and faculty agreed that the most salient characteristics of a good advisor were "friendship," "helpfulness," "competency," "willingness to listen," "pleasing personality," and "cheerfulness." Similarly, Grites (1974) concluded that students from the Department of Elementary, Early Childhood, and Secondary Education at the College Park Campus desired a "warm," "friendly," "personal" relationship with their faculty advisors. For the most part, students indicated they did not want a personal or close relationship with the faculty. Conversely, faculty perceived that students would like to be helped with personal, social, and vocational concerns. Witters and Miller concluded from their survey that advising should be part of faculty members' teaching load, to provide enough time to develop a significant relationship with their students.

#### Research on the Advisor-Advisee Relationship

Research related to advising functions is more prevalent than that on the nature of the advisor-advisee relationship. Also, more studies on the latter topic have dealt with outcomes than with expectations and/or processes. In this section, a review of the following topics is presented: (a) student and faculty characteristics that influence their relationship, (b) student and faculty perceptions regarding the nature of their relationship during advising, and (c) the relationship



b

o

s

a

p

f

m

cl

se

tr

is

(1

of

th

te

pe

or

de

ta

ac

adv

adv

wit



between the characteristics of the student-advisor contact and some outcome measures.

Most faculty advising sessions are held in a private, face-to-face situation in which the faculty member assumes the position of helper and the student is the helpee. Because in most academic advising programs described in the literature students were assigned to one faculty member, Bennett (1979) became interested in identifying what made students from the University of Maryland School of Social Work choose particular advisors in a university where they were free to select the advisor. "humaneness" and "competence in advising" were the traits students cited most frequently as the most important characteristics that had made them select their advisors.

Bennett's findings were confirmed by Hornbuckle and Mahoney (1979) in a study conducted at Virginia Commonwealth University, School of Arts and Sciences. Students' evaluations of their advisors and of the advising program were not based on perceptions of the faculty's technical competence or skill in dealing with students' academic or personal problems. Rather, students' ratings of advisors on the social or interpersonal dimensions accounted for the differences between students with high and low satisfaction. Hornbuckle and Mahoney maintained that this was due to students' inability to compare advisors on academic knowledge because each student was assigned to only one advisor. On the contrary, students could react to and compare the advisors' interpersonal skills with their own interpersonal skills or with those of other professors.



seni

year

Thir

inclu

cern.

tions

goal.

relat

advi

relat

betwe

at th

diffe

orien

Perso

each

dents

found

betwe

satis

is

is rel

stude



Carney and Barak (1976) conducted a telephone survey of 212 seniors registered at Ohio State University during the 1974-75 academic year concerning what they perceived to be their most pressing needs. Thirteen academic, interpersonal, and intrapersonal issues were included in the interview. Choice of major was the first-ranked concern. However, students did not feel pressed for "interpersonal relationships" with their advisors, and "personal growth" was not a primary goal.

Some researchers have been interested in determining the relationship between personality characteristics and certain academic advising outcomes. To gain insight into the nature of the advising relationship, Manuel (1972) conducted a study of the relationship between the satisfaction of students in the General Curriculum Center at the University of Illinois with the advisor and the similarities or differences between student and advisor on "autonomy," "religious orientation," and "practical outlook" dimensions. Using the Omnibus Personality Inventory, Manuel classified students as high or low on each of the dimensions. He used a Likert-type scale to measure students' degree of satisfaction with their advisors. No relationship was found between students' characteristics or the degree of similarity between students' and advisors' characteristics and their perceived satisfaction with the advisors.

In a similar study that was not directly related to advising but is relevant to the purpose of this study, Feinberg (1969) assumed that students might be differentially equipped to establish relationships



with

sion

Inve

such

warm

no r

atti

prof

advi

foun

reduc

for

to se

suppo

and e

of Ec

wint

foun

satis

tiven

and w

tions)



with the faculty. A measure of the "introversion-extroversion" dimension was obtained using the Minnesota Multiphasic Personality Inventory. The researcher then correlated the students' answers to such questions as: How important is it that your professors maintain a warm and understanding attitude toward you personally? Feinberg found no relationship between students' level of introversion and their attitudes toward the value and importance of their contact with the professors.

In a more recent case study of the implementation of a faculty advising program in 31 teaching-oriented institutions, Barr (1983) found that factors considered important to the program's success in reducing attrition from 35% to 25% were (a) faculty's responsibility for the well-being and advising of freshmen, (b) students' opportunity to see their advisors weekly, and (c) the faculty's ability to express support.

Dautch (1972) examined the relationship between satisfaction with and effectiveness of academic advising services provided by the College of Education at Florida State University as perceived by advisees. In winter 1972, 184 students answered a 40-item questionnaire. Dautch found that an overall positive relationship existed between students' satisfaction with advising and their judgment of the advisors' effectiveness. Students made very positive comments about their advisors and were able to distinguish between their satisfaction with the relationship and the advisors' degree of effectiveness.



d

S

c

t.

i

r

he

pe

w

Ad

ti

Se

no

pe

adv

we

men

the

que

in

Ave

pos



In a study of expectations regarding interpersonal relationships during advising sessions and the quality of the actual contact, Schwartz (1972) defined that relationship as similar to the counselor-counselee one. He provided training to a group of faculty members from the University of Wisconsin based on Carl Rogers's theory of personality change, which states that counselors' empathy, congruence, positive regard, and unconditionality are the only necessary conditions of a helping relationship. A group of 171 students and 50 faculty advisors participated in the study. Schwartz reported that students experienced with their advisors the kind of relationship they had expected to have. Advisors were described as empathic, congruent, and able to show positive regard and unconditionality.

At Oklahoma State University, the Director of the Office of Services conducted a study to compare professional counselors, nonfaculty advisors, and faculty advisors with regard to students' perceptions of their effectiveness (Wesley, 1978). Lower-rated faculty advisors included those who had been advisors longer, were older, and were devoting more time to administrative tasks, research, or committee membership. Again, students seemed able to distinguish and evaluate the faculty-advisor's competence in the advising functions and the quality of their interaction. Advisors were rated higher in competence in the advising functions than in the quality of advising interaction. Availability and access of the advisors accounted for students' positive judgment of their effectiveness.



and

Minn

sexes

advis

"the

expe

info:

high

cant

the m

groun

advis

found

advis

New &

permi

and "o

M

Univer

istics

studen

major

values

with



A study about similarities in expectations between adult students and faculty advisors of the Metropolitan State University in Minneapolis, Minnesota, revealed significant differences between the sexes (Ryan, 1980). More female than male students related with their advisors in a personal way; their "development of self-awareness" and "the advisor's availability" were the most important factors they expected from the advising service. Male students marked "career information" and "clarifying university policies and procedures" as higher priorities than did their female counterparts. Another significant difference between male and female students was observed: 80% of the male respondents rated "similarity of work or educational background" as the reason they would like to be assigned to a certain advisor, whereas only 50% of the female students did so. Ryan also found significant differences between advisors with 0 to 2 years of advising experience and those with more than 2 years of experience. New advisors expected their relationship with advisees to be a permissive one. They mentioned "allowing students to make decisions" and "developing the student's self-awareness" as very important goals.

Polson and Jurich (1979) reported that students from Kansas State University singled out "respect," "warmth," and "concern" as characteristics of effective advisors. It is important to point out that these students cited "career," "graduation requirements," and "choice of major" as the concerns they would bring to their advisor. "Personal values and problems" were not considered appropriate topics to discuss with their advisors. Students characterized a healthy and effective



r

w

n

(a

cl

p:

(9

as

op

ad

Me

of

ag

ti

stu

be

inc

sig

adv

pre



relationship with advisors as one in which the advisor showed "respect, warmth and concern for the advisee" (p. 99).

Similarly, in a study conducted by Donk and Oetting (1968), the nature of the relationship students said they had with their selected (as opposed to assigned) advisors was mentioned as the reason they had chosen those advisors. In this case, students obviously knew the professors as teachers before selecting them as advisors. Juniors (94%) and sophomores (89%), more than freshmen (41%), had changed their assigned advisors for that very reason.

Larsen and Brown (1983) were interested in studying student as opposed to faculty expectations regarding the accessibility of faculty advisors from four different universities: the University of Wyoming, Manhattan State University, Kansas State University, and the University of Nebraska. Two items were developed to measure that dimension:

An academic advisor should be expected to:

Take the initiative to inform students of office hours.

Take the initiative to seek out students who fail to consult with the advisor. (p. 36)

The authors found that 82% of the students and 69% of the faculty agreed that informing students of office hours should be an expectation. Less disagreement was observed on the second item; 46% of the students and 36% of the faculty thought that academic advisors should be expected to seek out students. Although Larsen and Brown did not indicate whether the differences they found were statistically significant, it can be concluded that students expected faculty advisors to provide information that would facilitate contact but preferred to take the initiative in talking with their advisors.



conc  
rele  
effe  
of s  
thei  
Resu  
"sof  
scie  
were  
ones

follo  
mode.  
advic  
of 1.  
funct  
in wh  
(a) v  
admi.  
self-  
is fa  
profe



Although not directly related to academic advising, a study conducted by Vreeland and Bidwell (1966) at Eastern University is relevant to this investigation. In that research on the socializing effects of colleges, the researchers found that disciplines or fields of study were characterized by the extent to which faculty considered their personal contact and interaction with students important. Results demonstrated that faculty in the humanities tended to be "soft," "eccentric," and "heretical," whereas those in the social sciences were "severe" and "tense." Faculty in the natural sciences were the least interested in interactions with the students and the ones reporting the least actual interaction.

#### Summary

This chapter contained a review of related research in the following areas: definitions of academic advising, academic advising models, faculty roles and academic advising, functions of the academic advisor, and aspects of the advisor-advisee relationship. The review of literature demonstrated a lack of agreement about the specific functions on which the faculty advisor could be effective. Some areas in which the faculty advisor could be trained to help the student are: (a) vocational decision making throughout college, (b) understanding of administrative processes, (c) course planning and schedule, and (d) self-understanding and solution of personal problems. Although advising is far from being considered one of the most important tasks of the professor, it is not new as an expected service to be provided by the



fac

adv

abl

a s

tior

ter

des:



faculty. Research has shown that the personal interaction between advisor and advisee is important for advising to be considered valuable. However, although several names have been used to identify what a student considers a "good" advisor, it is considered a helping relationship. The student expects the advisor to exhibit certain characteristics during the advising contacts. In the next chapter, the design and methodology of the present investigation are discussed.



The  
students a  
Metropoli  
and to co  
design wa  
advisor's  
relationsh  
and facult

This  
population  
and the da

Two p  
students  
Rico, Met  
students e  
that numbe  
academic  
students,



## CHAPTER III

### DESIGN AND METHODOLOGY

The purposes of this study were to assess the expectations that students and faculty of the Interamerican University of Puerto Rico, Metropolitan Campus, had of an undergraduate academic advising program and to compare those expectations. A descriptive survey research design was used. The dependent variables were expectations of the advisor's functions and of the characteristics of the advisor-advisee relationship. The dependent variables were measured for both student and faculty samples.

This chapter contains a description of the characteristics of the populations and samples, the instruments used, the procedures followed, and the data-analysis techniques.

#### Population

Two populations were of interest in this study: undergraduate students and the faculty of the Interamerican University of Puerto Rico, Metropolitan Campus. The total population of undergraduate students enrolled during the 1985-86 academic year numbered 11,635. Of that number, 58% were females and 42% were males. The most populated academic field was Economics and Administrative Sciences with 4,348 students, 37.7% of the student population. The second in enrollment



was Scie

four acad

1,398 (12

(3.1%) in

student p

field. T

and gende

Table 3.1

---

Field

---

Economics  
Sciences &  
Education  
Behavioral  
Nursing  
Humanities  
Undeclared

Total

---

The f

Sixty-one

Fifty-four

Division,

tive Scien

and 26 (11

of the fac



was Sciences and Technology with 4,237 students (36.7%). The other four academic fields shared 25.6% of the student population as follows: 1,398 (12%) were in Education, 961 (8%) in Behavioral Sciences, 362 (3.1%) in Nursing, and 219 (1.9%) in Humanities. About 6% of the student population were undeclared or uncoded in terms of academic field. The distribution of the student population by field of study and gender is shown in Table 3.1.

Table 3.1: Distribution of the Student Population by Field and Gender

Field	Gender		Total	
	Female	Male	N	%
Economics & Admin. Sciences	2,831	1,517	4,348	37.37
Sciences & Technology	1,976	2,261	4,237	36.41
Education	1,042	356	1,398	12.01
Behavioral Sciences	628	333	961	8.25
Nursing	336	26	362	3.11
Humanities	139	80	219	1.88
Undeclared/uncoded			110	5.97
Total	6,952	4,573	11,635	100.00

The full-time faculty population was composed of 241 professors. Sixty-one percent of the faculty were females, and 39% were males. Fifty-four (22%) of them were assigned to the Sciences and Technology Division, 47 (19%) to Humanities, 42 (18%) to Economics and Administrative Sciences, 36 (16%) to Behavioral Sciences, 35 (15%) to Education, and 26 (11%) to the Nursing School. Table 3.2 shows the distribution of the faculty population by field and gender.



Table 3.1

Field

Economics  
Sciences  
Education  
Behavioral  
Nursing  
Humanities

Note: In

The

instructor

ciate pro

ing profes

73 (30%)

appointmen

professor

members w

Offic

members w

of Puerto

this study

advising i



Table 3.2: Distribution of the Faculty Population by Field and Gender

Field	Gender					
	Female		Male		Total	
	N	%	N	%	N	%
Economics & Admin. Sciences	21	47	21	53	42	58
Sciences & Technology	25	46	29	54	54	22
Education	25	71	10	28	35	14
Behavioral Sciences	18	50	18	50	36	16
Nursing	26	100	..	..	26	11
Humanities	33	70	14	30	47	19

Note: Includes adjunct and substituting professors.

The distribution of faculty by rank was as follows: 95 (39%) were instructors, 68 (29%) were assistant professors, 50 (21%) were associate professors, 24 (10%) were full professors, and 3 (1%) were visiting professors. Ninety (37%) faculty members had temporary contracts, 73 (30%) were on a probationary status, and 52 (22%) had a tenure appointment with the university. Twenty-five (10%) were substituting professors who had been recruited because other full-time faculty members were on leave.

#### Sample

Officially registered undergraduate students and full-time faculty members working actively as professors at the Interamerican University of Puerto Rico, Metropolitan Campus, constituted the population for this study. Part-time faculty members were excluded because academic advising is not their responsibility.



A pr  
population

A propor  
allowing

goal was

participa

38 (60%)

ranged fr

females a

faculty po

The r

the sampl

Nursing, 1

ties, 12 (

One person

The a

years. Tw

were from

not give h

members we

were asso

subjects (3



A proportional sample of 79 faculty members, 33% of the total population, was set as the number to represent the faculty population. A proportional stratified random sampling procedure was followed, allowing for all six fields and the two genders to be represented. The goal was to have 48 (61%) female and 31 (39%) male faculty members participate in the study. A 79% response rate ( $N = 63$ ) was obtained: 38 (60%) females and 25 (39.6%) males. The response rate by field ranged from 56% to 100%. The response rate by gender was 80% for females and 77% for males. Table 3.3 presents the distribution of faculty population, sample, and response rate by field and gender.

The respondents represented all six academic fields: 14 (22% of the sample) from Economics and Administrative Sciences, 6 (10%) from Nursing, 10 (16%) from Sciences and Technology, 9 (14.2%) from Humanities, 12 (19%) from Education, and 11 (17.4%) from Behavioral Sciences. One person (1.5%) did not indicate the field in which he worked.

The age range of the sample was 39 years, with a mean age of 41 years. Twenty-six faculty members were from 27 to 36 years of age, 19 were from 37 to 46, and 18 were 47 to 66 years old. One respondent did not give his/her age. Nineteen (31%) of the participating faculty members were instructors, 28 (46%) were assistant professors, 10 (16%) were associate professors, and 4 (6.6%) were full professors. Two subjects (3.17%) did not indicate their rank.



Table 3.1

Field

Economics  
& Adm. Sc.

Nursing

Science &  
Tech.

Humanities

Education

Behavioral  
Sciences

Did not  
identify

Total

The

study, by

probation

participa

provide t

degrees;

not provi

professor



Table 3.3: Distribution of Faculty Population, Expected and Actual Sample, and Response Rate by Field and Gender

Field	Expected Sample		Actual Sample		Response Rate		Total Response Rate
	Gender F	Gender M	Gender F	Gender M	Gender F	Gender M	
Economics & Adm. Sc.	7	7	7	7	100%	100%	100%
Nursing	8	..	6	..	75		75
Science & Tech.	8	10	3	7	38	70	56
Humanities	11	5	7	2	64	40	56
Education	9	3	9	3	100	100	100
Behavioral Sciences	6	6	6	5	100	83	92
Did not identify field				1			
Total	49	31	38	25	80	77	79

The number and percentage of faculty members participating in the study, by type of appointment, were as follows: temporary: 23 (36.5%), probationary: 26 (41.26%), and tenure: 9 (14.2%). Three (4.76%) of the participants were substituting professors, and two (4.0%) did not provide this information. A large majority (41 or 67%) had master's degrees; 20 (33%) had doctoral degrees. Two of the participants did not provide that information. The range of years of experience as professors at the Interamerican University was 28, with a mean of 7



years. Ap

faculty sam

The s

study was

planned to

compare st

student sam

professor b

to be selec

was represe

to be sampl

Three

dents parti

der. This

distribution

numbers of

The di

from Econom

(38%) from

(13.1%) from

(.5%) studen



years. Appendix A presents a summary of descriptive data of the faculty sample.

The sample of 671 undergraduate students participating in this study was 97.9% of the total 685 students the researcher originally planned to include. Because one of the purposes of this study was to compare student and faculty expectations, the goal of 685 for the student sample was set by determining the mean number of students per professor by field and gender. Twenty percent of that mean number was to be selected by each professor to be sampled. The student population was represented by a proportional number of students to each professor to be sampled of the same field and gender.

Three hundred eighty-three (57%) female and 283 (42%) male students participated in the study. Five students did not indicate gender. This distribution by gender compared favorably with the student distribution by gender in the population. The expected and the actual numbers of students sampled are shown in Table 3.4.

The distribution of students by field was as follows: 228 (34%) from Economics and Administrative Sciences, 24 (3.6%) from Nursing, 254 (38%) from Sciences and Technology, 17 (2.5%) from Humanities, 88 (13.1%) from Education, and 56 (8%) from Behavioral Sciences. Four (.5%) students did not state their field of study.



Tabl

F

Econ  
Admin

Nursi

Scien

Human

Educa

Behav

To

expec

field

Nursi

field

facul



Table 3.4: Distribution of Expected and Actual Numbers of Students Sampled by Field and Gender

Field	Expected Sample		Actual Sample		Discrepancy	
	Gender F	Gender M	Gender F	Gender M	Gender F	Gender M
Economics & Admin. Sciences	132	96	132	96	0	0
Nursing	18	6	18	5	0	-1
Sciences & Tech.	112	150	112	142	0	-8
Humanities	11	6	11	6	0	0
Education	70	18	70	18	0	0
Behavioral Sci.	42	24	40	16	-2	-8
Total	385	300	383	283	-2	-19 <sup>a</sup>

<sup>a</sup>Five students did not indicate either gender or field.

The proportional stratified sampling technique did not yield the expected results of proportions of students to faculty across all fields because of the low participation of faculty from some fields. Nursing, Science and Technology, and Humanities were the three academic fields with disproportions from the expected numbers of students to faculty sampled. (See Table 3.5.)



Table

File

Economic  
Admin.

Nursing

Science  
Technology

Humanities

Education

Behavioral  
Science

Did not  
identify

To

distribution

student

the population

bachelor's

(.3%)

whether



Table 3.5: Expected and Actual Proportions of Students to Faculty Sampled

Field	Expected			Actual		
	# of Stud.	# of Fac.	Proportion Fac.:Stud.	# of Stud.	# of Fac.	Proportion Fac.:Stud.
Economics & Adm. Sciences	228	14	1:16	228	14	1:16
Nursing	24	8	1:3	24	6	1:4
Sciences & Technology	262	18	1:14	254	10	1:25
Humanities	17	16	1:1	17	9	1:2
Education	88	13	1:7	88	13	1:7
Behavioral Sciences	66	112	1:6	56	11	1:6
Did not identify field				4		
Total	685	80		671	63	

The number of participating students compared favorably with the distribution by field in the population. Table 3.6 shows the number of students from each field who participated in the study, compared with the population numbers.

The majority of students (653 or 97%) were studying toward a bachelor's degree, 15 (2.2%) were completing an associate degree, and 2 (.3%) a certificate. One student did not answer this question. Asked whether they had initiated their higher education at the Metropolitan



Camp

trans

prov:

credi

not

stud

Apper

sampl

Table

Econo

Nursi

Scien

Human

Educa

Behav

Missi

To

Data

Acader

Exper



Campus, 402 (60%) respondents said they had, whereas 266 (40%) had transferred from another university or campus. Three students did not provide these data. The majority of respondents (65%) had completed 60 credit hours or more; the others had less than that. Ten students did not respond to this question. Six hundred twelve (91%) were full-time students; the others usually took fewer than 12 credits per term. Appendix B presents a summary of descriptive variables of the student sample.

Table 3.6: Distribution of Student Population and Sample by Field of Study

Field	Sample		% in the Population
	Number	%	
Economics & Adm. Sciences	228	34.0	37.7
Nursing	24	3.6	3.1
Sciences & Technology	254	37.9	36.7
Humanities	17	2.5	1.9
Education	88	13.1	12.0
Behavioral Sciences	56	8.3	8.0
Missing data	4	.6	.6
Total	671	100.0	100.0

#### Development of the Instruments

Four questionnaires were developed for this study: the Bio-Social Data Questionnaire, the Academic Advisor Functions Questionnaire, the Academic Advising Relationship Questionnaire, and the Academic Advising Experiences Questionnaire. Two versions of each questionnaire were



develo

by fa

simil

studen

T

academ

of aca

member

held b

L

depend

qualit

Furthe

research

provide

the ad

could

finding

the ad

(expect

To

instru

literat

Invent

for for



developed: one to be answered by students and the other to be answered by faculty members. The two versions of the questionnaires were similar, but some questions were modified for either faculty or students.

The literature review suggested a need to define the role of academic advisor. A further need was to explore students' expectations of academic advisors when the advisory role is performed by a faculty member and the level of agreement between their expectations and those held by the faculty.

Larsen and Brown (1982) stated that an advisor's effectiveness depends on how well he/she performs his/her obligations and on the quality of the relationship he/she establishes with the student. Furthermore, Hornbuckle and Mahoney (1979) concluded from their research that students tended to confuse the quality of the services provided by the advisor with the relationship they had established with the advisor. Bennett (1979) found, on the contrary, that students could distinguish functions from the relationship itself. These findings suggested the desirability of measuring functions (activities the advisor is expected to perform) separately from relationships (expected characteristics of the advisor-advisee interaction).

To develop the list of functions of the advisor, several instruments were examined in addition to a thorough review of the literature. One of the instruments reviewed was the Academic Advising Inventory (AAI) developed by Winston and Sandor (1984), a useful tool for formative and summative evaluation and for research on this topic.



Th

Sc

wi

sev

be

ti

no

fr

dat

me

it

po

int

(e)

the

st

ea

New

the

Aca

his

Inf

the

and



The inventory comprises four parts: (a) the Developmental-Prescriptive Scale, (b) the Advisor-Advisee Activities Scale, (c) the Satisfaction with Advising Scale, and (d) Demographic Information. Each part has several subscales. The Advisor-Advisee Activities Scale was found to be relevant to this study. It contains 30 items that describe activities that "often take place in academic advising" (p. 13). The AAI was not submitted to statistical analysis for validation. Only "experts from the field" reviewed the original pool of items and made recommendations. The authors stated that the items do not constitute "psychometrically unitary scales or factors," although five informal groups of items were presented. Those groups are: (a) exploring institutional policies, (b) providing information, (c) personal development and interpersonal relationships, (d) registration and class scheduling, and (e) teaching personal skills. The scale used to record responses in the AAI was not considered appropriate for the present research because students were to check the number of times they had been involved in each activity, whereas this investigation dealt with expectations. Nevertheless, it was useful to review the AAI to get a general sense of the way items could be phrased.

Another instrument reviewed was the Student Perceptions Toward Academic Advising Inventory (SPTAA), which Frink (1983) developed for his doctoral research. The SPTAA comprises five subscales: (a) Informative Advising, (b) Short-Term Course Selection, (c) Discerning the Purpose of the Institution, (d) Facilitating Student Development, and (e) Long-Range and Career Planning. The validity of the instrument



was a

No st

relia

the i

consi

person

five-

disagr

A

Univer

man s

Eight

allude

that t

can "c

the ad

saw an

adviser

often

five-pe

The in

student

the pur

Ho

his do



was assessed using a panel of judges and a trial run with 25 students. No statistical analysis of validity (construct or internal) and reliability was performed. A peculiarity of Frink's instrument is that the items are phrased in the second-person-present form. This was considered an asset because the student could answer the item from a personal perspective and thus was adopted for this study. Frink used a five-point Likert scale, ranging from "strongly agree" to "strongly disagree," which was adopted for the present study.

A third instrument reviewed was one developed by Michigan State University's Office for Undergraduate Education to measure 1983 freshman students' perceptions of their experiences at the university. Eight items were directly related to academic advising; none of them alluded directly to the advisor's functions, although it can be deduced that the advisor is expected to "provide information" and that students can "consult" the advisor before registration. Two items dealt with the advisor's accessibility, and two others asked whether the student saw an advisor in his/her academic major area or in an undergraduate advisement center. As an evaluative instrument, the scale asked how often the student had experienced what the statement concerned. A five-point Likert scale was used, ranging from "very often" to "never." The instrument is very useful when evaluating a complete program of student services but not as effective in measuring advising, which was the purpose of this study.

Hoffman's (1972) Academic Advisement Questionnaire, developed for his doctoral research, was also reviewed. He measured students'



perceptions

population c

gan State U

university.

"must be pro

information

The stu

conclude tha

two dependen

of the advi

consider the

and faculty.

that general

content was t

Four qu

study. The R

tive data f

Spanish and

sought infor

selected, ac

transferred

financial aid

withdrawal ex

more), academ

ber of cour



perceptions of the importance of 30 services. Because the research population comprised enrollees of the College of Engineering at Michigan State University, most items pertained to that college and/or university. A five-point Likert-type scale was used, ranging from "must be provided" to "should not be provided." Hoffman did not supply information regarding validity and reliability of the instrument.

The study of several instruments led the present researcher to conclude that there was a need to develop an instrument to measure the two dependent variables: functions of the advisor and characteristics of the advisor-advisee relationship. That instrument needed to consider the idiosyncrasy of the institution to be relevant to students and faculty. However, items were constructed taking into consideration that generalizability of findings would depend on how valid the test content was to other populations.

Four questionnaires were developed to collect the data for this study. The Bio-Social Data Questionnaire was used to collect descriptive data from students and faculty members. (See Appendix C for Spanish and English versions of this instrument.) The student form sought information on the following variables: age, academic major selected, academic field selected, academic degree sought, gender, transferred or not, type of program of study, job, academic status, financial aid, full- or part-time student, living arrangements, full-withdrawal experience (drop out from all courses for one semester or more), academic grade point average, course-withdrawal experience (number of courses from which student had dropped out), suspension



experience,

Bio-Social I

academic fi

highest degr

Bio-Social D

considered a

relationships

Two ins

variables. T

the Academic

Advising Rel

submitted to

counselors, c

their knowled

were asked t

areas in whic

program durin

adequacy with

of the helper

ship. The jud

One of the ju

if any functi

included. Ch

based on these

the areas of



experience, and use of the counseling center. The faculty form of the Bio-Social Data Questionnaire sought data on the following variables: academic field (division), rank, type of appointment, gender, age, highest degree, and teaching experience. The questions included in the Bio-Social Data Questionnaire were short open or closed items that were considered appropriate either to describe the sample or to uncover relationships, if any, with the dependent variables.

Two instruments were developed to collect data on the dependent variables. The review of literature provided the basis for developing the Academic Advisor Functions Questionnaire (AAFQ) and the Academic Advising Relationship Questionnaire (AARQ). Seventy-eight items were submitted to a panel of four judges: two faculty members who were also counselors, one counselor, and one guidance center director. Based on their knowledge of college students' characteristics and needs, they were asked to judge the extent to which the items assessed all the areas in which students could be helped through an academic advising program during their college years. They were also asked to judge the adequacy with which the relationship items described actions required of the helper in order to develop an effective and helping relationship. The judges agreed that most of the items were correctly worded. One of the judges suggested that two open questions be added to assess if any function the advisor should or should not perform had not been included. Changes in wording and in the order of items were made, based on these four judges' suggestions. Two items intended to assess the areas of study habits and skills were eliminated from the list



following t  
tion was ex  
version of t

The AAE

other by fa  
this instrum  
words used  
the activity  
student form

The faculty  
about job op  
was preceded

advisor shoul  
preceded by

university  
students. I

Partici  
item on this  
items on the

The AARQ  
advising relat  
of this instr



following the recommendation of three of the judges because that function was explicitly assigned to the counseling center. The final version of the AAFQ comprised 44 items; the AARQ comprised 32 items.

The AAFQ had two versions: one to be answered by students and the other by faculty. (See Appendix D for Spanish and English versions of this instrument.) The difference between the two versions was in the words used to describe the activity of the advisor. For example, if the activity was "provide information about job opportunities," the student form read "provide me information about job opportunities." The faculty version of this item read "provide to him/her information about job opportunities." Each statement in the student questionnaire was preceded by the phrase: "The faculty counselor assigned as my advisor should. . . ." Each statement in the faculty questionnaire was preceded by the phrase: "As part of my duties as a professor of this university I should provide academic advising to undergraduate students. I understand that as an academic advisor I should. . . ."

Participants used a five-point Likert scale to respond to each item on this questionnaire. The scale respondents used in answering items on the AAFQ was as follows:

- A = In complete disagreement
- B = In disagreement
- C = Unsure
- D = In agreement
- E = In complete agreement

The AARQ was developed to measure characteristics of the academic advising relationship. (See Appendix E for Spanish and English versions of this instrument.) It contained 32 items that described what the



faculty advi

advisee, to

accessible t

in which the

in understa

thinking, b

This defini

necessary c

1967). Effe

meanings bet

this aspect

perform to f

(Combs, Avil

extent to wh

makes the ne

easier for th

Larsen & Brow

The AARQ

and the other

the activity

was "Listenin

faculty quest

the student q

counselor ass

faculty quest



faculty advisor should do to develop an empathic relationship with the advisee, to establish effective communication with him/her, and to be accessible to the advisee. An empathic relationship was defined as one in which the helper shows and communicates understanding of or interest in understanding advisees' private personal decision-making process, thinking, behaving, and feeling processes, verbally or nonverbally. This definition followed Carl Rogers's theoretical principle of the necessary conditions of a helping relationship (Rogers & Stevens, 1967). Effective communication was defined as a function of common meanings between advisor and advisee. The items developed to measure this aspect defined the behavior and activities the helper should perform to foster an open interchange of information with the advisee (Combs, Avila, & Purkey, 1971). Accessibility was defined as the extent to which the advisor provides the necessary information and makes the necessary arrangements to contact the advisee or to make it easier for the student to establish contact with him/her (Barr, 1983; Larsen & Brown, 1983; Ryan, 1980; Wesley, 1978).

The AARQ also had two versions: one to be answered by students and the other by faculty. The difference between them was in the way the activity of the advisor was worded. For example, if the activity was "Listening," the student questionnaire read: "Listen to me"; the faculty questionnaire read: "Listen to him/her." Each statement in the student questionnaire was preceded by the phrase: "The faculty counselor assigned as my advisor should. . . ." Each statement in the faculty questionnaire was preceded by the phrase: "As part of my



duties as a  
advising to  
advisor I s  
five-point I

The Aca  
measure the  
academic adv  
(See Appendi  
The instrume  
tions asked  
advisor sho  
The other q  
advisees, ho  
assigned adv  
riate, frequ  
cussed durin  
service prov  
ability to p  
initiating c

The res  
teachers dur



duties as a professor of this university I should provide academic advising to undergraduate students. I understand that as an academic advisor I should. . . ." Participants responded to each item using a five-point Likert scale, in which

- A = In complete disagreement
- B = In disagreement
- C = Unsure
- D = In agreement
- E = In complete agreement

The Academic Advising Experiences Questionnaire was developed to measure the experiences faculty and students might have had in the academic advising program since January 1985, when the program started. (See Appendix F for Spanish and English versions of this instrument.) The instrument comprised ten open and two closed questions. Two questions asked if any advising function or activity that the faculty advisor should or should not do was not listed in the AAFQ or AARQ. The other questions measured knowledge of the assigned advisor or advisees, how that knowledge had been gained, adequacy of the number of assigned advisees or the number of assigned advisees considered appropriate, frequency of contact with advisees or advisor, topic(s) discussed during such contacts, evaluation of the interaction with and service provided by the advisor, evaluation of the faculty advisor's ability to perform the advising task, and interest in continuing or initiating contact with advisor or advisee.

#### Procedure

The researcher obtained a list of professors actively working as teachers during the 1985-86 academic year from the Office of Academic



Affairs. The  
sample. A c  
panied the c  
importance o  
be presented  
An instructi  
completed qu  
tionnaires w  
A follow-up  
duced 30 mor  
was partially  
63 faculty m  
rate of 79%.

Students  
rooms were s  
using field a  
students reg  
classrooms s  
dents. Twenty  
not possible t  
group. A tabl  
be visited.  
time. A writt  
(See Appendix  
subject of th



Affairs. The four questionnaires were mailed to each professor in the sample. A cover letter, personally addressed to the professor, accompanied the questionnaire. The cover letter explained the purposes and importance of the study, how subjects had been selected, how data would be presented, and that anonymity would be protected. (See Appendix G.) An instructions sheet and an addressed envelope in which to return the completed questionnaire were also included. Thirty-six completed questionnaires were returned after the first mailing, a 56% response rate. A follow-up letter was sent 3 weeks after the first mailing. It produced 30 more questionnaires. Two questionnaires were discarded; one was partially answered and another was not answered at all. In total, 63 faculty members returned usable questionnaires, a total response rate of 79%.

Students were approached in the classrooms. Twenty-five classrooms were selected through a stratified random sampling procedure using field and level of course as control variables. The number of students registered in each course guided the decision of how many classrooms should be selected to sample the expected number of students. Twenty-five alternate classrooms were selected in case it was not possible to administer the questionnaires to the initially selected group. A table of random numbers was used to select the classrooms to be visited. A 2-week period was set as the maximum administration time. A written standard procedure was followed in each classroom. (See Appendix H.) A letter was handed to each student as a potential subject of the study. (See Appendix G.) Students could review the



questionnaire

ensure an i

voluntary.

was receive

random numb

Questi

into an IBM

sample, (b)

Package for

program was

The fa

academic fie

and teaching

were comput

variables:

degree, gend

financial ai

experience, t

suspension o

Frequencies

sample.

For ana

groups, base



questionnaires after the letter was read aloud. This was done to ensure an informed consent and that response to the questionnaires was voluntary. Whenever more than the proposed number of questionnaires was received, participants were randomly eliminated, using the table of random numbers.

Questionnaires were manually coded, and the responses were entered into an IBM 4381 computer. Three files were created: (a) student sample, (b) faculty sample, and (c) total sample. The Statistical Package for the Social Sciences (SPSS) (Nie et al., 1983) computer program was used in analyzing the data.

#### Analysis of the Data

The faculty sample was described by means of seven variables: academic field, gender, age, rank, highest degree, type of appointment, and teaching experience. For that purpose, frequencies and percentages were computed. The student sample was described by means of 17 variables: age, academic major, selected academic field, academic degree, gender, transfer or not, type of program, job, academic status, financial aid, type of student, living arrangements, full-withdrawal experience, academic grade point average, course-withdrawal experience, suspension or probation experience, and use of the counseling center. Frequencies and percentages were also computed to describe the student sample.

For analysis purposes, students were categorized into three age groups, based on the standard deviation and mean distribution of age.



The three groups  
was followed  
were 27-36.

Nonparametric

The Mann-Whitney  
variables.

variable had

selected by

advisor and

using a fixed

Whenever a case

nominal (in

recommended

establish the

statistical

(1975), and

The Mann-Whitney

nonparametric

the two measures

of the significance

groups. As a

$t$  test when the

met, particularly

the ones in



The three groups were 17-20, 21-25, and 26 or more. The same procedure was followed with the faculty group. The age groups for the faculty were 27-36, 37-46, and 47-66.

Nonparametric statistics were selected to test the hypotheses. The Mann-Whitney U test was used with two-level nominal independent variables. The Kruskal-Wallis H test was used when the independent variable had more than two levels. These statistical procedures were selected because the dependent variables, i.e., functions of the advisor and relationship between advisor and advisee, were measured using a five-point Likert scale constituting an ordinal scale. Whenever a distinction is made between an ordinal (dependent) and a nominal (independent) variable, nonparametric rank techniques are recommended to find differences between or among groups and hence to establish the relationship between the two variables. These two statistical tests were highly recommended by Miller (1964), Roscoe (1975), and Siegel (1972).

The Mann-Whitney U test is considered one of the most powerful nonparametric statistics. It can be used to answer the question: Are the two measures taken from the same population? Hence, it is a test of the significance of differences in responses between two independent groups. As a nonparametric test it is an excellent alternative to the t test when the assumptions required by parametric statistics cannot be met, particularly the homogeneity of two independent samples, such as the ones in this study.



The nor  
the probabi  
equal to 1/  
population  
To compute  
ranked. If  
U would be t

The distrib  
table in whi  
large ns, th  
lowing formu

$$\underline{Z} =$$

Siegel (1972)  
the unit nor  
This test has  
It also allow  
ranks. Whene  
correction is

The Krus  
to answer th  
population?



The nondirectional, two-tailed hypothesis is stated as:  $H_0 A = B$ , the probability that the A measure (a) is greater than the B (b) is equal to  $1/2$ :  $P(a = b) = 1/2$ . If A and B were drawn from two different population in the dependent variable, the value of  $\underline{U}$  will approach 0. To compute the value of  $\underline{U}$ , the scores for each of the samples are ranked. If  $n_1$  = smaller sample and  $n_2$  = greatest sample, the value of  $\underline{U}$  would be the number of times a B rank is preceded by an A rank.

$$\underline{U}_a = n_a n_b + \frac{n_b (n_b + 1)}{2} - \sum R$$

The distribution of  $\underline{U}$  for small samples is known and presented in a table in which the probabilities for given sample sizes are given. For large  $n_s$ , the value of  $\underline{U}$  is transformed into a  $\underline{Z}$  value with the following formula:

$$\underline{Z} = \frac{\underline{U} - \mu_u}{\sigma_u} = \frac{\underline{U} - n_1 n_2}{\sqrt{\frac{(n_1)(n_2)(n_1 + n_2 + 1)}{12}}}$$

Siegel (1972) stated that when  $N > 20$  the distribution of  $\underline{U}$  resembles the unit normal curve distribution, with mean = 0 and variance = 1. This test has a correction for unequal  $n_s$  by weighting the rank scores. It also allows for ties by assigning the mean rank to each of the tied ranks. Whenever a tie occurs between the ranks of the two samples, a correction is made in the standard deviation.

The Kruskal-Wallis test is one type of analysis of variance used to answer the question: Are these  $\underline{K}$  samples taken from the same population? It is highly recommended when more than two independent



samples are  
test, the so  
a rank score  
of each sam  
to test whe  
that they h  
Wallis formu

H :

where  $\underline{K} = r$

$\underline{N}_j = r$

$\underline{N}_j = r$

$\underline{R}_j = s$

$\underline{L} = a$

The  $\underline{H}$  v

large  $\underline{n}$ s and

unequal  $\underline{n}$ s

each tied ra

Respons

and the AARQ

Response

coded using



samples are compared in ordinal scale measures. As in the Mann-Whitney test, the scores of each sample are ordered from lower to higher. Then a rank score is assigned to each score starting with 1 up to  $N$  ( $N$  = sum of each sample's  $n_s$ ). The ranks of each sample are added and compared to test whether their differences are sufficiently high to conclude that they have been taken from different populations. The Kruskal-Wallis formula is:

$$H = \frac{12}{n(n+1)} \sum_{K_J} \frac{(R_J)^2}{n_J} - 3(N+1) \quad \text{where } df = K-1$$

where  $K$  = number of samples

$N_J$  = number of cases in  $J$  samples

$\Sigma N_J$  = number of cases when samples are combined

$R_J$  = sum of ranks

$\Sigma$  = add the  $K$  samples

The  $H$  values are distributed like the chi-square distribution for large  $n_s$  and  $k-1$  degrees of freedom. This test has a correction for unequal  $n_s$  and for ties among the ranks by assigning the mean rank to each tied rank.

Responses on the two dependent variables measured through the AAFQ and the AARQ were coded using the following five-point scale:

Strongly agree	= 5
Agree	= 4
Unsure	= 3
Disagree	= 2
Strongly disagree	= 1

Responses to the Academic Advising Experiences Questionnaire were coded using the following scales:



1. Kr

2. An

Hypothesis

The fo

Hypothesis  
among  
academ  
underg

To tes

variable w

dependent v

level for t

hypotheses v

Ho: T  
student  
function  
tional

Hypothesis  
among :  
types c  
their e

The fi

Faculty expe

to compare

Kruskal-Wall

eight funct



1. Knows who is his/her advisor/advisee

Yes = 1

No = 2

2. An interview has taken place since January 1985

Yes = 1

No = 2

### Hypothesis Testing

The following null hypotheses were tested.

Hypothesis 1: There are no statistically significant differences among students of different academic fields, genders, ages, and academic advising experiences regarding their expectations of an undergraduate academic advising program.

To test this hypothesis, the field constituted the independent variable with six levels. Student expectations constituted the dependent variable. This required a Kruskal-Wallis test. Significance level for the tests was set at the .05 probability level. The sub-hypotheses were stated in the following form:

Ho: There are no statistically significant differences among students of different fields regarding their expectations of the function of the advisor as a helper with educational and occupational plans.

Hypothesis 2: There are no statistically significant differences among faculty of different academic fields, ages, ranks, degrees, types of appointments, and academic advising experiences regarding their expectations of an undergraduate academic advising program.

The field constituted the independent variable with six levels.

Faculty expectations constituted the dependent variable. The analysis to compare the expectations of faculty from the six fields required a Kruskal-Wallis test. Again, the dependent variable was divided into eight functions subscales, an overall relationship scale, and an



independent

was set at

tested.

Hypothesis  
between  
expect

For an

of the inde

academic a

expectatio

relationsh

Factor 2.

The tests w

for two-tai

The AA

analyses w

proposed co

1. Th

analyses to

called fact

to or grea

result of v

or greater



independent relationship measure called Factor 2. Significance level was set at the .05 probability level, and ten subhypotheses were tested.

Hypothesis 3: There are no statistically significant differences between faculty and students from the same field regarding their expectations of an undergraduate academic advising program.

For analysis purposes, faculty and students constituted two levels of the independent variable controlling for field. Expectations of an academic advising program constituted the dependent variable. The expectations were divided into eight functions subscales, an overall relationship scale, and an independent relationship measure called Factor 2. Ten subhypotheses were tested using the Mann-Whitney U test. The tests were repeated for each of the six fields. Significant level for two-tailed tests was set at the .05 probability level.

#### Validity and Reliability of the Instruments

The AAFQ and the AARQ were submitted to validity and reliability analyses with the study sample to test their adequacy to measure the proposed constructs. The procedure was as follows.

1. The items were submitted to a principal component of factor analyses to reduce the number of items to a smaller number of variables called factors (Ferguson, 1981). Those factors with eigenvalues equal to or greater than 1.0 were submitted to a varimax rotation. As a result of varimax rotation analysis, those items with loadings equal to or greater than .30 were selected.



2. C

reliability

taken as e

Coefficien

based on i

mended as

basic rese

3. T

to the mea

overall sc

higher than

overall sc

These

student and

assess the

samples' s

heterogene

groups. T

between s

selected fo

both sampl

The va

discussed o



2. Cronbach's alpha coefficient was used to measure the reliability of each factor. Alpha coefficients greater than .70 were taken as evidence that the items were reliable measures of the factor. Coefficient alpha is the basic formula for determining reliability, based on internal consistency and on the number of items; .70 is recommended as the cutoff point to judge the reliability of a measure in basic research (Nunnally, 1978).

3. To assess the extent to which the subscales were contributing to the measuring of the same dimension and hence could be treated as an overall scale, alpha coefficients were computed and expected to be higher than .70 to indicate the factors were reliable measures of the overall scale.

These three steps were followed for the total sample and for the student and faculty samples separately. This allowed the researcher to assess the agreement between the structure of the student and faculty samples' scores. Nunnally (1978) stated that factors sustained by heterogeneous groups frequently tend to disappear with homogeneous groups. Thus, he recommended studying the effect of differences between subjects in the definition of factors. Items and scales selected for further analysis should meet the specified standards with both samples, to be considered reliable.

The validation process followed and the results for each scale are discussed on the following pages.



Validity and

Forty-

to measure

to the ques

Four d

The items

pages.

These

the 44 item

analysis sh

higher tha

factor anal

eight fact



Validity and Reliability of the AAFQ

Forty-four items constituted the AAFQ scale, which was developed to measure the dependent variable: functions of the advisor. Answers to the questionnaire were recorded using a five-point scale, in which

- A. In complete agreement = 5 points
- B. In agreement = 4 points
- C. Unsure = 3 points
- D. In disagreement = 2 points
- E. In complete disagreement = 1 point

Four dimensions were identified through the review of literature. The items constructed for each dimension are shown in the following pages.

These four dimensions were factor analyzed to determine whether the 44 items could, in fact, be treated as four factors. The initial analysis showed that only eight factors reached eigenvalues equal to or higher than 1.0, as shown in Table 3.7. Consequent rotated varimax factor analysis distributed the 44 items that constituted the AAFQ into eight factors.



Dimen

Item No.

1

2

3

7

8

9

10

20

21

22

27



Dimension 1: Knowledge of university procedures and policies

---

Item No.	Item Content
1	Inform about scholarships, loans and employment opportunities
2	Help the student to understand enrollment, withdrawal and payment procedures
3	Inform about student services such as cafeteria, library, bookstore
7	Inform about the requirements to take a course or major
8	Inform about the norms, related to the transfer from the university
9	Inform about the regulations concerning the validation, substitution and exemption of courses
10	Inform about the regulations concerning probation and suspension from the university
20	Help the student to solve problems related to university procedures
21	Explain the purposes of general education courses
22	Explain the relationship between general education courses and academic major courses
27	Inform student of the requirements of his/her major

---



Item No.

11

14

23

28

29

30

31

35

37

38



Dimension 2: Set vocational, occupational, and/or educational goals

---

Item No.	Item Content
11	Suggest courses according to the student's interests and needs
14	Suggest courses which can help the student choose a career
23	Explain the different ways to take courses, such as: independent study, seminars, and internships
28	Assist in judging the different job alternatives the student may have if he/she takes given courses
29	Help the student to identify different vocational goals before making a decision
30	Inform about educational opportunities available after the completion of the bachelor, associate, or professional certificate degree
31	Explain the relationship between courses in progress and the ones the student will take in the future
35	Explain job opportunities available after graduation
37	Encourage the student to evaluate his/her goals according to academic progress
38	Encourage the student to establish vocational and occupational goals

---



---

Item No.

---

5

6

12

13

15

16

17

18

19

33

32

34

36

---



Dimension 3: Course schedule and program planning


---

Item No.	Item Content
<hr/>	
5	Inform about the content of courses offered by the university
6	Inform about the different majors offered by the university
12	Assist the student in preparing a class schedule taking course difficulty into consideration
13	Assist the student in preparing a class schedule according to his/her needs
15	Discuss the reasons the student may have to add or withdraw from a course and help him/her to make a decision
16	Sign add and drop forms
17	Advise about difficulties the student may encounter if he/she registers for too many courses or several courses with a high level of rigor
18	Suggest challenging courses
19	Know the student's academic progress through each semester
33	Explain the different majors within the student's selected field of study
32	Guide the student toward the completion of the major requirements
34	Guide the student toward the completion of graduation requirements
36	Follow the student's academic progress through the college years

---



---

Item No.

---

24

25

26

39

40

41

42

43

44

---



Dimension 4: Overall development

---

Item No.	Item Content
24	Help the student understand the value that the university may have for his/her life
25	Assist the student to understand how he/she interacts with university life
26	Help the student understand the importance and value that college education may have
39	Inform about extracurricular activities
40	Discuss social issues if presented by the student
41	Discuss political issues if presented by the student
42	Discuss with the student aspects concerning his/her moral development
43	Help the student deal with personal and/or family problems
44	Help the student choose activities which may contribute to his/her total development

---



Table 3.7:

Factor
1
2
3
4

Dimen

found to c

4) was me

general st

7, 8, 9, 1

measuring

of an acad

sion 2, Se

down into

initially

initially

demic majo

with long-

that dealt

6, and one

advice rel

A new aspe

initially



Table 3.7: Eight Factors With Eigenvalues Equal to or Higher Than 1.0

Factor	Eigenvalue	Factor	Eigenvalue
1	16.04	5	1.34
2	3.08	6	1.22
3	2.34	7	1.17
4	1.58	8	1.06

Dimension 1, Knowledge of university procedures and policies, was found to comprise two groups of items. One group (Items 1, 2, 3, and 4) was measuring the provision of information about bureaucratic and general student services, becoming Function 5. The other group (Items 7, 8, 9, 10, 20, 21, and 22) and two items from Dimension 3 were measuring advice related to university procedures and policies but more of an academic nature; hence they were grouped into Function 3. Dimension 2, Set vocational, occupational, and educational goals, was broken down into several functions, proving that it was too comprehensive as initially proposed. Functions 1, 4, 6, and 7 were formed with items initially grouped under Dimension 2. Items that dealt with the academic major and occupational plans formed Function 1, those that dealt with long-term vocational decision making formed Function 7, the items that dealt with course scheduling and planning became part of Function 6, and one item became part of Function 4. The dimension measuring advice related to overall development remained as proposed--Function 2. A new aspect, discovered through factor analysis, comprised four items initially proposed under Dimension 3. This new aspect was named



Monitoring

the advisor

estingly,

was more c

progress t

Final

as follows

F

F

F

F

F

F

F

F

The n

areas of h

explain th

tive analy

interrelat

labeling.

tions 1. .

tions, th

function,

3.8 throug



Monitoring academic involvement because all of the items were measuring the advisor's direct intervention into the student's progress. Interestingly, these items were measuring activities in which the advisor was more of an authority figure, ensuring that student actually makes progress through the college years.

Finally, the items that constituted the functions were distributed as follows:

Function 1--Items 27, 28, 30, 31, 32, 33, 34, 35

Function 2--Items 39, 40, 41, 42, 43, 44

Function 3--Items 5, 8, 9, 10

Function 4--Items 21, 23, 24, 25, 26

Function 5--Items 1, 2, 3, 4

Function 6--Items 11, 12, 13, 14, 15

Function 7--Items 29, 36, 37, 38

Function 8--Items 17, 18, 19

The new structure uncovered through varimax rotation specified the areas of help and ordered the functions according to their ability to explain the variance of the total score (Ferguson, 1981). A substantive analysis of the items' content showed that the nature of their interrelationship was amenable to psychological interpretation and to labeling. The eight functions explained 63.3% of the variance; Functions 1, 2, and 3 explained 48.8% of the variance. The eight functions, the title assigned to each, the items included under each function, and each rotated factor item loadings are presented in Table 3.8 through 3.15.



Table 3.8:

---

Item No.

---

33

35

30

34

28

32

31

27

---



Table 3.8: Loading of Each Item Under AAFQ Function 1: Educational and Occupational Plans

Item No.	Item Content	Loading
33	Explain the different majors within the selected field of study	.78313
35	Explain job opportunities available after graduation	.73942
30	Inform about educational opportunities available after the completion of the bachelor, associate or professional certificate degree	.71007
34	Guide the student toward the completion of graduation requirements	.67084
28	Assist in judging different job alternatives the student may have if he/she takes given courses	.65427
32	Guide the student toward the completion of the major requirements	.65318
31	Explain the relationship between courses in progress and the ones the student will take in the future	.63853
27	Inform student of the requirements of his/her major	.50319



Table 3.9:

---

Item No.

---

43

42

41

40

44

39

---



Table 3.9: Loading of Each Item Under AAFQ Function 2: Overall Development

Item No.	Item Content	Loading
43	Help the student deal with personal and/or family problems or concerns (not necessarily related to the university)	.79317
42	Discuss aspects concerning the student's moral development	.78261
41	Discuss political issues if presented by the student	.77966
40	Discuss social issues if presented by the student	.72746
44	Help the student choose activities which may contribute to his/her total development	.63881
39	Inform about extracurricular activities	.55998



Table 3.10

---

Item No.
----------

---

9
---

5
---

7
---

8
---

6
---

20
----

10
----

---



Table 3.10: Loading of Each Item Under AAFQ Function 3: Academic Offerings, Norms and Procedures

Item No.	Item Content	Loading
9	Inform about the regulations concerning the validation, substitution and exemption of courses	.72830
5	Inform about the content of courses offered by the university	.66762
7	Inform about the requirements to take a course or to select a given major	.61921
8	Inform about the norms related to the transfer from the university	.59377
6	Inform about the different majors offered by the university	.53509
20	Help the student solve problems related to university procedures	.50808
10	Inform about the regulations concerning probation and suspension from the university	.44793



Table 3.11

---

Item No.

---

24

26

25

21

22

23

---

Table 3.12

---

Item No.

---

2

3

1

4

---



Table 3.11: Loading of Each Item Under AAFQ Function 4: Meaning of a College Education

Item No.	Item Content	Loading
24	Help the student understand the value the university may have for his/her life	.72813
26	Help the student understand the importance and value that college education may have	.68490
25	Assist the student to understand how he/she interacts with university life	.63062
21	Explain the purposes of general education courses	.53684
22	Explain the relationship between general education courses and academic major courses	.48026
23	Explain the different ways to take courses, such as independent study, internships and seminars	.38955

Table 3.12: Loading of Each Item Under AAFQ Function 5: University Student Services

Item No.	Item Content	Loading
2	Help the student understand enrollment, withdrawal, and payment procedures	.73057
3	Inform about student services such as cafeteria, library, and bookstore	.71109
1	Inform about scholarships, loans, and employment opportunities	.62395
4	Refer the student to university services when necessary	.61451



Table 3.13

---

Item No.
----------

---

13

12

11

14

15

Table 3.14

---

Item No.
----------

---

38

37

36

29



Table 3.13: Loading of Each Item Under AAFQ Function 6: Class Schedule and Programs of Study

Item No.	Item Content	Loading
13	Assist the student in preparing a class schedule according to his/her needs	.73128
12	Assist the student in preparing a class schedule taking course difficulty into consideration	.68639
11	Suggest courses according to the student's interests and needs	.62894
14	Suggest courses which can help the student choose a career	.57871
15	Discuss the reasons the student may have to add or withdraw from a course and help him/her make a decision	.36900

Table 3.14: Loading of Each Item Under AAFQ Function 7: Vocational Decision Making

Item No.	Item Content	Loading
38	Encourage the student to establish vocational and occupational goals	.64857
37	Encourage the student to evaluate his/her goals according to academic progress	.62430
36	Follow the student's academic progress through college years	.59676
29	Help the student identify different vocational goals before making a decision	.50803



Table 3.1.

---

Item No.

---

18

19

17

16

---

Reli.

student a

showed th

ranged fr

Table 3.1.

---

Sample

---

Total

Student

Faculty

---



Table 3.15: Loading of Each Item Under AAFQ Function 8: Monitoring Academic Involvement

Item No.	Item Content	Loading
18	Suggest challenging courses	.63468
19	Know the student's academic progress through each semester	.58619
17	Advise about difficulties the student may encounter if he/she registers for too many courses or several courses with a high level of rigor	.57127
16	Sign add and drop forms	.42847

Reliability coefficients computed for the total sample and for the student and faculty samples separately, with the remaining items, showed that all eight functions could be retained. Alpha coefficients ranged from .74 to .91. (See Table 3.16.)

Table 3.16: Cronbach's Alpha Coefficients for Total, Student, and Faculty Samples for the Eight Functions of the AAFQ

Sample	Function							
	1	2	3	4	5	6	7	8
Total	.90	.87	.87	.80	.80	.82	.82	.82
Student	.91	.87	.81	.81	.79	.81	.81	.82
Faculty	.85	.81	.79	.77	.79	.80	.86	.78



Anal

an overall

scale wa

total, st

3.17. Ke

from .50

However,

observed

demonstra

measures.

was not c

### Validity

Thir

the deper

Students'

recorded

Thre

ture: em

the propo

follows:



Analyses were conducted to determine the desirability of creating an overall scale by combining the scores of all eight functions. This scale was submitted to validity and reliability analyses with the total, student, and faculty samples. Results are presented in Table 3.17. Kendall correlation coefficients with the total sample ranged from .50 to .65; with the student sample, they ranged from .48 to .66. However, with the faculty sample, coefficients as low as .42 were observed, and only Function 7 reached a coefficient of .60. This demonstrated that the functions could better be treated as independent measures. Thus, an overall scale to measure functions of the advisor was not created.

#### Validity and Reliability of the AARQ

Thirty-two items constituted the AARQ, which was used to measure the dependent variable: relationship between advisor and advisee. Students' and faculty members' responses to questionnaire items were recorded using a five-point scale, on which

- |                             |            |
|-----------------------------|------------|
| A. In complete agreement    | = 5 points |
| B. In agreement             | = 4 points |
| C. Unsure                   | = 3 points |
| D. In disagreement          | = 2 points |
| E. In complete disagreement | = 1 point  |

Three dimensions were identified through a review of the literature: empathy, communication, and accessibility of the advisor. In the proposed model, items were grouped under the three dimensions as follows:



D

---

Item No.

---

1

2

3

4

5

6

7

8

9

---



Dimension 1: Communication between advisor and advisee

---

Item No.	Item Content
1	Know and call the student by his/her first name
2	Interested in the student's personal and/or family concerns (beyond those related to the university)
3	Listen to the student
4	Communicate frankly and openly with the student
5	Foster open, frank communication from the student
6	Suggest, not impose, the courses the student can take
7	Be interested in knowing how the student feels in the university
8	Consider that the information provided by the student is confidential
9	Treat the student as a friend

---



---

Item No.

---

10

11

12

13

14

15

16

17

18

19

20

---



Dimension 2: Empathy of the advisor

---

Item No.	Item Content
10	Help the student find a personal meaning to courses
11	Help the student be alert to his/her behavior
12	Know the student's limitations
13	Respect the student's decisions
14	Know the student's personal characteristics
15	Understand how the student feels
16	Encourage the student to use his/her abilities
17	Perceive his/her values
18	Ask the student how he/she feels
19	Respond to the student's feelings in a warm, sensitive, respectful way
20	Invite the student to share his/her personal as well as family problems

---



---

Item No.

---

21

22

23

24

25

26

27

28

29

30

31

32

---

These

the 32 it

analysis

higher th



Dimension 3: Accessibility of the advisor


---

Item No.	Item Content
21	Give the private telephone number to the student
22	Inform student of the days and time when he/she can meet with the advisor
23	Meet with the student several times during each term
24	Meet with the student for at least 15 minutes each time
25	Inform the student where the advisor's office is
26	Meet with the student without an appointment
27	Meet with the student in the advisor's office
28	Carry a light caseload of students for academic advising
29	Have time to provide academic advising
30	Consider academic advising as important
31	Invite the student to the interviews
32	Call or write to the student if he/she fails to register in a given term

---

These three dimensions were factor analyzed to determine whether the 32 items could, in fact, be treated as three factors. The initial analysis showed that four factors reached eigenvalues equal to or higher than 1.0, as shown in Table 3.17.



Table 3.1

Factor
1
2

Vari  
 Empathy d  
 Items 2,  
 Communica  
 named Com  
 sis of th  
 comprise  
 prised It  
 tified al  
 and 30.  
 3.18 thro  
 each fact



Table 3.17: Four Factors With Eigenvalues Equal to or Higher Than 1.0

Factor	Eigenvalue	Factor	Eigenvalue
1	8.13	3	3.26
2	4.05	4	2.34

Varimax rotated factor analysis identified four factors. The Empathy dimension was identified as the central strongest factor with Items 2, 7, 9, 10, 11, 12, 14, 15, 17, 18, 21, 26, 31, and 32. The Communication dimension appeared divided into two factors, which were named Communication Through Trusting and Communication after an analysis of the items' content. The Communication Through Trusting factor comprised Items 3, 4, 5, 13, and 16. The Communications factor comprised Items 6, 8, 19, 25, and 27. The Accessibility factor was identified almost as proposed. It comprised Items 22, 23, 24, 26, 28, 29, and 30. These four factors explained 48.3% of the variance. Tables 3.18 through 3.21 present the four factors identified, the items under each factor, and their loadings.



Table 3.1

---

Item No.
14
2
10
18
7
11
20
31
21
15
32
12
17
9

---



Table 3.18: Loading of Each Item Under AARQ Factor 1: Empathy of the Advisor

Item No.	Item Content	Loading
14	Know the student's personal characteristics	.77954
2	Be interested in the student's personal and/or family concerns (beyond those related to the university)	.66816
10	Help the student find a personal meaning to the course	.66776
18	Ask the student how he/she feels	.65396
7	Be interested in knowing how the student feels in the university	.65060
11	Help the student be alert to his/her behavior	.64798
20	Invite the student to share his/her personal and/or family problems	
31	Invite the student to the interviews	.60037
21	Give the private telephone number to the student	.58941
15	Understand how the student feels	.55609
32	Call or write to the student if he/she fails to register in a given term	.55470
12	Know the student's limitations	.52964
17	Perceive his/her values	.52279
9	Treat the student as a friend	.50369



Table 3.1

---

Item No.

---

4

3

5

16

13

---

Table 3.2

---

Item No.

---

8

27

19

25

6

---



Table 3.19: Loading of Each Item Under AARQ Factor 2: Communication Through Trusting

Item No.	Item Content	Loading
4	Communicate frankly and openly with the student	.78277
3	Listen to the student	.70780
5	Foster open, frank communication from the student	.64672
16	Encourage the student to use his/her abilities	.52664
13	Respect the student's decisions	.42616

Table 3.20: Loading of Each Item Under AARQ Factor 3: Communication Between Advisor and Advisee

Item No.	Item Content	Loading
8	Consider that the information provided by the student is confidential	.67459
27	Meet with the student in the advisor's office	.61182
19	Respond to the student's feelings in a warm, respectful way	.59664
25	Inform the student where the advisor's office is	.47443
6	Suggest, not impose, the courses the student can take	.41783



Table 3.1

---

Item No.

---

24

22

30

29

28

23

1

26

---

Tabl  
relations  
on the re  
bility e  
scale are



Table 3.21: Loading of Each Item Under AARQ Factor 4: Accessibility of the Advisor

Item No.	Item Content	Loading
24	Meet with the student for at least 15 minutes each time	.82197
22	Inform student of the days and time he/she can meet with the advisor	.77592
30	Consider academic advising an important task	.76439
29	Have time to provide academic advising	.72646
28	Carry a light caseload of students for academic advising	.67366
23	Meet with the student several times each term	.65379
1	Know and call the student by his/her first name	.63376
26	Meet with the student without an appointment	.59933

Table 3.22 presents the correlation coefficients for the overall relationship scale for the total, faculty, and student samples. Based on the results, an overall relationship scale was created and its reliability established. Alpha coefficients of the overall relationship scale are presented in Table 3.23.



Table 3.2

Sample
Total
Faculty
Student

Table 3.2

This  
study, sa  
instrumen  
instrumen  
hypothesi  
narrative



Table 3.22: Kendall's  $W$  Coefficients for the Overall Relationship Scale for the Total, Faculty, and Student Samples

Sample	Factor 1	Factor 3	Factor 4
Total	.68	.53	.59
Faculty	.67	.50	.54
Students	.79	.52	.56

Table 3.23: Alpha Coefficients for the Overall Relationship Scale for the Total, Faculty, and Student Samples

Sample	Alpha
Total	.7656
Faculty	.7664
Student	.8680

#### Summary

This chapter contained a discussion of the populations used in the study, sample-selection techniques, and development of the research instruments. Results of validity and reliability testing of the instruments were examined. In Chapter IV, the results of the hypothesis tests carried out in the investigation are presented in both narrative and tabular form.



This  
expectati  
of Puert  
program,  
variable  
(b) activ  
advisee.  
participa

Four  
test for  
variance  
ages were

The  
level of  
Whitney U  
probabili  
which the  
normal di.  
cance lev



## CHAPTER IV

### RESULTS

#### Introduction

This study was guided by two major purposes: (a) to describe the expectations that students and faculty of the Interamerican University of Puerto Rico, Metropolitan Campus, have of an academic advising program, and (b) to compare those expectations. Two dependent variables were examined: (a) functions of the faculty advisor and (b) activities to develop a helping relationship between advisor and advisee. Six hundred seventy-one students and 63 faculty members participated in this study by completing four questionnaires.

Four main hypotheses were analyzed by means of the Mann-Whitney U test for two-level variables and the Kruskal-Wallis analysis of variance for variables with more than two levels. Means and percentages were also computed.

The significance level for chi-square analyses was set at the .05 level of probability. The significance level for two-tailed Mann-Whitney U tests was set at the .05 level of probability. The exact-probability U table was used whenever  $n < 20$ . The table of Z, for which the standard error of U is corrected whenever a tie occurs, with normal distribution of probabilities was used for  $n > 20$ . The significance level for the chi-square (exact or corrected for ties) of the



Kruskal-1

table use

dividing

Hypothesi

Ther

of d

expe

demi

Ten

for each

ship scal

2. Analy

relations

Stat.

three of

for Funct

4, Meanin

8, Monito

The

Nursing.

agreement

lowest me

Monitoring

nology.



Kruskal-Wallis test was also set at .05 and the chi-square distribution table used. The significance level for multiple comparisons was set by dividing .05 by the number of comparisons made.

### Results of Hypothesis Testing

#### Hypothesis 1

There are no statistically significant differences among students of different academic fields, genders, ages, and academic advising experiences regarding their expectations of an undergraduate academic advising program.

Ten subhypotheses were tested for each independent variable--one for each of the eight functions scales, one for the overall relationship scale, and one for the independent relationship scale named Factor 2. Analyses were also performed with the subscales of the overall relationship scale to interpret the results.

Statistically significant differences among fields were found on three of the eight functions scales. The null hypotheses were rejected for Function 2, Overall development ( $\chi^2 = 26.62$ ,  $p = .0001$ ), Function 4, Meaning of a college education ( $\chi^2 = 14.24$ ,  $p = .0141$ ), and Function 8, Monitoring academic involvement ( $\chi^2 = 13.05$ ,  $p = .0229$ ).

The highest mean ranks on the three scales were obtained for Nursing. This means that students from that field showed the highest agreement that the faculty advisor should perform those functions. The lowest mean ranks for Function 2, Overall development, and Function 8, Monitoring academic involvement, were obtained for Sciences and Technology. The lowest mean rank for Function 4, Meaning of a college



education

in Table

Table 4.1

Field<sup>a</sup>

1

2

3

4

5

6

$\chi^2$

p

<sup>a</sup>Field

\*Sig

Nonsi

scale ( $\chi^2$ )



education, was obtained for Behavioral Sciences. Results are presented in Table 4.1.

Table 4.1: Results of the Kruskal-Wallis Tests for the Student Sample by Functions and Fields

Field <sup>a</sup>	Mean Rank							
	1	2	3	Function 4	5	6	7	8
1	357	362	332	358	342	342	361	361
2	337	403	322	378	375	327	349	383
3	325	288	329	307	324	321	314	306
4	374	325	413	376	411	333	340	357
5	323	347	355	354	331	356	330	344
6	283	382	312	295	313	331	313	310
$\chi^2$	8.52	26.62*	5.15	14.25*	5.74	2.91	8.19	13.06*
p	.1296	.0001	.3982	.0141	.3319	.7144	.1463	.0229

<sup>a</sup>Fields: 1 = Economics and Administrative Sciences,  $\underline{n} = 228$   
 2 = Nursing,  $\underline{n} = 24$   
 3 = Sciences and Technology,  $\underline{n} = 254$   
 4 = Humanities,  $\underline{n} = 17$   
 5 = Education,  $\underline{n} = 88$   
 6 = Behavioral Sciences,  $\underline{n} = 56$

\*Significant at the .05 level.

Nonsignificant differences were found on the overall relationship scale ( $\chi^2 = 10.61$ ,  $p = .0597$ ). Therefore, the null hypothesis was



retained

Factor 2

the sub

obtained

Results

Table 4.

---

Field<sup>a</sup>

---

1

2

3

4

5

6

$\chi^2$

p

---

<sup>a</sup>F

\*S:



retained. However, significant differences were found for the subscale Factor 1, Empathy ( $X^2 = 12.73$ ,  $p = .0261$ ). The highest mean rank for the subscale Factor 3, Communication ( $X^2 = 16.50$ ,  $p = .0056$ ) was obtained for Humanities and the lowest for Behavioral Sciences. Results are presented in Table 4.2.

Table 4.2: Results of the Kruskal-Wallis Tests for the Student Sample by Relationship Factors, Overall Scale, and Field

Field <sup>a</sup>	Mean Rank				
	1	Factor 3	4	Overall Scale	Factor 2
1	345	360	354	325	347
2	398	370	334	378	369
3	304	304	316	306	317
4	314	390	336	320	364
5	368	355	344	362	332
6	351	297	315	325	335
$X^2$	12.73*	16.51*	5.58	10.61	4.69
$p$	.0261	.0056	.3497	.0597	.4550

<sup>a</sup>Fields: 1 = Economics and Administrative Sciences,  $n = 228$

2 = Nursing,  $n = 24$

3 = Sciences and Technology,  $n = 254$

4 = Humanities,  $n = 17$

5 = Education,  $n = 88$

6 = Behavioral Sciences,  $n = 56$

\*Significant at the .05 level.



No  
and female  
4.3), th

Table 4.

Gender

Female  
Male

$\frac{U}{Z}$   
 $\frac{Z}{P}$

Note: P

Table 4.

Gender

Female  
Male

$\frac{U}{Z}$   
 $\frac{Z}{P}$

Note: P



No statistically significant difference was found between males and females concerning agreement with any of the eight functions (Table 4.3), the overall relationship scale, or Factor 2 (Table 4.4).

Table 4.3: Results of the Mann-Whitney U Tests for the Student Sample by Functions and Gender

Gender	Mean Rank							
	1	2	3	Function 4	5	6	7	8
Female	333	338	344	332	330	340	345	341
Male	339	333	324	341	342	330	324	328
<u>U</u>	54046	54053	51762	53381	52947	53296	51709	52734
<u>Z</u>	-.3562	-.3475	-1.3018	-.6210	-.7999	-.6627	-1.3036	-.8917
<u>P</u>	.7217	.7282	.1930	.5346	.4238	.5047	.1924	.3726

Note: Female  $n = 384$ ; male  $n = 286$

Table 4.4: Results of the Kruskal-Wallis Tests for the Student Sample by Relationship Factors, Overall Scale, and Gender

Gender	Mean Rank				
	1	Factor 3	4	Overall Scale	Factor 2
Female	340	344	332	338	344
Male	330	324	340	332	325
<u>U</u>	51396	51753	53638	54042	51997
<u>Z</u>	-.6933	-1.33	-.5180	-.3510	-1.25
<u>P</u>	.4881	.1850	.6045	.7256	.2128

Note: Female  $n = 384$ ; male  $n = 286$



Sta

the thre

Overall

Function

group an

highest

with Ove

Table 4.

---

Age<sup>a</sup>

1

2

3

$\chi^2$

p

---

<sup>a</sup>Ag

\*Si

To

the stud

ance wa

found a



Statistically significant differences were found among students in the three age groups regarding level of agreement with Function 2, Overall development ( $X^2 = 11.68$ ,  $p = .0029$ ). The highest mean rank for Function 2 was given by the 17-20 age group, followed by the 21-25 age group and then the 26-54 age group. The youngest students gave the highest endorsement to the faculty advisor activity of providing help with Overall development. Results are presented in Table 4.5.

Table 4.5: Results of the Kruskal-Wallis Tests for the Student Sample by Functions and Age

Age <sup>a</sup>	Mean Rank							
	1	2	3	Function 4	5	6	7	8
1	326	362	328	321	334	338	335	338
2	349	336	346	351	341	342	341	341
3	307	279	316	307	322	308	317	311
$X^2$	4.38	11.68*	2.39	5.63	.7249	2.47	1.20	1.85
$p$	.1118	.0029	.3031	.0599	.6960	.2903	.5490	.3961

<sup>a</sup>Age groups: 1 = 17-20,  $n = 205$   
 2 = 21-25,  $n = 374$   
 3 = 26-54,  $n = 92$

\*Significant at the .05 level.

To check whether the effect of age was an artifact of status of the student (year of study), multiple Kruskal-Wallis analysis of variance was performed. No statistically significant differences were found among students in different years of study for any of the



function

of respo

ent year

nificant

response

the stat

Sta

age gro

= .0068)

tors sub

= 8.65,

overall

oldest

which s

ences w

Factor 2

Be

same ph

signifi

contact

agreeme

Tables

the two

or subs



functions, the overall relationship scale, or Factor 2. The analysis of responses for Function 2 for the four groups of students in different years of study, statistically controlling for age, showed no significant differences among groups. This means that the differences in responses among the three age groups for Function 2 were independent of the status of the student.

Statistically significant differences were found among the three age groups of students on the overall relationship scale ( $X^2 = 9.98$ ,  $p = .0068$ ). An analysis of the three age groups' responses to the factors subscales showed significant differences for Factor 1, Empathy ( $X^2 = 8.65$ ,  $p = .0132$ ). The highest mean ranks on Factor 1 and on the overall relationship scale were given by the 21-25 age group. The oldest students gave the lowest endorsement to the three scales on which significant differences were observed. No significant differences were observed among the age groups in terms of agreement with Factor 2. Results are shown in Table 4.6.

Because the implementation of the advising program was not in the same phase across the six fields, analyses were conducted to assess if significant differences were observed between students who had been in contact with their faculty advisor and those who had not, regarding agreement with the functions and relationship scales. As shown in Tables 4.7 and 4.8, no significant differences were observed between the two groups for any of the functions, the overall relationship scale or subscales, or Factor 2.



Table 4

Age<sup>a</sup>

1

2

3

 $\chi^2$ 

p

aA

\*S

Table 4

Advising  
Exp.<sup>a</sup>Yes  
No $\frac{U}{Z}$   
p

aAc



Table 4.6: Results of the Kruskal-Wallis Tests for the Student Sample by Relationship Factors, Overall Scale, and Age

Age <sup>a</sup>	Mean Rank				
	1	Factor 3	4	Overall Scale	Factor 2
1	340	325	336	335	320
2	347	346	340	350	351
3	281	318	293	279	312
X <sup>2</sup>	8.65*	2.76	5.72	9.98*	5.52
P	.0132	.2522	.0572	.0068	.0632

<sup>a</sup>Age groups: 1 = 17-20,  $\bar{n}$  = 205  
 2 = 21-25,  $\bar{n}$  = 374  
 3 = 26-54,  $\bar{n}$  = 92

\*Significant at the .05 level.

Table 4.7: Results of the Mann-Whitney U Tests for the Student Sample by Function and Advising Experience

Advising Exp. <sup>a</sup>	Mean Rank							
	1	2	3	Function 4	5	6	7	8
Yes	137	149	140	146	142	142	141	135
No	141	134	139	136	138	138	139	142
U	8738	8033	8097	8337	8746	8753	8870	8525
Z	.4338	-1.55	-.0395	-1.05	.4154	.4124	.2193	.7645
P	.6644	.1295	.9685	.2939	.6779	.6801	.8264	.4446

<sup>a</sup>Advising experience = had contacted a faculty advisor.

Yes = Had met the faculty advisor,  $\bar{n}$  = 103

No = Had not met the faculty advisor,  $\bar{n}$  = 175



Table 4

Advisin  
Exp.<sup>a</sup>

Yes  
No

U  
Z  
P

<sup>a</sup>A

Su

signifi

ages, g

of facu

indicat

1.

concern:

of a col

2.

Science

function



Table 4.8: Results of the Mann-Whitney U Test for the Student Sample by Relationship Factors, Overall Scale, and Advising Experience

Advising Exp. <sup>a</sup>	Mean Rank				
	1	Factor 3	4	Overall Scale	Factor 2
Yes	148	147	150	150	144
No	134	135	134	139	136
<u>U</u>	8105	8233	7967	7891	8458
<u>Z</u>	-1.40	-1.27	-1.63	-1.73	-9114
<u>P</u>	.1601	.2074	.1030	.0829	.3621

<sup>a</sup>Advising experience = had contacted a faculty advisor.

Yes = Had met the faculty advisor, n = 103

No = Had not met the faculty advisor, n = 175

Summary of results for Hypothesis 1: Hypothesis 1 tested the significance of the differences among students of different fields, ages, genders, and advising experiences in terms of their expectations of faculty advisor functions and relationship activities. The results indicated that:

1. Students from the six fields had different expectations concerning three of the eight functions (Overall development, Meaning of a college education, and Monitoring academic involvement).
2. Nursing students had the highest expectations; those in Sciences and Technology had the lowest expectations on two of the functions: Function 2, Overall development, and Function 8, Monitoring



academi

expecta

3.

ent vari

4.

Function

tionship

est to

mean ra

by the

5.

the dep

Hypothes

The

of

ap

exp

No

members

Therefo

11.9483

helper

rank f



academic involvement). Students in Behavioral Sciences had the lowest expectations for Function 4, Meaning of a college education.

3. Gender was not related to level of agreement with the dependent variables.

4. Age group was found to be related to responses concerning Function 2, Overall development, and to responses on the overall relationship scale. The order of agreement with Function 2 was, from highest to lowest: 17-20 years, 21-25 years, and 26-54 years. The highest mean ranks for Empathy and on the overall development scale were given by the 21-25 age group, followed by the youngest age group.

5. Advising experience was not related to level of agreement with the dependent variables.

## Hypothesis 2

There are no statistically significant differences among faculty of different academic fields, genders, ranks, degrees, types of appointments, and academic advising experiences regarding their expectations of an undergraduate academic advising program.

No statistically significant differences were found among faculty members from different fields regarding seven of the eight functions. Therefore, Null Hypothesis 2 was rejected only for Function 6 ( $X^2 = 11.9483$ ,  $p = .0355$ ), which measured agreement with the advisor as a helper with Class schedule and programs of study. The highest mean rank for Function 6 was given by faculty in Economics and



Adminis  
ulty.

Table 4

Field<sup>a</sup>

1  
2  
3  
4  
5  
6

$\chi^2$

P

af.

\*S

No

members

Factor

from d

The hig



Administrative Sciences, and the lowest was given by Humanities faculty. Results are presented in Table 4.9.

Table 4.9: Results of the Kruskal-Wallis Tests for the Faculty Sample by Functions and Field

Field <sup>a</sup>	Mean Rank							
	1	2	3	Function 4	5	6	7	8
1	38	36	30	29	28	41	33	33
2	17	19	31	26	30	24	24	24
3	38	22	29	25	29	31	26	35
4	25	38	33	34	28	16	25	28
5	33	34	30	43	36	32	39	34
6	30	34	36	29	37	35	34	30
X <sup>2</sup>	8.45	8.42	1.37	7.12	2.76	11.95*	5.85	2.16
p	.1330	.1347	.9280	.2122	.7365	.0355	.3213	.8263

<sup>a</sup>Fields: 1 = Economics and Administrative Sciences,  $n = 14$   
 2 = Nursing,  $n = 6$   
 3 = Sciences and Technology,  $n = 10$   
 4 = Humanities,  $n = 9$   
 5 = Education,  $n = 12$   
 6 = Behavioral Sciences,  $n = 11$

\*Significant at the .05 level.

No statistically significant differences were found among faculty members from different fields on the overall relationship scale or on Factor 2. Significant differences were found among faculty members from different fields on Factor 1, Empathy ( $X^2 = 12.63$ ,  $p = .0271$ ). The highest mean rank on this factor was given by Education faculty and



the low

sented

Table 4

Field<sup>a</sup>

1

2

3

4

5

6

$\chi^2$

p

a<sub>F</sub>

\*S

Be

same p

extent

ferent

signifi

educat



the lowest by faculty in Sciences and Technology. Results are presented in Table 4.10.

Table 4.10: Results of the Mann-Whitney  $U$  Test for the Faculty Sample by Relationship Factors, Overall Scale, and Field

Field <sup>a</sup>	Mean Rank				
	1	Factor 3	4	Overall Scale	Factor 2
1	32.46	31.79	28.71	31.43	31.93
2	26.25	34.00	30.42	27.17	30.92
3	22.95	36.90	37.05	28.45	30.30
4	23.78	23.22	29.83	27.11	24.17
5	46.33	38.54	37.17	43.63	37.42
6	31.05	23.95	25.77	27.09	31.91
$\chi^2$	12.63*	6.84	3.71	7.25	3.03
$p$	.0271	.2326	.5916	.2023	.6964

<sup>a</sup>Fields: 1 = Economics and Administrative Sciences,  $n = 14$   
 2 = Nursing,  $n = 6$   
 3 = Sciences and Technology,  $n = 10$   
 4 = Humanities,  $n = 9$   
 5 = Education,  $n = 12$   
 6 = Behavioral Sciences,  $n = 11$

\*Significant at the .05 level.

Because the implementation of the advising program was not in the same phase in all six fields, analyses were conducted to assess the extent to which faculty members who had met their advisee(s) had different expectations from those who had not done so. Statistically significant differences were found for Function 4, Meaning of a college education ( $U = 303$ ,  $Z = -2.02$ ,  $p = .0434$ ). A higher mean rank on



Function

by those

Table 4

Advisin  
Exp.<sup>a</sup>

Yes  
No

U  
Z  
P

a<sub>p</sub>

\*S

Co

Function

facult

found

1.05, 1

siderec

not me

.2361).



Function 4 was given by faculty who had not met their advisee(s) than by those who had done so. Results are presented in Table 4.11.

Table 4.11: Results of the Mann-Whitney U Tests for the Faculty Sample by Functions and Advising Experience

Advising Exp. <sup>a</sup>	Mean Rank							
	1	2	3	Function 4	5	6	7	8
Yes	32	28	30	28	31	34	29	31
No	30	38	34	38	32	28	36	32
U	416.5	308.0	376.5	303.5*	424.0	352.5	346.5	435.0
Z	-.3468	-1.95	-.9397	-2.02*	-.2366	-1.30	-1.39	-.0755
p	.7288	.0516	.3474	.0434	.8130	.1945	.1648	.9398

<sup>a</sup>Advising experience: Yes = Had met with advisee(s),  $\underline{n} = 40$   
No = Had not met advisee(s),  $\underline{n} = 22$

\*Significant at the .05 level.

Comparisons were made among faculty in different fields concerning Function 4, Meaning of a college education, controlling for whether faculty had met their advisee(s). No significant differences were found among faculty in different fields concerning Function 4 ( $X^2 = 1.05$ ,  $p = .9028$ ) when only those with advising experience were considered. The same pattern of results was observed when faculty who had not met their advisee(s) were considered (Function 4:  $X^2 = 5.54$ ,  $p = .2361$ ). This means that the differences observed between faculty who



had ha

concern

ulty we

analyse

Table 4

---

Fi

---

$\chi^2$

p

---

$a_F$

No

faculty

any of



had had advising experience and those without such experience concerning Function 4 were independent of the field in which the faculty were employed. Tables 4.12 and 4.13 present the results of these analyses.

Table 4.12: Results of the Kruskal-Wallis Test for the Faculty With Advising Experience by Function 4 by Field

Field <sup>a</sup>	Mean Rank
	Factor 4
1	23.00
2	19.40
3	18.30
5	20.75
6	19.75
$\chi^2$	1.05
p	.9028

<sup>a</sup>Field: 1 = Economics and Administrative Sciences,  $\underline{n}$  = 13  
 2 = Nursing,  $\underline{n}$  = 5  
 3 = Humanities,  $\underline{n}$  = 10  
 5 = Education,  $\underline{n}$  = 4  
 6 = Behavioral Sciences,  $\underline{n}$  = 3

No statistically significant differences were found between faculty who had met their advisee(s) and those who had not, regarding any of the relationship scales. These results are shown in Table 4.14.



Table 4

Fi

$\chi^2$

P

$a_p$

Table 4

Advisin  
Exp. 8

Yes

No

$\frac{U}{Z}$

P

$a_p$



Table 4.13: Results of the Kruskal-Wallis Test for the Faculty Without Advising Experience by Function 4 by Field

Field <sup>a</sup>	Mean Rank
	Factor 4
1	2.00
2	5.00
4	10.13
5	14.19
6	9.83
$\chi^2$	5.54
P	.2361

<sup>a</sup>Field: 1 = Economics and Administrative Sciences,  $\underline{n} = 1$   
 2 = Nursing,  $\underline{n} = 1$   
 4 = Humanities,  $\underline{n} = 8$   
 5 = Education,  $\underline{n} = 8$   
 6 = Behavioral Sciences,  $\underline{n} = 3$

Table 4.14: Results of the Mann-Whitney  $\underline{U}$  Test for the Faculty Sample by Relationship Factors, Overall Scale, and Advising Experience

Advising Exp. <sup>a</sup>	Mean Rank				
	1	Factor 3	4	Overall Scale	Factor 2
Yes	29.60	32.79	33.72	31.24	31.41
No	34.95	29.16	28.36	31.98	31.66
$\underline{U}$	364.0	388.5	371.0	429.0	436.5
$\underline{Z}$	-1.12	-.7689	-1.02	-.1546	-.0532
P	.2622	.4420	.3073	.8771	.9575

<sup>a</sup>Advising experience: Yes = Had met with advisee(s),  $\underline{n} = 40$   
 No = Had not met advisee(s),  $\underline{n} = 22$



Ar

between

of the

their

member

vide he

Table 4

Table 4

Gender

Female

Male

U

Z

P

Note:

\*S

Th

all rel

ences.

for Fa



Analyses were conducted to determine differences in agreement between male and female faculty members in different fields. Results of the Mann-Whitney  $\underline{U}$  test showed that males and females differed in their agreement with Function 7 ( $\underline{U} = 326$ ,  $p = .0432$ ). Male faculty members agreed more than females that the faculty advisor should provide help with Vocational decision making. These results are shown in Table 4.15.

Table 4.15: Results of the Mann-Whitney  $\underline{U}$  Test for the Faculty Sample by Functions and Gender

Gender	Mean Rank							
	1	2	3	Function 4	5	6	7	8
Female	32	30	33	32	32	32	28	32
Male	31	35	30	32	31	32	38	33
$\underline{U}$	453	403	415.5	459	462.5	456	326.5*	455.5
$\underline{Z}$	-.2129	-.9221	-.7472	-.1281	-.0782	-.1711	-2.02*	-.1814
$p$	.8314	.13565	.4549	.8981	.9376	.8641	.0432	.8561

Note: Female  $\underline{n} = 39$ ; male  $\underline{n} = 24$

\*Significant at the .05 level.

The analyses of differences between the sexes regarding the overall relationship scale and Factor 2 resulted in no significant differences. However, statistically significant differences were observed for Factor 3, Communication ( $\underline{U} = 323$ ,  $\underline{Z} = -2.07$ ,  $p = .0381$ ). Higher



mean ranks for Factor 3 were given by females than by males. (See Table 4.16.)

Table 4.16: Results of the Mann-Whitney U Test for the Faculty Sample by Relationship Factors, Overall Scale, and Gender

Gender	Mean Rank				
	1	Factor 3	4	Overall Scale	Factor 2
Female	33.55	35.71	34.77	34.75	34.17
Male	29.48	25.98	27.50	27.21	28.48
U	407.5	323.5*	360.0	353.0	383.5
$\bar{Z}$	-.8586	-2.07*	-1.54	-1.63	-1.24
p	.3905	.0381	.1243	.1033	.2158

Note: Female  $n = 39$ ; male  $n = 24$

\*Significant at the .05 level.

A statistically significant difference was found among faculty members with different types of appointments regarding Function 8, Monitoring academic development ( $\chi^2 = 14.05$ ,  $p = .0028$ ). The highest mean rank was given by tenured faculty members, the second highest by those with temporary appointments, followed by faculty with probationary status. Interestingly, the faculty members giving the lowest mean rank were the substituting group. Function 8 concerned the help the faculty advisor can provide by monitoring the student's academic involvement. Results of these analyses are presented in Table 4.17.



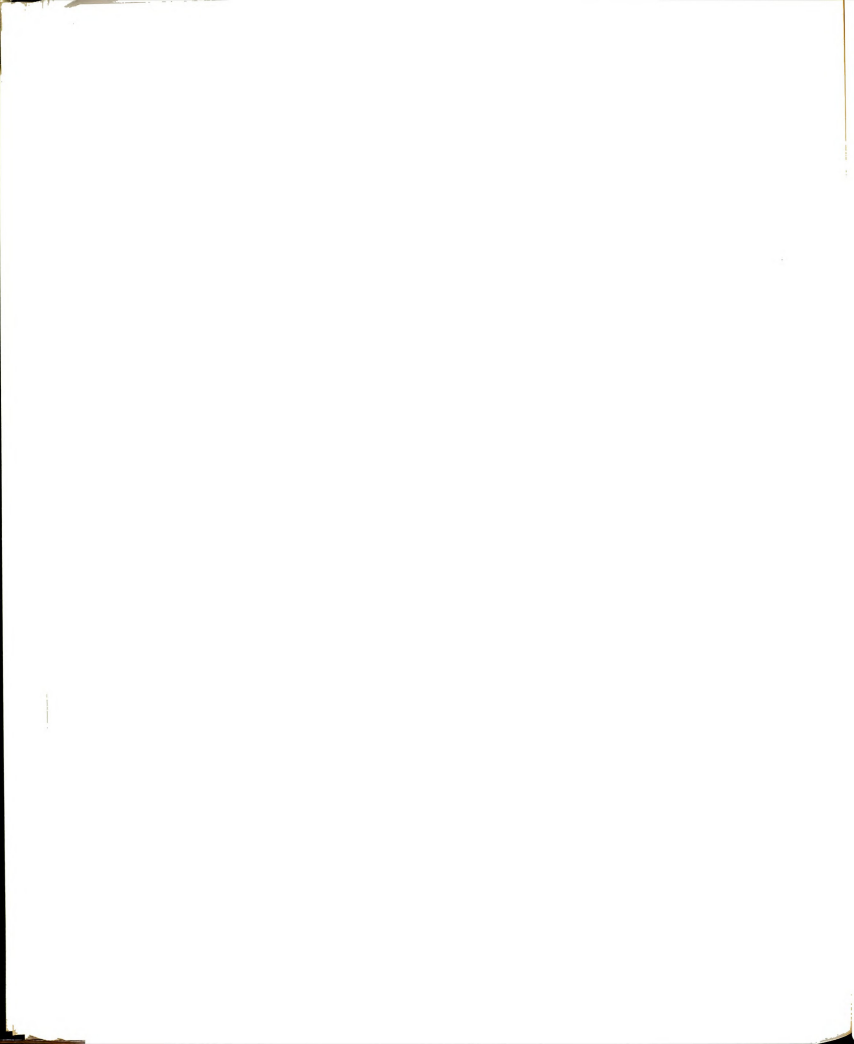




Table 4.17: Results of the Kruskal-Wallis Tests for the Faculty Sample by Type of Appointment and Functions

Type of Appt. <sup>a</sup>	Mean Rank							
	1	2	3	Function 4	5	6	7	8
1	31	35	34	33	34	35	31	37
2	30	28	28	27	26	26	28	25
3	36	31	36	40	37	39	41	40
4	22	28	21	20	22	19	23	9
$\chi^2$	1.84	2.14	3.05	5.32	3.64	6.83	4.55	14.05*
p	.6071	.5442	.3843	.1496	.3030	.0775	.2080	.0028

<sup>a</sup>Type of appointment: 1 = Temporary,  $\underline{n} = 23$   
 2 = Probationary,  $\underline{n} = 26$   
 3 = Tenure,  $\underline{n} = 9$   
 4 = Substitute,  $\underline{n} = 3$

\*Significant at the .05 level.

No statistically significant differences were found on the overall relationship scale or Factor 2 when faculty with different types of appointments were compared. Table 4.18 presents these results.

No statistically significant differences were found among faculty with different academic degrees concerning their expectations regarding functions, the overall relationship scale, or Factor 2. Tables 4.19 and 4.20 show these results. The same results were obtained when the expectations of faculty members with different ranks were compared. (See Tables 4.21 and 4.22.)



Table 4.18: Results of the Kruskal-Wallis Test for the Faculty Sample by Type of Appointment by Relationship Factors and Overall Scale

Type of Appt. <sup>a</sup>	Mean Rank				
	1	Factor 3	4	Overall Scale	Factor 2
1	33.52	30.93	35.98	34.17	33.41
2	26.10	32.31	27.42	27.67	27.56
3	42.28	33.83	34.33	38.89	35.33
4	20.33	11.67	18.83	11.83	29.33
$\chi^2$	7.20	3.97	6.16	6.94	2.11
P	.0657	.2648	.1042	.0739	.5506

<sup>a</sup>Type of appointment: 1 = Temporary,  $n = 23$   
 2 = Probationary,  $n = 26$   
 3 = Tenure,  $n = 9$   
 4 = Substitute,  $n = 3$

Table 4.19: Results of the Mann-Whitney  $U$  Test for the Faculty Sample By Functions and Degree

Degree <sup>a</sup>	Mean Rank							
	1	2	3	Function 4	5	6	7	8
1	32	30	32	30	29	32	31	31
2	28	33	29	33	35	28	32	32
$\bar{U}$	354	375	363	376	338	349	392	393
$\bar{Z}$	-.8629	-.5390	-.7186	-.5264	-1.11	-.9369	-.2792	-.2762
P	.3882	.5899	.4724	.5993	.2664	.3488	.7801	.7424

<sup>a</sup>Degree: 1 = Master's degree,  $n = 41$   
 2 = Doctoral degree,  $n = 20$



Table 4.20: Results of the Mann-Whitney U Test for the Faculty Sample by Relationship Factors, Overall Scale, and Degree

Degree <sup>a</sup>	Mean Rank				
	1	Factor 3	4	Overall Scale	Factor 2
1	30.21	31.20	28.84	29.71	32.46
2	32.63	30.60	35.42	33.65	28.00
U	3778	402	322	357	350
Z	-.5007	-.1246	-1.37	-.8151	-.9544
P	.6166	.9008	.1717	.4150	.3399

<sup>a</sup>Degree: 1 = Master's degree,  $\underline{n} = 41$ 2 = Doctoral degree,  $\underline{n} = 20$ 

Table 4.21: Results of the Kruskal-Wallis Test for the Faculty Sample by Functions and Rank

Rank <sup>a</sup>	Mean Rank							
	1	2	3	Function 4 5		6	7	8
1	27	35	31	29	30	33	27	31
2	36	28	34	29	31	31	32	31
3	25	31	22	40	32	30	35	29
4	28	34	33	30	35	26	29	34
X <sup>2</sup>	4.72	1.72	3.40	3.28	.3681	.5865	1.54	.2504
P	.1934	.6320	.3334	.3504	.9468	.8995	.6730	.9691

<sup>a</sup>Rank: 1 = Instructor,  $\underline{n} = 19$ 2 = Assistant professor,  $\underline{n} = 28$ 3 = Associate professor,  $\underline{n} = 10$ 4 = Full professor,  $\underline{n} = 4$



Table 4.22: Results of the Kruskal-Wallis Test for the Faculty Sample by Relationship Factors, Overall Scale, and Rank

Rank <sup>a</sup>	Mean Rank				
	1	Factor 3	4	Overall Scale	Factor 2
1	26	29	26	26	31
2	34	34	33	33	32
3	34	27	34	36	32
4	28	28	33	27	22
$\chi^2$	2.28	1.63	2.41	2.82	1.09
p	.5163	.6529	.4926	.4208	.7795

<sup>a</sup>Rank: 1 = Instructor,  $n = 19$   
 2 = Assistant professor,  $n = 28$   
 3 = Associate professor,  $n = 10$   
 4 = Full professor,  $n = 4$

No statistically significant relationships were found for rank ( $\chi^2 = 14.40$ ,  $df = 15$ ,  $p = .4954$ ), type of appointment ( $\chi^2 = 13.53$ ,  $df = 15$ ,  $p = .5612$ ), or degree ( $\chi^2 = 9.19$ ,  $df = 5$ ,  $p = .1016$ ) with field.

Summary of results for Hypothesis 2. Hypothesis 2 tested the significance of differences in expectations among faculty members of different fields, ranks, genders, degrees, types of appointments, and advising experience. Based on the results, it can be summarized that:

1. The null hypothesis of differences in expectations among faculty members from the six fields was rejected for Function 6 (Class schedule and programs of study) only.

2. Advising experience was related to expectations concerning one of the eight functions: Function 4, Meaning of a college education.



Faculty members without advising experience agreed more with Function 4 than did those with such experience.

3. The differences in expectations concerning functions between faculty members with and those without advising experience were not related to field.

4. Gender of the faculty member was related to expectations concerning Function 7, Vocational decision making, and Factor 3, Communication.

5. The null hypothesis of differences among faculty members with different types of appointments was rejected for Function 8, Monitoring the student's academic involvement. The highest agreement with that function was expressed by faculty members with tenure status and the lowest by those with substitute status.

6. The null hypotheses of differences in expectations of functions and relationships among faculty members with different degrees and ranks were retained.

### Hypothesis 3

There are no statistically significant differences between faculty and students from the same field regarding their expectations of an undergraduate academic advising program.

Analyses were conducted for the subscales. Results for each field comparison are presented separately.



Economics and Administrative Sciences. Statistically significant differences were found between students and faculty in Economics and Administrative Sciences regarding six of the eight functions. The null hypotheses for Function 1, Educational and occupational plans ( $\underline{U} = 1039$ ,  $\underline{Z} = -2.25$ ,  $p = .0245$ ); Function 2, Overall development ( $\underline{U} = 1059$ ,  $\underline{Z} = -2.12$ ,  $p = .0342$ ); Function 3, Academic offerings, norms and procedures ( $\underline{U} = 326$ ,  $\underline{Z} = 5.11$ ,  $p = .0000$ ); Function 4, Meaning of a college education ( $\underline{U} = 922$ ,  $\underline{Z} = -2.67$ ,  $p = .0076$ ); Function 5, University student services ( $\underline{U} = 682$ ,  $\underline{Z} = 3.63$ ,  $p = .0003$ ); and Function 7, Vocational decision making ( $\underline{U} = 1032$ ,  $\underline{Z} = -2.24$ ,  $p = .0249$ ) were rejected. On those functions, students had higher levels of agreement than did faculty. Faculty and students had similar levels of agreement with respect to Function 6, Class schedule and programs of study, and Function 8, the advisor's Monitoring academic involvement. Table 4.23 presents the results of these analyses.

Mann-Whitney multiple  $\underline{U}$  tests were carried out to assess whether students' level of agreement was significantly different from that of the faculty for Function 4, Meaning of a college education, when the variable, advising experience, was controlled. This was done because advising experience was found to be related to faculty expectation of Function 4, Meaning of a college education. No significant differences were found on Function 4 between students and those faculty members who had not met their advisee(s). (See Table 4.24.)



Table 4.23: Results of the Mann-Whitney  $U$  Test for the Student and Faculty Samples by Functions (Economics and Administrative Sciences)

Sample	Mean Rank							
	1	2	3	Function 4	5	6	7	8
Student	124	124	127	124	126	122	124	122
Faculty	82	83	30	73	56	114	81	108
$U$	1039*	1059*	327*	923*	683*	1489	1032*	1404
$Z$	-2.25*	-2.12*	-5.11*	-2.67*	-3.63*	-.4325	-2.24*	-.7696
$P$	.0245	.0342	.0000	.0076	.0003	.6654	.0249	.4415

Note: Student  $n = 228$ ; faculty  $n = 14$

\*Significant at the .05 level.

Table 4.24: Results of the Mann-Whitney  $U$  Test for the Student Sample and Faculty Without Advising Experience by Functions 2 and 4 (Economics and Administrative Sciences)

Sample	Mean Rank	
	Function	4
Student		116.03
Faculty		55.00
$U$		107
$Z$		-1.3025
$P$		.1917

Note: Student  $n = 228$ ; faculty  $n = 2$



Significant differences were found on Function 4 ( $\bar{U} = 815.5$ ,  $\bar{Z} = 2.38$ ,  $p = .0175$ ). Faculty members from Economics and Administrative Sciences who had met their advisee(s) indicated lower agreement than did students with the help they should provide in understanding the Meaning of a college education ( $\bar{U} = 816$ ,  $\bar{Z} = -2.37$ ,  $p = .0175$ ). (See Table 4.25.)

Table 4.25: Results of the Mann-Whitney  $\bar{U}$  Test for the Student Sample and Faculty With Advising Experience by Functions 2 and 4 (Economics and Administrative Sciences)

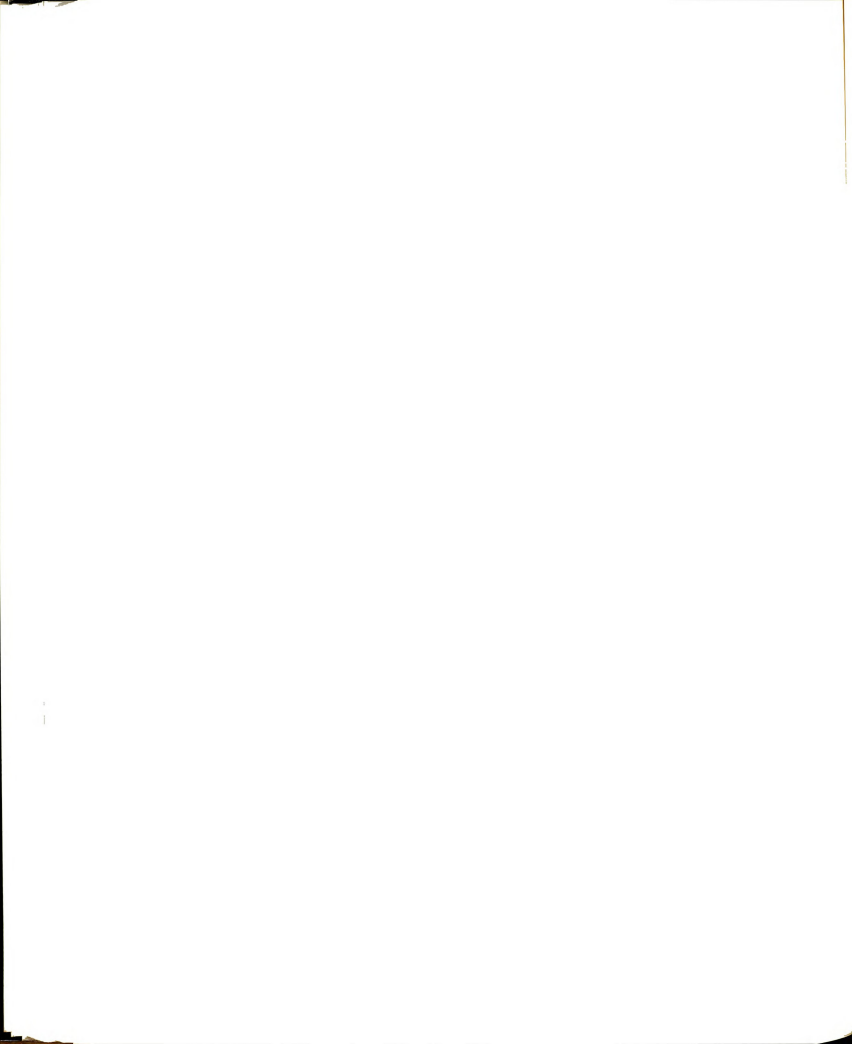
Sample	Mean Rank Function 4
Students	122.92
Faculty	74.46
$\bar{U}$	816*
$\bar{Z}$	-2.37*
$p$	.0175

Note: Student  $n = 228$ ; faculty  $n = 12$

\*Significant at the .02 level.

No statistically significant differences were found between students and faculty in this field in terms of their level of agreement on the overall relationship scale. Thus the null hypothesis was retained. However, analyses of the subscales showed that significant







differences were observed on Factor 3, Communication ( $\bar{U} = 605$ ,  $\bar{Z} = 4.12$ ,  $p = .0000$ ) and on Factor 4, Accessibility ( $\bar{U} = 1100.5$ ,  $\bar{Z} = -1.97$ ,  $p = .0489$ ). The higher mean rank on Factor 3 was obtained for the faculty sample, whereas the higher mean rank on Factor 4 was obtained for the student sample. The direction of these differences most probably accounted for the nonsignificant results on the overall relationship scale. Faculty agreed more with the advisor's establishing Communication with the advisee than did students. Students agreed more with the Accessibility statements than did faculty. Table 4.26 shows the results of these analyses.

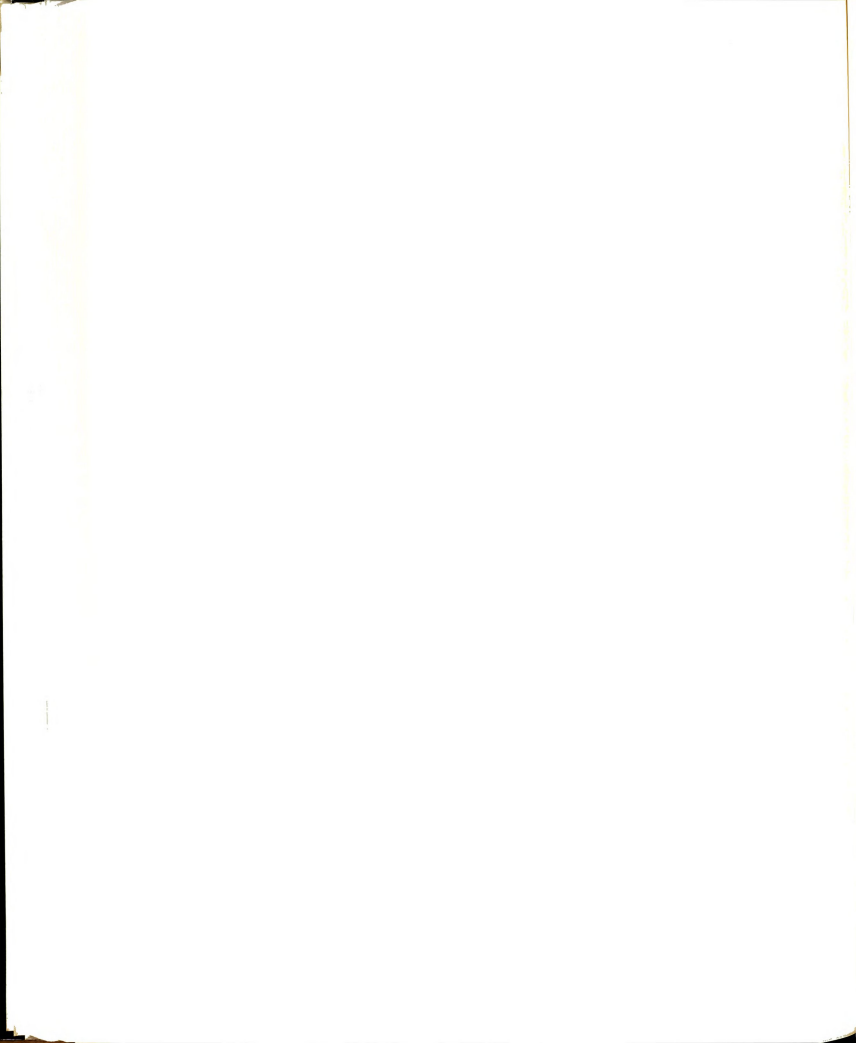
Table 4.26: Results of the Mann-Whitney  $\bar{U}$  Test for the Student and Faculty Samples by Relationship Factors and Overall Scale (Economics and Administrative Sciences)

Sample	Mean Rank				
	1	Factor 3	4	Overall Scale	Factor 2
Student	123	117	124	122	123
Faculty	104	192	86	119	98
$\bar{U}$	1344	605*	1105.5*	1564.5	1262
$\bar{Z}$	-.9926	4.12*	-1.97*	-.1240	-1.40
$p$	.3209	.0000	.0489	.9013	.1623

Note: Student  $n = 228$ ; faculty  $n = 14$

\*Significant at the .05 level.







Nursing. Statistically significant differences were found on four of the eight functions when Nursing students and faculty were compared. The null hypotheses were rejected for Function 1, Educational and occupational goals ( $\underline{U} = 22.5$ , exact  $p = .0075$ ,  $p = .0094$ ); Function 2, Overall development ( $\underline{U} = 18.5$ , exact  $p = .0034$ ,  $p = .0054$ ); Function 3, Academic offerings, norms and procedures ( $\underline{U} = 22.5$ , exact  $p = .0075$ ); and Function 7, Vocational decision making ( $\underline{U} = 30$ , exact  $p = .0286$ ). The higher mean ranks on those four functions were obtained for the student sample. The results are presented in Table 4.27.

Table 4.27: Results of the Mann-Whitney  $\underline{U}$  Test for the Student and Faculty Samples by Functions (Nursing)

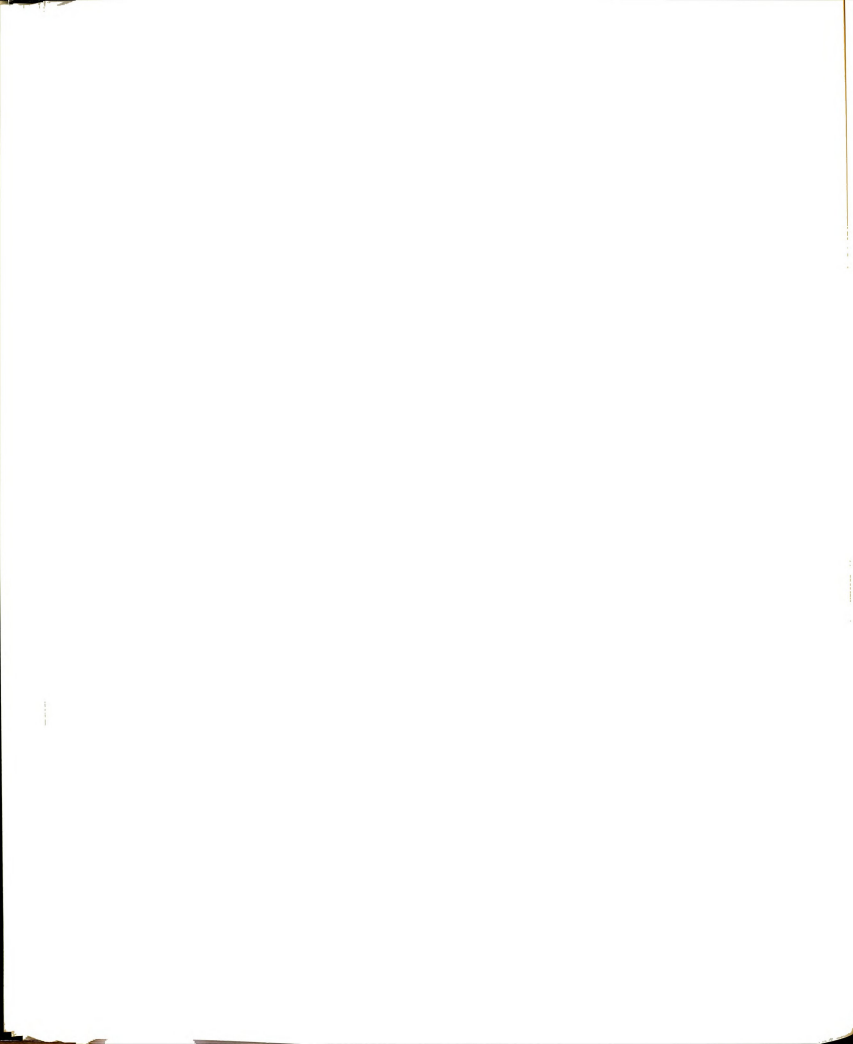
Sample	Mean Rank							
	1	2	3	Function		6	7	8
				4	5			
Student	18	18	18	17	17	17	17	17
Faculty	7	7	7	10	10	10	9	11
$\underline{U}$	22.5*	18.5*	22.5*	40.5	40.25	39.0	30.0*	47.0
$p$	.0094	.0054	.0092	.1011	.0996	.0824	.0279	.1864

Note: Student  $\underline{n} = 24$ ; faculty  $\underline{n} = 6$

\*Significant at the .05 level.

To assess the influence of the advising experience on the faculty expectations regarding Function 4, when compared with the student expectations, Mann-Whitney multiple  $\underline{U}$  tests were performed. No







statistically significant differences were found between students and faculty who had met their advisees concerning Function 4. Meaning of a college education ( $\underline{U} = 37$ ,  $p = .2007$ ). (See Table 4.28.)

Table 4.28: Results of the Mann-Whitney  $\underline{U}$  Test for the Student Sample and Faculty With Advising Experience by Functions 2 and 4 (Nursing)

Sample	Mean Rank Function 4
Student Faculty	15.96 18.40
$\underline{U}$ $p$	37.0 .2007

Note: Student  $\underline{n} = 24$ ; faculty  $\underline{n} = 5$

No statistically significant differences were found between students and faculty members without advising experience on Function 4. Meaning of a college education ( $\underline{U} = 3.5$ ,  $\underline{Z} = -1.86$ ,  $p = .2357$ ). These results are shown in Table 4.29.



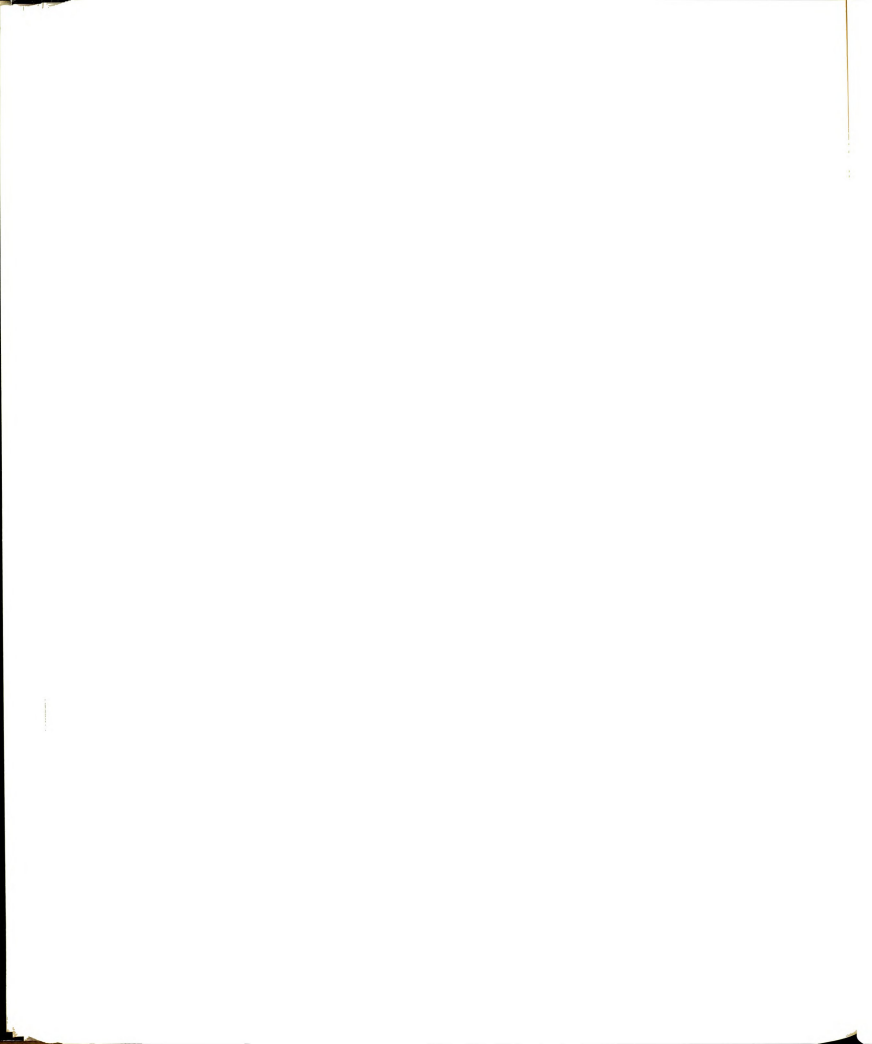




Table 4.29: Results of the Mann-Whitney  $U$  Test for the Student Sample and Faculty Without Advising Experience by Functions 2 and 4 (Nursing)

Sample	Mean Rank
	Function 4
Student	13.35
Faculty	4.50
$U$	3.5
$Z$	-1.86
$p$	.2357

Note: Student  $n = 24$ ; faculty  $n = 1$

No statistically significant differences were observed between students and faculty on the overall relationship scale. However, statistically significant differences were noted between students and faculty on the Empathy subscale ( $U = 34.5$ , exact  $p = .0501$ ) and on the Communication subscale ( $U = 0.0$ , exact  $p = .0000$ ). The students agreed more than faculty with the Empathy statements but agreed less than faculty with the Communication statements. The discrepancy in the direction of the differences probably accounted for the nonsignificant results on the overall relationship scale. These results are shown in Table 4.30.



Table 4.30: Results of the Mann-Whitney  $U$  Test for the Student and Faculty Samples by Relationship Factors and Overall Scale (Nursing)

Sample	Mean Rank				
	1	Factor 3	4	Overall Scale	Factor 2
Student	17.06	12.50	16.25	16.38	16.25
Faculty	9.25	27.50	12.50	12.00	12.50
$\bar{U}$	34.5*	0.0*	54.0	51	54
$\bar{p}$	.0501	.0000	.3739	.2962	.3236

Note: Student  $n = 24$ ; faculty  $n = 6$

\*Significant at the .05 level.

Sciences and Technology. Statistically significant differences between student and faculty expectations were found on four of the eight functions. The null hypotheses were rejected for Function 2, Overall development ( $\bar{U} = 650$ ,  $\bar{Z} = -2.62$ ,  $p = .0087$ ); Function 3, Academic offerings, norms and procedures ( $\bar{U} = 352.5$ ,  $\bar{Z} = -3.95$ ,  $p = .0001$ ); Function 5, University student services ( $\bar{U} = 582.5$ ,  $\bar{Z} = -2.98$ ,  $p = .0034$ ); and Function 7, Vocational decision making ( $\bar{U} = 719$ ,  $\bar{Z} = -2.35$ ,  $p = .0190$ ). The higher mean ranks on all four functions were given by students. The results of these analyses are shown in Table 4.31. The comparison between student and faculty expectations on Function 4, controlling for advising experience, was not performed because all the faculty members in this field said they had met their advisee(s).



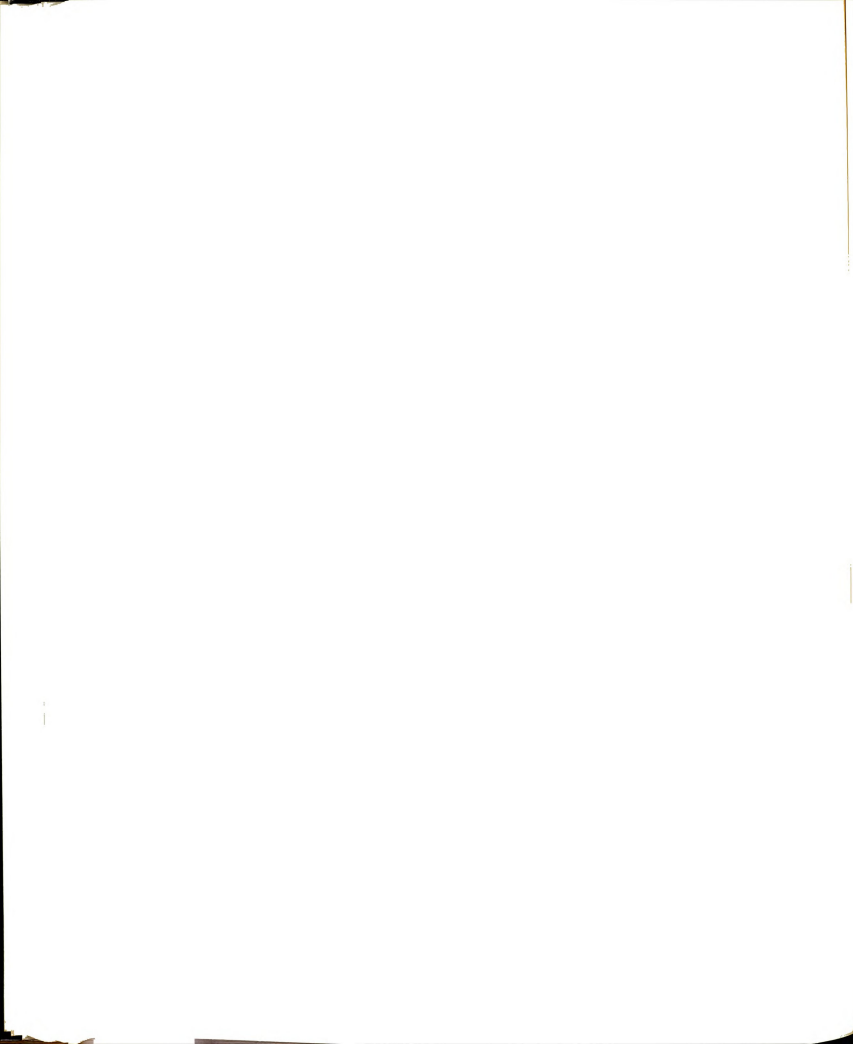




Table 4.31: Results of the Mann-Whitney U Test for the Student and Faculty Samples by Functions (Sciences and Technology)

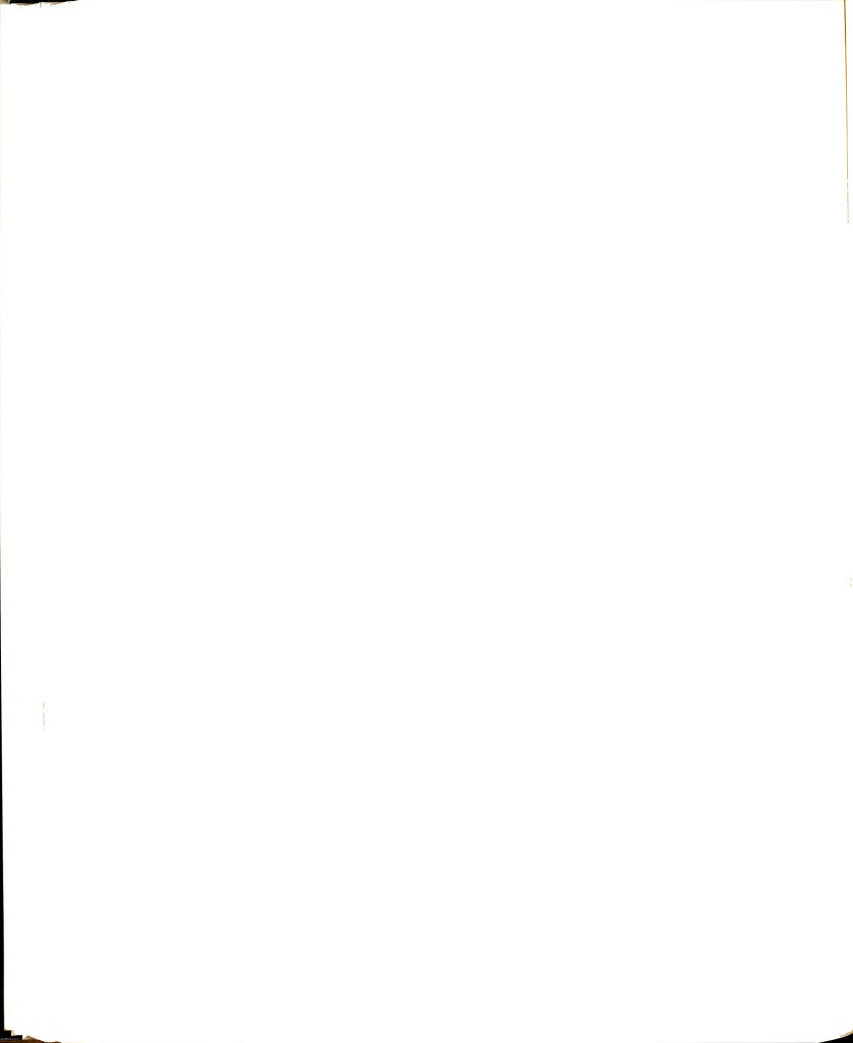
Sample	Mean Rank							
	1	2	3	Function 4	5	6	7	8
Student	133	135	136	134	135	134	135	131
Faculty	111	71	41	91	64	101	77	153
<u>U</u>	1051	650*	353*	851	583*	957	719*	1068
<u>Z</u>	-.9389	-2.62*	-3.95*	-1.78	-2.92*	-1.34	-2.35*	-.8638
<u>p</u>	.3478	.0087	.0001	.0754	.0034	.1796	.0190	.3882

Note: Student  $\bar{n}$  = 254; faculty  $\bar{n}$  = 10

\*Significant at the .05 level.

Table 4.32 shows that no statistically significant differences were found between the expectations of students and faculty on the overall relationship scale. Therefore, the null hypothesis was retained. However, an analysis of students' and faculty's level of agreement with Factor 3, Communication, showed statistically significant differences ( $\bar{U}$  = 246,  $\bar{Z}$  = -4.4369,  $p$  = .0000). The higher mean rank was given by the faculty sample. It seems that the differences between students' and faculty's level of agreement with Factor 1, Empathy ( $\bar{U}$  = 876,  $\bar{Z}$  = -1.67,  $p$  = .0958), although not significant, accounted for the nonsignificant results on the overall relationship scale. For Factor 1, Empathy, the higher rank was given by the student sample. No significant differences were found between student and







faculty expectations on Factor 2, Communication through trusting ( $\underline{U} = 1119$ ,  $\underline{Z} = -.6654$ ,  $p = .5058$ ).

Table 4.32: Results of the Mann-Whitney U Test for the Student and Faculty Samples by Relationship Factors and Overall Scale (Sciences and Technology)

Sample	Mean Rank				Factor 2
	1	Factor 3	4	Overall Scale	
Student	134	128	132	132	133
Faculty	93	235	136	135	117
$\underline{U}$	876	246*	1236	1242	1119
$\underline{Z}$	-1.67	-4.44*	-1.422	-.1162	-.6654
$p$	.0958	.0000	.8869	.9075	.5058

Note: Student  $n = 254$ ; faculty  $n = 10$

\*Significant at the .05 level.

Humanities. Statistically significant differences were found between student and faculty expectations on four of the eight functions. The null hypothesis was rejected for Function 1, Educational and occupational goals ( $\underline{U} = 32$ ,  $\underline{Z} = -2.44$ ,  $p = .0148$ ); Function 3, Academic offerings, norms and procedures ( $\underline{U} = 37$ ,  $\underline{Z} = -2.19$ ,  $p = .0282$ ); Function 5, University student services ( $\underline{U} = 17$ ,  $\underline{Z} = -3.23$ ,  $p = .0012$ ); and Function 6, Class schedule and programs of study ( $\underline{U} = 36$ ,  $\underline{Z} = 2.22$ ,  $p = .0265$ ). For each of the functions in which the null hypothesis was rejected, the higher rank was given by students. Table 4.33 presents the results of these analyses.



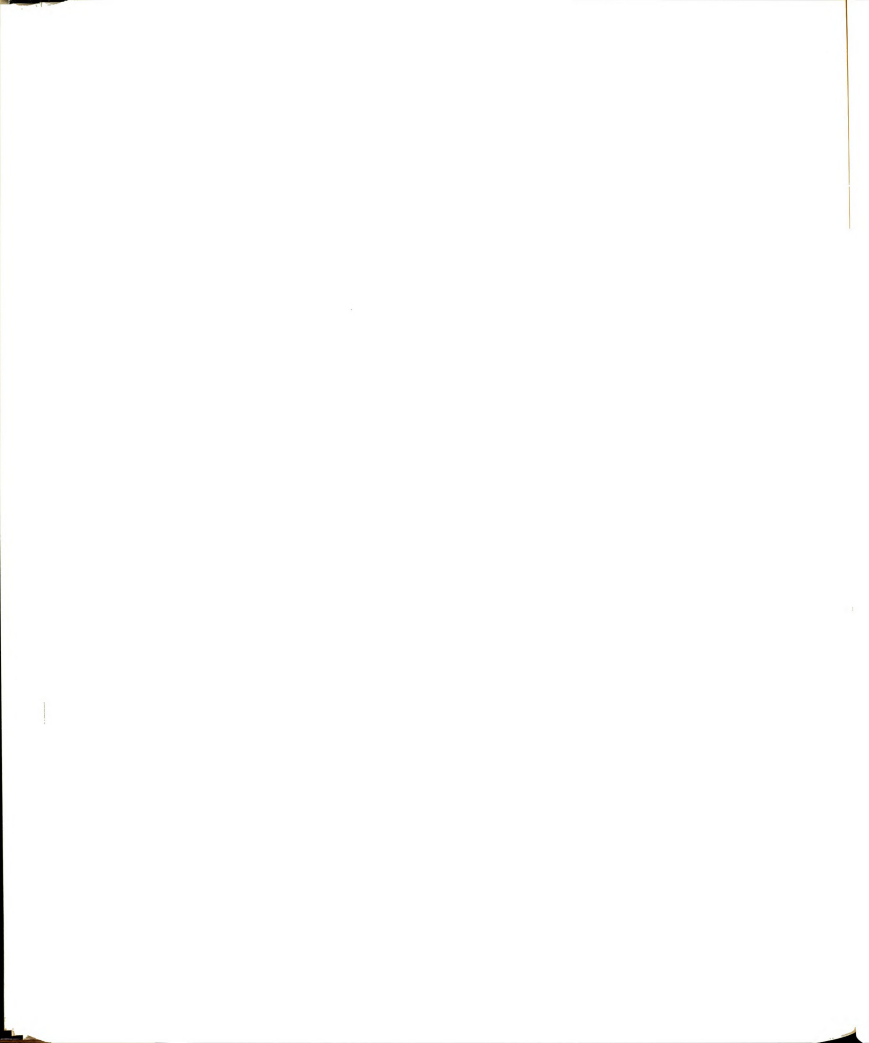




Table 4.33: Results of the Mann-Whitney U Test for the Student and Faculty Samples by Functions (Humanities)

Sample	Mean Rank							
	Function							
	1	2	3	4	5	6	7	8
Student	16	14	16	14	17	16	15	14
Faculty	9	12	9	12	7	9	10	13
$\bar{U}$	32.0*	64.5	37.0*	63.5	17.0*	36.0*	47.0	69.5
$\bar{Z}$	-2.44*	-.6510	-2.19*	.7159	-3.23*	-2.22*	-1.61	-.3829
$p$	.0148	.5150	.0282	.4741	.0012	.0265	.1080	.7018

Note: Student  $n = 17$ ; faculty  $n = 9$

\*Significant at the .05 level.

When student and faculty expectations on the overall relationship scale were compared, no statistically significant differences were observed ( $\bar{U} = 74$ ,  $\bar{Z} = -.1349$ ,  $p = .8927$ ). Hence the null hypothesis was retained. However, a comparison of the two groups' expectations on Factor 3, Communication, showed that significantly higher mean ranks were given by the faculty sample ( $\bar{U} = 25.5$ ,  $\bar{Z} = -2.94$ ,  $p = .0033$ ). These results are obscured by the opposite direction of the differences, although not significant, on the two other subscales. Results are depicted in Table 4.34.

Statistically significant differences were found between the expectations of students and faculty for Factor 2, Communication through trusting ( $\bar{U} = 37.5$ ,  $\bar{Z} = 2.18$ ,  $p = .0291$ ). Hence the null



hypothesis was rejected. The higher mean rank was given by the student sample. This means that students' level of agreement with the advisor's developing Communication through trusting the students' abilities and capacities was higher than that of the faculty in this field. Results are presented in Table 4.34.

Table 4.34: Results of the Mann-Whitney U Test for the Student and Faculty Samples by Factors and Overall Scale (Humanities)

Sample	Mean Rank				
	1	Factor 3	4	Overall Scale	Factor 2
Student	14.59	10.50	13.94	13.35	15.79
Faculty	11.44	19.17	12.67	13.78	9.17
<u>U</u>	58	25.5*	69	74	37.5*
<u>Z</u>	-1.00	-2.94*	-4079	-.1349	-2.18*
<u>p</u>	.3171	.0033	.6833	.8927	.0291

Note: Student  $\underline{n}$  = 17; faculty  $\underline{n}$  = 9

\*Significant at the .05 level.

Comparison of student and faculty expectations for Function 4, Meaning of a college education, while controlling for advising experience, was not possible because no faculty members from Humanities said they had met their advisee(s).

Education. Statistically significant differences were found between Education students and faculty on three of the eight functions. Therefore, the null hypothesis was rejected for Function 3, Academic



offerings, norms and procedures ( $\bar{U} = 104.5$ ,  $\bar{Z} = -4.58$ ,  $p = .0000$ ); and Function 5, University student services ( $\bar{U} = 292$ ,  $\bar{Z} = -2.52$ ,  $p = .0117$ ). In the two cases, the higher mean rank was given by the student sample. Table 4.35 presents these results.

Statistically significant differences were observed for Function 4 ( $\bar{U} = 103$ ,  $\bar{Z} = -2.02$ ,  $p = .034$ ). Students had expectations similar to those of faculty members without advising experience on Function 4, Meaning of a college education ( $\bar{U} = 269$ ,  $\bar{Z} = 1.59$ ,  $p = .1123$ ). (See Tables 4.36 and 4.37.)

Table 4.35: Results of the Mann-Whitney  $\bar{U}$  Test for the Student and Faculty Samples by Functions (Education)

Sample	Mean Rank							
	1	2	3	Function 4	5	6	7	8
Student	53	52	55	50	53	52	51	50
Faculty	36	36	15	52	31	40	48	52
$\bar{U}$	349*	356	104*	512	292*	394	494	508
$\bar{Z}$	-1.92*	-1.83	-4.59*	-.1658	-2.52*	-1.47	-.3583	-.2167
$p$	.0552	.0671	.0000	.8683	.0117	.1423	.7201	.8285

Note: Student  $n = 88$ ; faculty  $n = 12$

\*Significant at the .05 level.



Table 4.36: Results of the Mann-Whitney U Test for the Student Sample and Faculty With Advising Experience by Functions 2 and 4 (Education)

Sample	Mean Rank
	Function 4
Student	48.34
Faculty	23.50
$\frac{U}{Z}$	103*
$P$	-2.02*
	.0347

Note: Student  $n = 88$ ; faculty  $n = 4$

\*Significant at the .02 level.

Table 4.37: Results of the Mann-Whitney U Test for the Student Sample and Faculty Without Advising Experience by Functions 2 and 4 (Education)

Sample	Mean Rank
	Function 4
Student	47.56
Faculty	63.06
$\frac{U}{Z}$	269.5
$P$	-1.59
	.1123

Note: Student  $n = 88$ ; faculty  $n = 8$



Statistically significant differences were found between groups on the overall relationship scale ( $U = 336$ ,  $Z = -2.04$ ,  $p = .0415$ ). Thus the null hypothesis was rejected. Faculty members' level of agreement with the relationship statements was higher than that of the students. As shown in Table 4.38, Factor 3, Communication, seemed to account for the differences ( $U = 65$ ,  $Z = -5.05$ ,  $p = .0000$ ). No statistically significant difference was observed for Factor 2, Communication through trusting; hence the null subhypothesis was retained.

Table 4.38: Results of the Mann-Whitney U Test for the Student and Faculty Samples by Relationship Factors and Overall Scale (Education)

Sample	Mean Rank				
	1	Factor 3	4	Overall Scale	Factor 2
Student	49.41	45.24	50.95	48.34	50.39
Faculty	58.50	89.08	47.17	66.50	51.29
$U$	432	65*	438	336*	518
$Z$	-1.02	-5.05*	-.4273	-2.04*	-.1070
$p$	.3074	.0000	.6691	.0415	.9148

Note: Student  $n = 88$ ; faculty  $n = 12$

\*Significant at the .05 level.

Behavioral Sciences. Statistically significant differences were found on three of the eight functions when Behavioral Sciences student and faculty expectations were compared. The null hypothesis was







rejected for Function 1, Educational and occupational goals ( $\bar{U} = 185$ ,  $\bar{Z} = -2.0975$ ,  $p = .0360$ ); Function 3, Academic offerings, norms and procedures ( $\bar{U} = 131.5$ ,  $\bar{Z} = -3.0301$ ,  $p = .0024$ ); and Function 5, University student services ( $\bar{U} = 186$ ,  $\bar{Z} = -2.08$ ,  $p = .0379$ ). In each case, the higher mean ranks were given by the student sample. Results are presented in Table 4.39.

Table 4.39: Results of the Mann-Whitney  $\bar{U}$  Test for the Student and Faculty Samples by Functions (Behavioral Sciences)

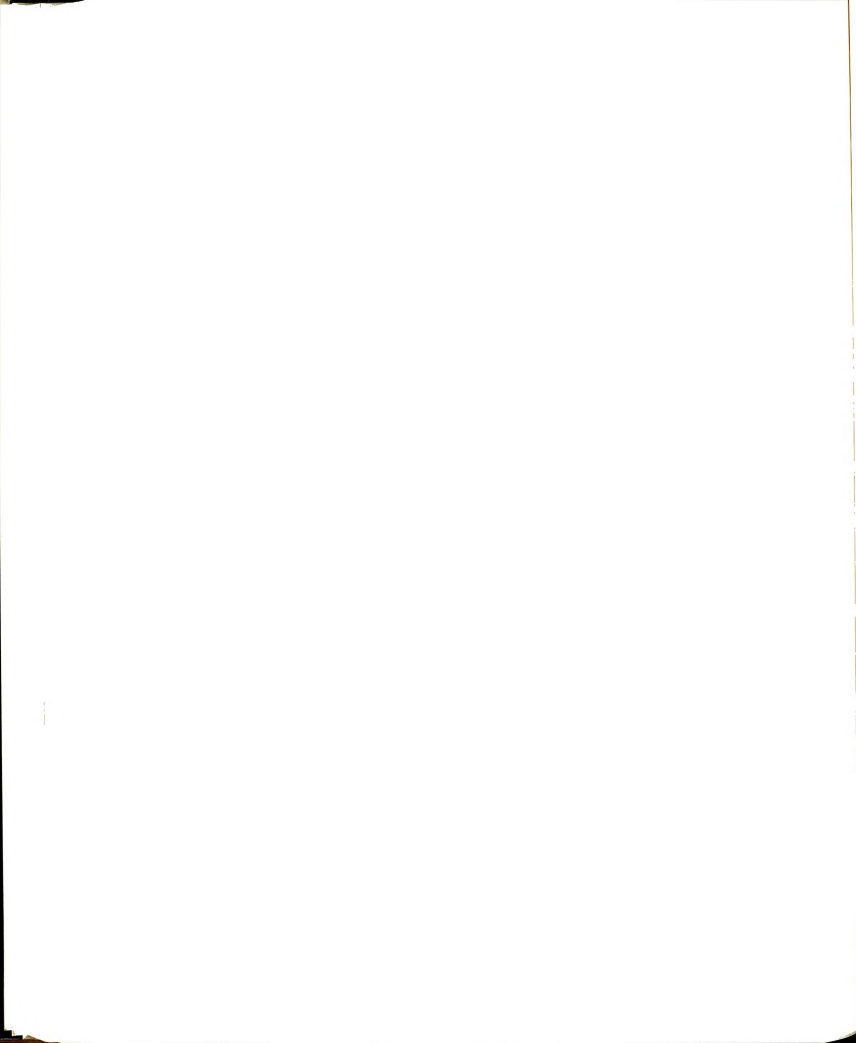
Sample	Mean Rank							
	1	2	3	Function 4	5	6	7	8
Student	36	36	37	35	36	34	35	34
Faculty	23	24	18	27	23	30	29	34
$\bar{U}$	185*	205	131*	233	186*	263	248	305
$\bar{Z}$	-2.09*	-1.79	-3.03*	-1.28	-2.07*	-.7688	-1.02	-.0515
$p$	.0360	.0725	.0024	.2010	.0379	.4420	.3067	.9589

Note: Student  $n = 56$ ; faculty  $n = 11$

\*Significant at the .05 level.

A comparison of the mean ranks of the Behavioral Sciences groups with those in other fields showed that Behavioral Sciences students agreed less with the functions. This finding might account for the fewer differences between Behavioral Sciences students and faculty when compared with other fields.







No statistically significant differences were found for Function 4, Meaning of a college education ( $\bar{U} = 148$ ,  $\bar{Z} = -1.55$ ,  $p = .1202$ ). (See Table 4.40.) Students had similar expectations for Function 4 ( $\bar{U} = 83$ ,  $\bar{Z} = .0348$ ,  $p = .9722$ ) as did faculty members without advising experience. (See Table 4.41.)

Table 4.40: Results of the Mann-Whitney  $\bar{U}$  Test for the Student Sample and Faculty With Advising Experience by Functions 2 and 4 (Behavioral Sciences)

Sample	Mean Rank Function 4
Student Faculty	33.86 23.00
$\bar{U}$ $\bar{Z}$ $P$	148 -1.5539 .1202

Note: Student  $n = 56$ ; faculty  $n = 8$

\*Significant at the .02 level.



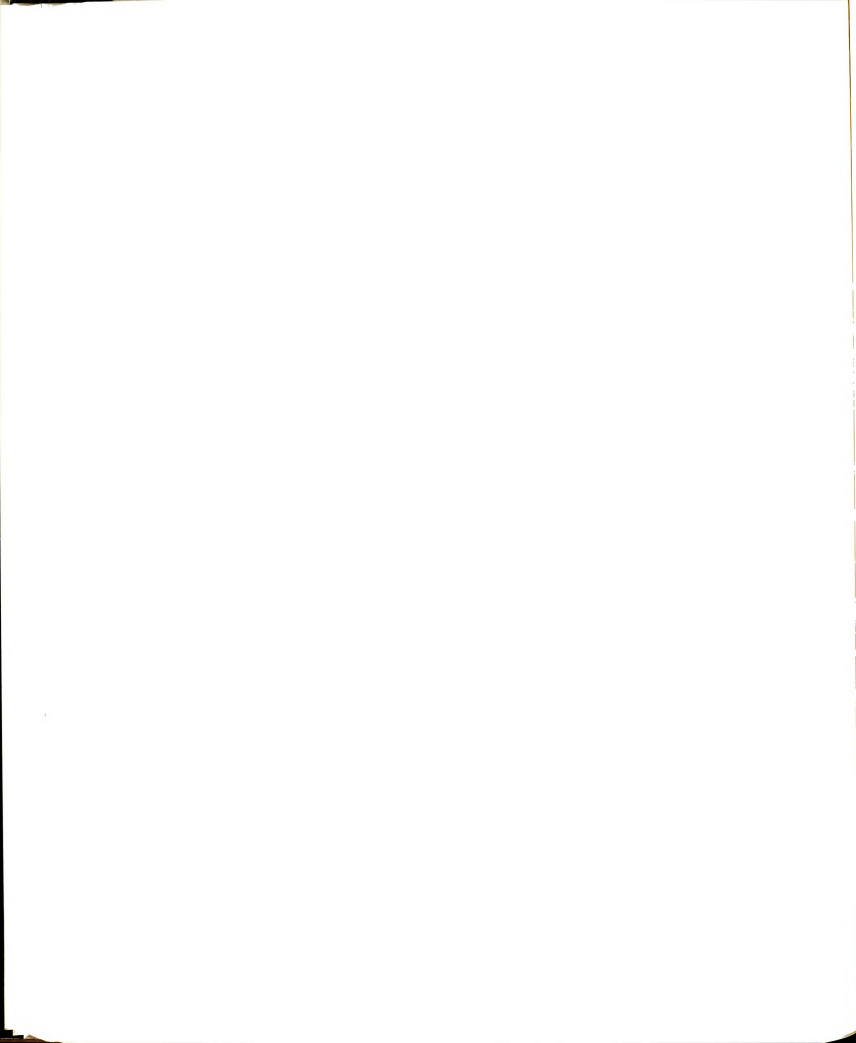




Table 4.41: Results of the Mann-Whitney  $\underline{U}$  Test for the Student Sample and Faculty Without Advising Experience by Functions 2 and 4 (Behavioral Sciences)

Sample	Mean Rank
	Function 4
Student	29.98
Faculty	30.33
$\underline{U}$	83
$\underline{Z}$	-.0348
$\underline{p}$	.9722

Note: Student  $\underline{n}$  = 56; faculty  $\underline{n}$  = 3

No statistically significant differences between students and faculty were obtained for the overall relationship scale ( $\underline{U}$  = 285.5,  $\underline{Z}$  = -.3811,  $\underline{p}$  = .7031); thus the null hypothesis was retained. However, faculty and students differed in their expectations of Factor 3, Communication ( $\underline{U}$  = 97,  $\underline{Z}$  = -3.66,  $\underline{p}$  = .0003). The higher mean rank was given by the faculty sample. No statistically significant differences were obtained for Factor 2, Communication through trusting ( $\underline{U}$  = 249.5,  $\underline{Z}$  = -1.04,  $\underline{p}$  = .2986); thus the null subhypothesis was retained. Results are presented in Table 4.42.



Table 4.42: Results of the Mann-Whitney U Test for the Student and Faculty Samples by Relationship Factors and Overall Scale (Behavioral Sciences)

Sample	Mean Rank				
	1	Factor 3	4	Overall Scale	Factor 2
Student	35.38	30.74	35.58	34.40	35.04
Faculty	26.95	53.14	25.95	31.95	28.68
<u>U</u>	230	97*	219	285	249
<u>Z</u>	-1.31	-3.66*	-1.51	-.3811	-1.04
<u>P</u>	.1899	.0003	.1320	.7031	.2986

Note: Student  $n = 56$ ; faculty  $n = 11$

\*Significant at the .05 level.

Summary of results for Hypothesis 3. Hypothesis 3 tested the significance of differences in expectations between students and faculty from the same field. The results can be summarized as follows:

1. Economics and Administrative Sciences

- a. The null hypothesis was rejected for six of the eight functions. Higher mean ranks were given by the student sample than by the faculty sample.
- b. Faculty members with advising experience showed lower agreement with Function 4 than did students from that field.
- c. Faculty members agreed more than students with statements in the Communication subscale. Students agreed more than faculty with statements in the Accessibility subscale.



## 2. Nursing

- a. The null hypothesis was rejected for four of the eight functions. Higher mean ranks were given by the student sample than by the faculty sample.
- b. Having advising experience was not related to the faculty's lower agreement with Function 4.
- c. Students agreed more than faculty with statements in the Empathy subscale. Faculty agreed more than students with statements in the Communication subscale.

## 3. Sciences and Technology

- a. The null hypothesis was rejected for four of the eight functions. Higher mean ranks were given by the student sample than by the faculty sample.
- b. Faculty agreed more than students with statements in the Communication subscale.

## 4. Humanities

- a. The null hypothesis was rejected for four of the eight functions and for Factor 2. Higher mean ranks were given by the student sample than by the faculty sample.
- b. Faculty agreed more than students with statements in the Communication subscale.

## 5. Education

- a. The null hypothesis was rejected for three of the eight functions and for the overall relationship scale. Higher



mean ranks were given by the student sample than by the faculty sample.

- b. Having advising experience was related to the faculty's lower agreement with Function 4.

6. Behavioral Sciences

- a. The null hypothesis was rejected for three of the eight functions. Higher mean ranks were given by the student sample than by the faculty sample.
- b. Faculty agreed more than students with statements in the Communication subscale.

Summary

Chapter IV presented the results of analyses performed to test the four major hypotheses formulated for this study. The following chapter contains a summary of the study, conclusions based on the major findings, and recommendations for practice and for further research.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This final chapter contains a summary of the study, conclusions based on the findings, discussion, and recommendations for practice and for further research.

#### Summary

##### Purposes and Procedures

This study was conducted (a) to assess the expectations that students and faculty of the Interamerican University of Puerto Rico, Metropolitan Campus, had of an undergraduate academic advising program and (b) to compare the expectations of the two groups. An undergraduate academic advising program whose responsibility rests on the faculty was initiated at the Interamerican University of Puerto Rico in January 1985. In this program undergraduate students are assigned to a faculty advisor who is responsible for helping the student realize his/her academic and professional potential, derive the utmost benefit from a college education, and plan and implement his/her goals.

It is generally agreed that the faculty can be an excellent source of help to college students. However, there is a need to define the activities faculty can perform when they are assigned the advisor role.







If advising is defined as a helping relationship, a further need is to define the activities the faculty advisor can perform to develop such a relationship. The expectations that students and faculty have of the functions of the faculty advisor and the characteristics of the advising relationship were the focus of this research. An understanding of such expectations could help to define the advisor's role and hence to organize the advising program based on students' needs and on the faculty's willingness to meet those needs.

Activities to be performed by the advisor to help the student and activities the advisor can perform to develop a helping relationship were listed. Study participants were asked to indicate whether they completely agreed, agreed, were unsure about, disagreed, or completely disagreed with each statement as an activity the faculty advisor should perform to help the student. Students' and faculty members' responses to the statements constituted their expectations of the undergraduate advising program and hence their response on the dependent variable.

Student and faculty expectations were assessed by comparing their responses to the statements as two sample groups and also by describing the responses of each group using several independent variables. The following independent variables were used to analyze differences in expectations: students' field of study, gender, and age; and faculty's field, gender, rank, degree, and type of appointment. The six academic fields in which comparisons were made were Economics and Administrative Sciences, Nursing, Sciences and Technology, Humanities, Education, and Behavioral Sciences. Whether or not faculty and students had met their







assigned advisee(s) or advisor, respectively, was also included as an independent variable for comparisons.

The study was conducted with a sample of 671 students and 63 faculty members of the Interamerican University of Puerto Rico, Metropolitan Campus, who were actively studying or teaching during the 1985-86 academic year. Their participation consisted in answering four questionnaires. The response rate from students was 97%, and from faculty it was 79%.

Four instruments were developed for this research: (a) the Bio-Social Data Questionnaire, (b) the Academic Advisor Functions Questionnaire (AAFQ), (c) the Academic Advising Relationship Questionnaire (AARQ), and (d) the Academic Advising Experiences Questionnaire. Each instrument had two versions: one to be answered by faculty members and the other to be answered by students.

The AAFQ comprised 39 items covering eight functions: Function 1, Educational and occupational goals; Function 2, Overall development; Function 3, Academic offerings, norms and procedures; Function 4, Meaning of a college education; Function 5, University student services; Function 6, Class schedule and programs of study; Function 7, Vocational decision making; and Function 8, Monitoring academic involvement. The AARQ comprised 26 items constituting an overall relationship scale, composed of three subscales, and an independent relationship measure named Factor 2. The relationship characteristics measured with the AARQ were: Factor 1, Empathy; Factor 3, Communication; Factor 4, Accessibility; Overall Scale = Factor 1 + Factor 3 +



Factor 4; and Factor 2 (independent measure), Communication through trusting. The AAFQ and the AARQ were validated with the study sample.

The data were analyzed using chi-square statistics, the Mann-Whitney U test, and the Kruskal-Wallis analysis of variance. Means and percentages were also computed. The significance level for simple comparisons for the hypothesis tests was set at .05. The significance level for multiple comparisons was set by dividing .05 by the number of comparisons to be made, to control for Type I error. All of the analyses were carried out using the Statistical Package for the Social Sciences (Nie et al., 1983) on an IBM Mainframe 4381.

### Results

Four main hypotheses were tested in this study. Ten subhypotheses were tested for each hypothesis: one for each of the eight functions, one for the overall relationship scale, and one for the independent measure named Factor 2.

Hypothesis 1: There are no statistically significant differences among students of different academic fields, genders, ages, and academic advising experiences regarding their expectations of an undergraduate academic advising program.

Results of the analyses for Hypothesis 1 indicated that:

1. When the expectations of students from the six fields of study were compared, the null hypothesis was rejected for three of the eight functions. Students did not agree in their expectations of the help the faculty advisor should provide with the following: Function 2, Overall development; Function 4, Meaning of a college education; and Function 8, Monitoring academic involvement. Nursing students had the



highest expectations for those three functions. Behavioral Sciences enrollees had the lowest expectations for Function 4. Sciences and Technology students had the lowest expectations for Function 8.

2. Students' gender was not found to be related to their expectations of the faculty advisor functions or relationship activities. The null hypotheses were retained.

3. Students' age was found to be related to their expectations for Function 2, Overall development, and the overall relationship scale. Students in the 17-20 age group showed the highest agreement with Function 2, Overall development. Students in the 21-25 age group showed less agreement about being helped in that area, followed by the 25-54 age group. The same pattern of agreement was observed for the Empathy scale and the overall relationship scale.

4. Having met or not met the faculty advisor or their evaluation of that contact was not related to students' expectations regarding the faculty advisor functions or relationship activities.

Hypothesis 2: There are no statistically significant differences among faculty of different academic fields, ages, ranks, degrees, types of appointments, and academic advising experiences regarding their expectations of an undergraduate academic advising program.

Results of the analyses for Hypothesis 2 indicated that:

1. Statistically significant differences for Function 4, Meaning of a college education, were found between faculty members who had contacted their advisee(s) and those who had not. The null hypothesis was rejected for that function. Faculty who had not met their advisee(s) agreed more that they should help the student in



understanding the Meaning of a college education than those who had met their advisee(s).

2. No statistically significant differences were observed for Function 4, Meaning of a college education, when faculty from different fields of study were compared while controlling for advising experience.

3. The null hypothesis was retained for seven of the eight functions when expectations of faculty from the six fields of study were compared. Faculty from the various fields differed in their expectations for Function 6, Class schedule and programs of study. Faculty from Economics and Administrative Sciences agreed that they should help students prepare the class schedule and programs of study. Humanities faculty showed the lowest agreement with that function.

4. Faculty gender was found to be related to expectations for Function 7, Vocational decision making. Male faculty members agreed more than females that they should help with that aspect; thus the null hypothesis was rejected for that function.

5. No statistically significant differences were found among faculty members of different ranks, degrees, and ages concerning their expectations of the faculty advisor functions or the relationship activities. Hence the null hypotheses were retained.

6. Statistically significant differences in agreement with Function 8, Monitoring academic involvement, were found among faculty members with different types of appointments. Faculty members with



substitute status had the lowest agreement with that function, whereas tenured faculty members had the highest agreement.

Hypothesis 3: There are no statistically significant differences between faculty and students from the same field regarding their expectations of an undergraduate academic advising program.

Results of the analyses for Hypothesis 3 indicated that:

1. In two of the six fields (Education and Behavioral Sciences), statistically significant differences were found between student and faculty expectations for three of the eight functions. Faculty from Education and Behavioral Sciences differed from students of those fields regarding their expectations for Function 1, Educational and occupational goals; Function 3, Academic offerings, norms and procedures; and Function 5, University student services.

2. In three of the six fields (Nursing, Sciences and Technology, and Humanities), differences were found between students and faculty concerning expectations for four of the eight functions. In Nursing, Sciences and Technology, and Humanities, faculty expectations for Function 3, Academic offerings, norms and procedures, differed from those of students. In Sciences and Technology and in Nursing, differences in expectations existed for Function 2, Overall development, and Function 7, Vocational decision making. Students and faculty from Nursing and Humanities differed in their expectations for Function 1, Educational and occupational goals. Humanities faculty and students differed also in their expectations for Function 6, Class schedule and programs of study.



3. In one of the six fields (Economics and Administrative Sciences), differences were found between student and faculty expectations for six of the eight functions.

4. On all the functions for which differences were found between student and faculty expectations, when students and faculty from the same field of study were compared, higher agreement was expressed by the student sample.

5. Faculty members' advising experience was found to be related to the differences between student and faculty expectations for Function 2, Overall development, in four of the five fields in which faculty members had met their advisee(s). Faculty from Economics and Administrative Sciences who had had advising experience agreed less with Function 4, Meaning of a college education, than did students from their field.

6. Student and faculty agreement with the overall relationship scale was similar in five of the six fields. Education was the only field in which differences between student and faculty expectations were observed. Education students agreed more than faculty with the overall relationship scale.

7. In terms of components of the overall relationship scale, differences between student and faculty expectations were found for the Communication subscale in five of the six fields. Faculty agreed more than students with that factor. Education was the only field in which no differences were observed for the Communication factor. Differences between student and faculty expectations for the Accessibility of the



advisor factor were observed for one of the six fields. Students from Economics and Administrative Sciences showed higher agreement with that factor than did faculty.

#### Analysis of Mean Scores

An examination of the student sample's mean scores for the eight functions and their rank order showed that on a scale of 1 (Complete Disagreement), 2 (Disagreement), 3 (Unsure), 4 (Agreement), and 5 (Complete Agreement), only Function 2, Overall development, had a score that fell in the Unsure category. Scores for the other seven functions fell in the Agreement or Complete Agreement categories. Function 1, Educational and occupational goals, had the highest mean score (mean = 4.5). The student sample's mean scores for the eight functions, listed in rank order, are shown in Table 5.1.

The student sample's mean scores for the relationship scales fell in the Agreement category. Students showed the highest level of agreement with Factor 2, Communication through trusting. Mean scores for the relationship scales, in rank order, are shown in Table 5.2.

Table 5.1: Mean Scores for the Eight Functions: Student Sample

Function		Score	Rank
1	Educational and occupational goals	4.5	1
3	Academic offerings, norms & procedures	4.4	2
6	Class schedule & programs of study	4.3	3
5	University student services	4.1	4
7	Vocational decision making	4.0	5.5
8	Monitoring academic involvement	4.0	5.5
4	Meaning of a college education	3.9	6
2	Overall development	3.3	7







Table 5.2: Mean Scores for the Relationship Scales: Student Sample

Factor		Score	Rank
2	Communication through trusting	4.57	1
4	Accessibility	4.31	2
	Overall scale	3.96	-
1	Empathy	3.86	3
3	Communication	3.67	4

An examination of the faculty sample's mean scores for the eight functions showed that three of the functions fell in the Unsure category. They were: Function 2, Overall development; Function 3, Academic offerings, norms and procedures; and Function 5, meaning of a college education. Function 4, Meaning of a college education, had the highest mean score (mean = 4.5). All of the other functions fell in the Agreement category. The mean scores for the eight functions are listed in rank order in Table 5.3.

Table 5.3: Mean Scores for the Eight Functions: Faculty Sample

Function		Score	Rank
4	Meaning of a college education	4.5	1
8	Monitoring academic involvement	4.1	2
6	Class schedule & programs of study	4.0	3
1	Educational & occupational goals	4.0	4
7	Vocational decision making	3.6	5
3	Academic offerings, norms & procedures	3.2	6.5
5	University student services	3.2	6.5
2	Overall development	2.9	8







Students and faculty agreed in ranking the Overall development function lowest and in its assignment to the Unsure category. However, it should be pointed out that Function 4, Meaning of a college education, was ranked first by faculty and seventh by students. This represents an important discrepancy. The function ranked first by students--Function 1, Educational and occupational goals--was ranked fourth by faculty.

The faculty sample's mean scores for the relationship scales showed that all scales fell in the Agreement category. Higher mean scores were given by faculty than students to all relationship subscales or factors except Factor 2. Students' mean score for that factor was 4.5, as compared to 4.4 for the faculty sample. The faculty sample's mean scores for the relationship scales are presented in Table 5.4.

Table 5.4: Mean Scores for the Relationship Scales: Faculty Sample

Factor		Score	Rank
1	Empathy	4.6	1
3	Communication	4.4	2
2	Communication through trusting	4.4	3
4	Accessibility	4.2	4
	Overall development	4.0	-

The faculty and student samples' mean scores were more similar for the relationship scales than they were for the functions. The faculty sample gave slightly higher mean scores to the relationship subscales



than did the student sample. Faculty agreed more with Factors 1 and 3 than did students.

In summary, students agreed that faculty should provide help with Educational and occupational goals; Academic offerings, norms and procedures; Class schedule and programs of study; University student services; Vocational decision making; Monitoring academic involvement; and understanding the Meaning of a college education, in that order. Students were unsure whether the faculty should provide help with the student's Overall development. Faculty agreed they should provide help with understanding the Meaning of a college education, Monitoring academic involvement, Class schedule and programs of study, Educational and occupational goals, and Vocational decision making, in that order. Faculty were unsure whether they should provide help with Academic offerings, norms and procedures; University student services; and the student's Overall development.

### Conclusions

Based on the results of the data analyses, the following conclusions are warranted:

1. Students' age and field of study were related to their expectations. Nursing students agreed more than those from other fields with the functions on which differences were observed. Students from Sciences and Technology and those from Behavioral Sciences showed the lowest agreement with the functions. The youngest students (17-20) agreed more to being helped with their Overall development.



2. Faculty advising experience was associated with faculty's lower agreement with Meaning of a college education function.

3. Faculty gender was associated with expectations regarding the help the advisor should provide with Vocational decision making. Male faculty members agreed more with that function than did female faculty members.

4. Rank and degree were not related to expectations of the faculty advisor functions or relationship activities. Type of appointment was related to faculty's agreement with monitoring academic involvement.

5. Fewer differences were observed when faculty from different fields were compared than when students from different fields of study were compared regarding their expectations of the faculty advisor functions or relationship activities.

6. More differences between faculty and student expectations were observed for the functions than for the relationship activities, when the two groups were compared across fields and within the same field of study.

7. Students agreed more than faculty with those functions on which differences in agreement were found.

8. Faculty and students agreed on the ranking of three of the functions (Class schedule and programs of study, Vocational decision making, and Overall development). The two groups were unsure whether the faculty advisor should provide help with the student's Overall development. The first-ranked function for the faculty was Meaning of







a college education, whereas the first-ranked function for students was Educational and occupational goals. That function was rated fourth by the faculty. Although Monitoring academic involvement was the second-ranked function for the faculty, differences were found among faculty members with different types of appointments concerning their expectations of that function.

### Discussion

Eight functions of the advisor were identified and studied in this research. Four aspects of the advisor-advisee relationship were also submitted to analyses. Statistically significant differences were found between student and faculty expectations concerning seven of the eight functions and three of the four relationship subscales. Students expected the faculty advisor to perform seven main functions, about which the faculty showed less agreement or were unsure. Discrepancies in level of agreement were also observed when students were compared with faculty of their selected field. These findings confirmed the results of previous research, which indicated discrepancies between the two groups in the areas in which faculty can be of help to students.

Contrary to previous research, professional characteristics of the faculty such as rank and degree were not associated with their expectations of the faculty advisor functions or relationship activities. Gender was found to be related to faculty expectations concerning only one of the eight functions studied. Furthermore, faculty with tenure were more willing than their less-experienced counterparts to follow students' progress actively through their college years. This finding



was in contrast to the literature, in which more-experienced professors were described as being less willing to be involved in such an activity.

The results of this study supported the notion that students' needs and expectations regarding academic advising may be related to developmental processes. Students' age was associated with their agreement with the faculty advisor as a helper with whom to discuss their overall development. The youngest students agreed more than the others that one function of the faculty advisor could be to help students handle personal problems, discuss social and political issues, and select extracurricular activities. The youngest students also agreed more than the oldest on the characteristics of the advising helping relationship.

Previous research results showed that the choice of a major and occupational concerns were students' highest priorities to discuss during the advising sessions. Similar expectations were found in this study. Students agreed on educational and occupational planning as the first faculty advisor function. The faculty showed a tendency to look at the role from a more philosophical, long-term perspective than did students. The faculty endorsed more those activities related to the value of a college education, the purposes of general education courses, and the general interaction between the student and the university. Students tended to agree more with those activities that dealt specifically with the immediate problem of selecting a major, job outlooks, and completing a major and graduation requirements. They



seemed to be more concerned with their present reality. However, through the advising experience, faculty perhaps had discovered that discussing philosophical concerns is not precisely what students expect from advising. Faculty members who had had advising experience agreed less with the function of providing help with the meaning of a college education than did those without such experience. Although this research was not intended to establish a causal relationship between the faculty's advising experience and expectations of their function as helper with the meaning of a college education, a possible interaction between the two was found.

The lack of agreement in students' and faculty members' ranking of the faculty advisor functions also confirmed previous research findings. However, students and faculty were similar in their low level of agreement with the advisor as a provider of help with personal and family problems, moral issues, political and social concerns, and the selection of extracurricular activities. Previous researchers have found that students do not agree to contact the faculty advisor to discuss these issues.

Faculty and students agreed that communicating an empathic understanding describes an effective helping advisor-advisee relationship. Both groups agreed that the advisor should be accessible and capable of establishing a trusting relationship with the student. These findings confirmed previous research results in which these aspects were studied. Faculty and students were more in agreement about what an







effective helping relationship should be than about the specific activities the advisor should perform to help the student.

Validation of the instrument demonstrated that the role of advisor is a multidimensional phenomenon, as was described in the literature. This was true particularly for the faculty. The impossibility of creating an overall functions scale indicates the advisor role is a complex construct, at least as perceived by two important definers of that role: the students as recipients of the advising service and the faculty as providers. The distinction that both students and faculty made of Factor 2, Communication through trusting, which was not found to be part of the overall relationship scale, was unexpected. More specific study of the interrelationship of these factors is needed.

Through this research it was demonstrated that differences in expectations of the advisor's role among students and faculty in different fields or disciplines were identifiable. More differences regarding expectations of the advisor's role were detected within the student group than within the faculty group. From a sociological perspective, this degree of difference might denote a stronger and better-defined subculture for the faculty than the students.

In general terms, students saw the faculty as a source of help in most of the areas studied. Likewise, faculty considered themselves a source of help in a majority of the areas investigated.

#### Recommendations

Based on the findings of this study, the following recommendations are made:



### Recommendations Based on This Research

1. Administrators should consider the results of this study in developing the advising program at the Interamerican University of Puerto Rico.

2. The multidimensionality of the advisor's role should be studied further. Higher-order constructs can be proposed and studied to reduce the number of functions. The study, evaluation, and discussion of the topic would be easier and less prone to misunderstanding if all the activities could be accounted for in terms of simple, parsimonious, unidimensional concepts. If this is not possible, understanding the distinction faculty and students made when responding to the items developed to measure the advisor's activities is important to defining the role of the faculty advisor.

3. The instruments developed for this research (the AAFQ and the AARQ) should be validated with other populations. The usefulness of the instruments in evaluating advising programs can also be measured by changing the response scale.

4. This study showed that having advising experience may be related to less agreement on the faculty's part with helping students understand the meaning of a college education. Because that was the function with which faculty agreed more than did students, the effect of advising experience on faculty satisfaction with the advisory role and their performance thereof should be studied further.



5. The comparison of expectations could be extended to counselors and administrators who are involved in providing advisory services.

6. Further research should be undertaken to examine the relationship between students' developmental changes and expectations about advising services.

7. This study could be replicated with faculty and students from other higher education institutions or from other educational centers of the Interamerican University of Puerto Rico.

General Recommendations for the  
Development of the Academic  
Advising Program

1. An account of the activities the faculty advisor can perform should be developed. This action would be of utmost benefit to faculty members and students at the Interamerican University of Puerto Rico and possibly to faculty and students at other colleges and universities in Puerto Rico.

2. If the advisor-advisee relationship is defined as a helping one in which empathy, effective communication, trust, and accessibility of the advisor must be present, faculty training should be developed around that definition. Faculty should be taught to exhibit trusting behavior through verbal and nonverbal means because students value that characteristic much more than any other, according to the results of this study.

3. The desirability of assigning all faculty members as advisors of students in their major field should be investigated. Provisions



should be made for meeting the needs of students in fields in which faculty are unwilling to perform given aspects of the advising role.

4. Teaching faculty how to help students select a major, fulfill major and graduation requirements, and become acquainted with job outlooks should be a priority.

5. Because students differ in their needs and expectations, faculty should be taught to understand students' priorities and needs as they may be reflected in the advising session and to develop the interaction based on those priorities.

6. Before or during the first advising session, students should be oriented regarding the areas in which faculty advisors can be of help, to prevent misconceptions that might hinder the advisor-advisee relationship.



## APPENDICES



APPENDIX A

DESCRIPTIVE VARIABLES OF THE FACULTY SAMPLE



SUMMARY OF DESCRIPTIVE DATA  
FACULTY SAMPLE

	Number	Percent
1. Gender (sex)		
Feminine	38	60.31
Masculine	25	39.68
2. Field		
Eco. and Adm. Sc.	14	22.2
Nursing	6	9.5
Sc. and Techn.	10	15.9
Humanities	9	14.3
Education	12	19.0
Behavioral Sc.	11	17.5
Missing data	1	1.6
3. Age groups		
27 - 36	26	41.3
37 - 46	19	30.2
47 - 66	18	28.5
4. Rank		
Instructor	19	31.0
Assistant professor	28	46.0
Associate professor	10	16.0
Full professor	4	6.6
Missing data	2	3.1
5. Type of appointment		
Temporary	23	36.50
Probationary	26	41.26
Tenure	9	14.20
Substituting	3	4.76
Missing data	2	4.00
6. Highest degree		
Master	41	65.0
Doctoral	20	32.0
Missing data	2	3.0
7. Years of experience		
Lo - 5	30	47.6
6 - 12	25	39.7
13 - Hi	8	12.7



APPENDIX B

DESCRIPTIVE VARIABLES OF THE STUDENT SAMPLE



## SUMMARY OF DESCRIPTIVE DATA: STUDENTS' SAMPLE

	Number	Percent
1. Field of study		
Eco. and Adm. Sc.	228	34.0
Nursing	24	3.6
Sc. and Tech.	254	37.9
Humanities	17	2.5
Education	88	13.1
Behavioral Sc.	56	8.3
Missing data	4	.5
2. Gender (sex)		
Feminine	383	57.0
Masculine	283	42.1
Missing data	5	.7
3. Age groups		
17-20	198	29.5
21-25	374	55.7
26-54	92	13.9
Missing data	7	1.0
4. Expected degree		
Certificate	2	.2
Associate	15	2.2
Bachelor's	653	97.3
Missing data	1	.1
5. Transfer		
Yes	402	59.9
No	266	39.6
Missing data	3	.4
6. Program of study		
Day	443	66.0
Night	72	10.7
Nights and Saturdays	39	5.8
Saturdays only	6	.9
Combines schedules	108	16.1
Missing data	3	.4
7. Status		
Less than 30 credit hours	73	10.8
31-60	151	22.5
61-90	187	27.8
More than 90	250	37.2
Missing data	10	1.4



	Number	Percent
8. Economic aid		
Yes	592	88.2
No	76	11.3
Missing data	3	.4
9. Type of student		
Full-time	612	91.5
Part-time	59	8.8
10. Grade point average		
4.00-3.0	239	35.6
2.99-2.0	289	43.0
Less than 2.0	138	20.5
Missing data	5	.74
11. Full withdrawal		
Never	551	82.1
Once for one semester	68	10.1
Once for a year	16	2.3
More than once	18	2.6
Missing data	18	2.6
12. Course withdrawal		
Never	194	28.9
1-7 courses	289	43.0
More than 7 courses	239	35.6
Missing data	5	.7
13. Had been on probation		
Yes	87	12.9
No	575	85.69
14. Have visited the Counseling Center		
Yes	361	54.0
No	307	46.0
Missing data	3	.4



APPENDIX C

BIO-SOCIAL DATA QUESTIONNAIRE



## BIO-SOCIAL DATA

1. I am \_\_\_\_ years old.
2. I am studying toward a major in \_\_\_\_\_.
3. That major is offered at the Division of:  
\_\_\_\_ Economics and Business Administration  
\_\_\_\_ Nursing  
\_\_\_\_ Science and Technology  
\_\_\_\_ Education  
\_\_\_\_ Behavioral Sciences
4. In that major I am looking forward to complete a:  
\_\_\_\_ professional certificate  
\_\_\_\_ associate degree  
\_\_\_\_ bachelor degree
5. Sex \_\_\_\_ Feminine \_\_\_\_ Masculine
6. I started my studies in another university or campus and transferred to this Metropolitan campus  
\_\_\_\_ Yes \_\_\_\_ No
7. My studies are mostly during  
\_\_\_\_ day program  
\_\_\_\_ evening program  
\_\_\_\_ evenings and Saturdays  
\_\_\_\_ Saturdays  
\_\_\_\_ I usually combine different time schedules
8. While studying I work:  
\_\_\_\_ part-time  
\_\_\_\_ full-time  
(if you don't work, leave it unanswered)
9. I have completed (do not count your current credits)  
\_\_\_\_ less than 30 credits  
\_\_\_\_ from 30 to 59 credits  
\_\_\_\_ from 60 to 89 credits  
\_\_\_\_ from 90 to 124 credits



10. I get economic aid (check all those that apply)

☐ federal (Pell or BEOG)  
☐ Legislative  
☐ From Interamerican University  
☐ loan  
☐ Other. Specify \_\_\_\_\_

11. I usually enroll in

☐ 12 or more credits  
☐ less than 12 credits

12. While studying

☐ I live with my parents  
☐ I live with my relatives  
☐ I live in a private boarding house  
☐ I live by myself  
☐ I live with my own family (husband or wife and/or my child/ren)

13. My academic point average is between:

☐ 0.00 and 1.49  
☐ 1.50 and 2.49  
☐ 2.50 and 3.49  
☐ 3.50 and 4.00

14. Since I started at the Interamerican University of Puerto Rico I have dropped from: (If you have not dropped any course, leave it unanswered)

☐ 1 to 3 courses  
☐ 4 to 7 courses  
☐ 8 to 11 courses  
☐ more than 11 courses

15. Since I started at the Interamerican University of Puerto Rico:

☐ I have never totally dropped  
☐ I have totally dropped: (check one of the following)  
☐ for a semester  
☐ for two consecutive semesters  
☐ for more than two consecutive semesters  
☐ for more than two, although not consecutive semesters



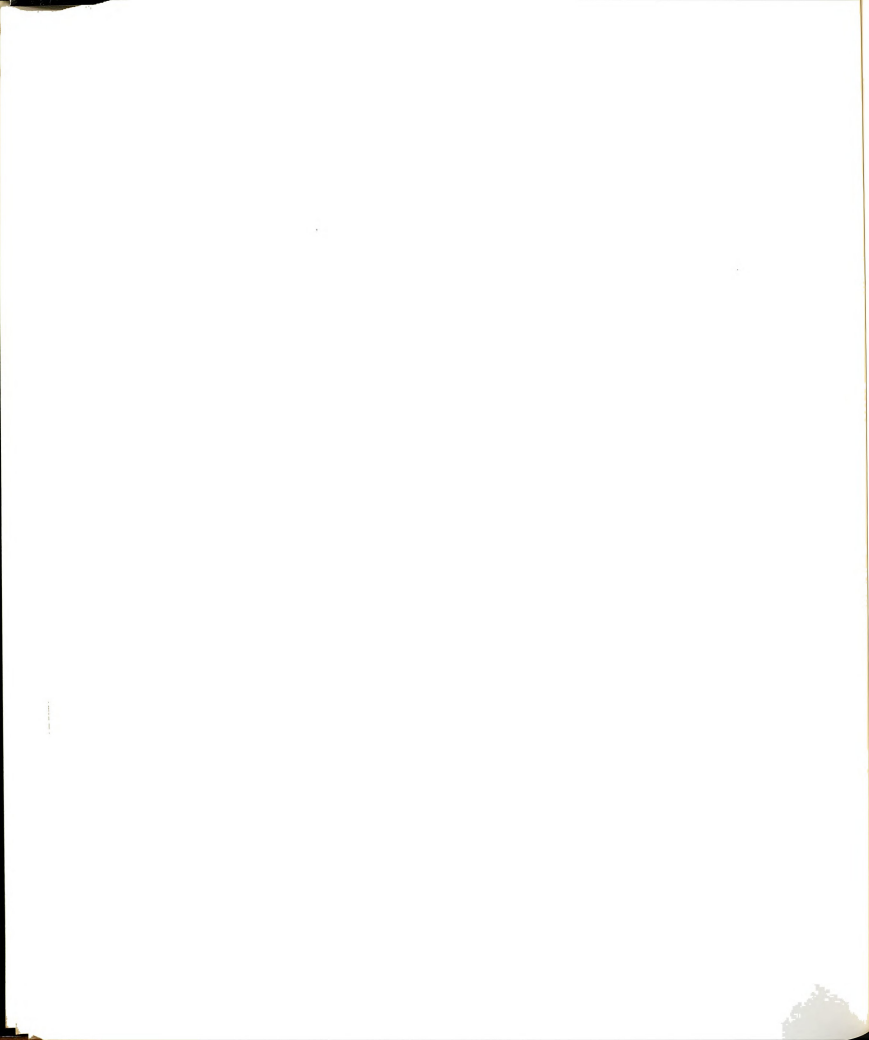
16. I have been on academic probation:

\_\_\_\_\_ Yes          \_\_\_\_\_ No

17. I have used the Counseling Center Service:

\_\_\_\_\_ Yes          \_\_\_\_\_ No







BIO-SOCIAL DATA

1. I perform my teaching duties in the:

☐ Economics and Administrative Sciences Division  
☐ Humanistic Studies Division  
☐ Nursing School  
☐ Education Division  
☐ Sciences and Technology Division  
☐ Behavioral Sciences Division

2. My rank is:

☐ Instructor  
☐ Assistant Professor  
☐ Associate Professor  
☐ Full Professor  
☐ Other Specify \_\_\_\_\_

3. My contract is:

☐ Temporary  
☐ On probationary period  
☐ Permanent  
☐ Other Specify \_\_\_\_\_

4. My sex is :

☐ Female ☐ Masculine

5. My age is: \_\_\_\_\_

6. The highest degree I have completed is:

☐ Bachelor  
☐ Master  
☐ Doctoral  
☐ Other Specify \_\_\_\_\_

7. My experience as a college professor could be broken down in the following manner: (Specify the number of years)

☐ Years with the Interamerican University of Puerto Rico  
☐ Years in other institutions before working at Interamerican University of Puerto Rico  
☐ Years in other institutions while working at Interamerican University of Puerto Rico



## DATOS BIO-SOCIALES

1. Mi edad es: \_\_\_\_\_.
2. Estoy estudiando una concentración en \_\_\_\_\_.
3. Esa concentración se ofrece en la:  
☐ División de Ciencias Económicas y Administrativas  
☐ Escuela de Enfermería  
☐ Ciencias y Tecnología  
☐ Estudios Humanísticos  
☐ Educación  
☐ Ciencias y Profesiones de la Conducta
4. En esa concentración me propongo obtener:  
☐ un Certificado Profesional (menos de 2 años de estudios)  
☐ un Grado Asociado (2 años de estudios)  
☐ un Bachillerato (4 años de estudios)
5. Soy del sexo: ☐ Femenino ☐ Masculino
6. Inicié estudios en otra universidad o recinto y me transfería este Recinto Metropolitano.  
☐ Sí ☐ No
7. Estudio mayormente:  
☐ de día  
☐ de noche  
☐ de noche y sábados  
☐ sábados  
☐ usualmente combino los cursos a diferentes horarios
8. Mientras estudio, trabajo:  
☐ a tarea parcial  
☐ a tarea completa
9. He aprobado (no cuente los créditos que lleva ahora):  
☐ menos de 30 créditos  
☐ entre 30 y 59 créditos  
☐ entre 60 y 89 créditos  
☐ entre 90 y 124 créditos
10. Recibo ayuda económica (marca todas las que apliquen en tu caso):  
☐ federal (Pell o BEOG)  
☐ legislativa  
☐ de la Universidad Interamericana  
☐ préstamo  
☐ otros ¿Cuál? \_\_\_\_\_



11. Generalmente me matriculo en:

- ☐ 12 créditos o más  
☐ menos de 12 créditos

12. Mientras estudio:

- ☐ vivo con mis padres  
☐ vivo con mis familiares a modo de hospedaje  
☐ vivo en hospedaje privado  
☐ vivo solo(a)  
☐ otro Especifique: \_\_\_\_\_  
Ej. esposo, esposa. hijos/as

13. Durante mis años de estudios:

- ☐ nunca me he dado de baja total  
☐ me he dado de baja total (marque una de las siguientes):  
☐ por un semestre  
☐ por dos semestres consecutivos  
☐ por más de dos semestres consecutivos  
☐ por más de dos semestres pero no consecutivos

14. Mi promedio académico está entre:

- ☐ 0.00 y 1.49  
☐ 1.50 y 2.49  
☐ 2.50 y 3.49  
☐ 3.50 y 4.00

15. Desde que me inicié en la Universidad Interamericana me he dado de baja de: (Si no se ha dado de baja de ningún curso deje la pregunta en blanco)

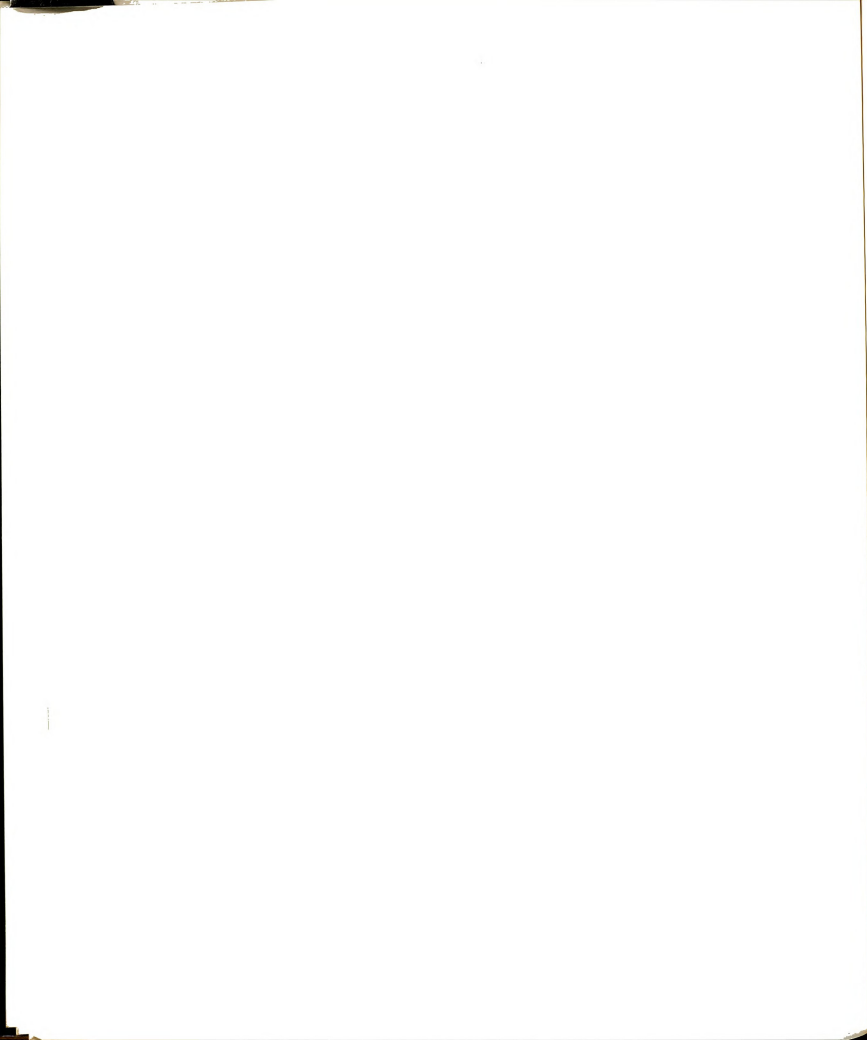
- ☐ 1 a 3 cursos  
☐ 4 a 7 cursos  
☐ 8 a 11 cursos  
☐ más de 11 cursos

16. He estado en probatoria académica: ☐ Sí ☐ No

17. He utilizado los servicios del Centro de Orientación:

☐ Sí ☐ No



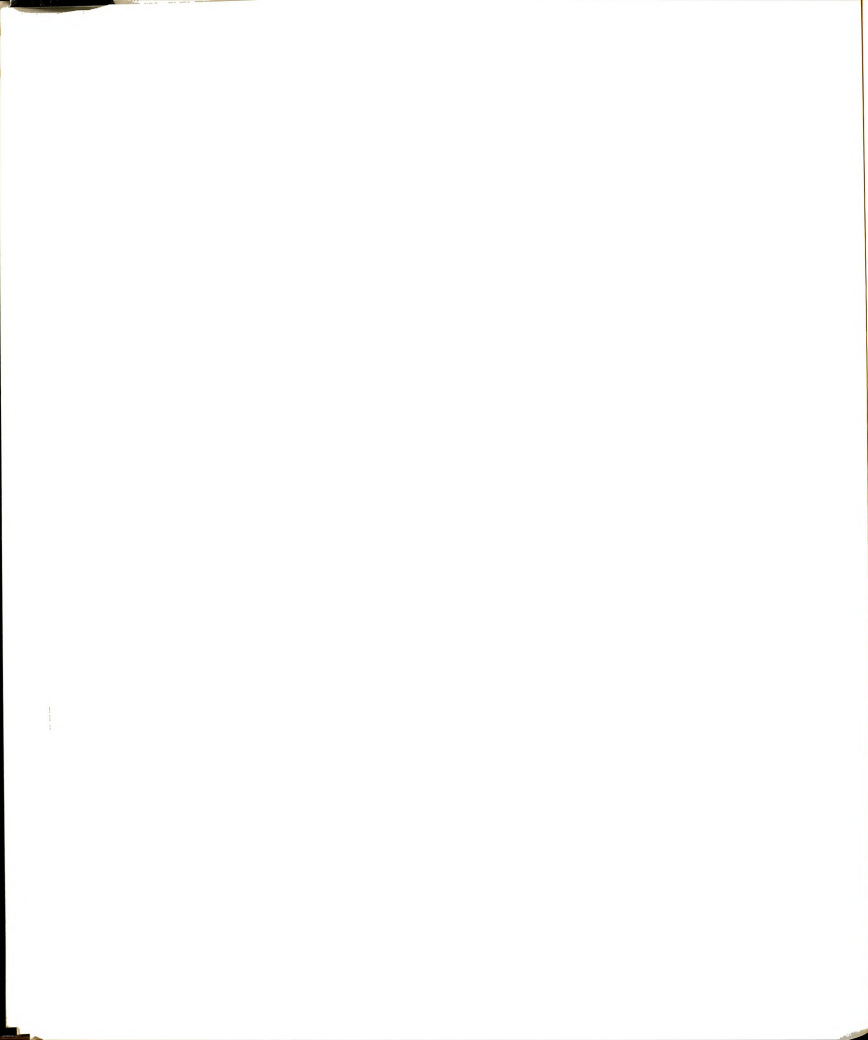




DATOS BIO-SOCIALES

1. Desempeño mis funciones docentes en la:
  - ☐ División de Ciencias Económicas y Administrativas
  - ☐ Escuela de Enfermería
  - ☐ División de Ciencias y Tecnología
  - ☐ División de Estudios Humanísticos
  - ☐ División de Educación
  - ☐ División de Ciencias y Profesiones de la Conducta
2. Ostento el rango de:
  - ☐ Instructor
  - ☐ Catedrático Auxiliar
  - ☐ Catedrático Asociado
  - ☐ Catedrático
  - ☐ Otro Especifique: \_\_\_\_\_
3. Mi contrato es:
  - ☐ Temporero
  - ☐ Probatorio
  - ☐ Permanente
  - ☐ Otro Especifique: \_\_\_\_\_
4. Soy del sexo: ☐ Femenino ☐ Masculino
5. Mi edad es: \_\_\_\_\_
6. El grado mas alto que he alcanzado es:
  - ☐ Bachillerato
  - ☐ Maestría
  - ☐ Doctorado
  - ☐ Otro Especifique: \_\_\_\_\_
7. Mi experiencia como profesor(a) universitario se desglosa de la siguiente manera: (indique el número de años)
  - ☐ años en la Universidad Interamericana de Puerto Rico
  - ☐ años en otras intituciones antes trabajar en la  
Universidad Interamericana de Puerto Rico
  - ☐ años en otras intituciones concurrente con mi  
labor en la Universidad Interamericana



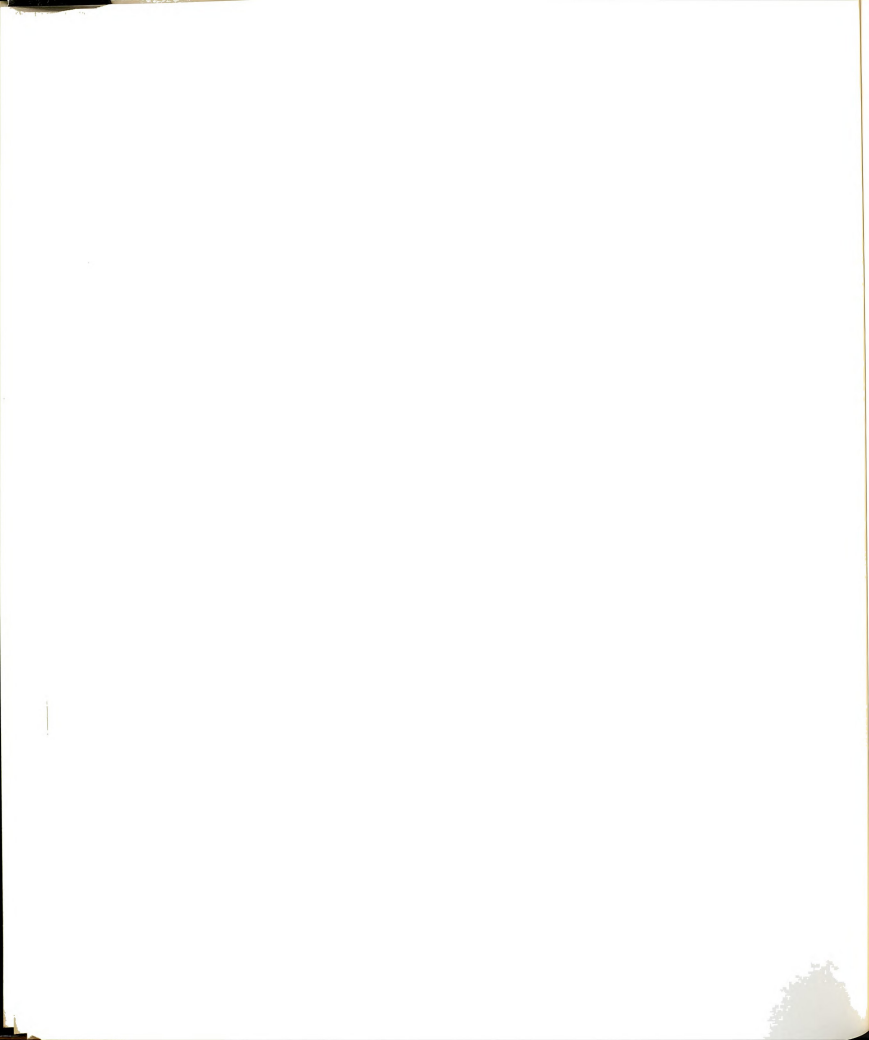




APPENDIX D

ACADEMIC ADVISOR FUNCTIONS QUESTIONNAIRE







FUNCTIONS OF THE ACADEMIC ADVISOR

For the following statements place an (X) in the box which best describes your opinion as to what the professor should do when providing academic advising. There are five alternative responses:

- (A) In complete disagreement
- (B) In disagreement
- (C) Unsure
- (D) In agreement
- (E) In complete agreement

Each statement is preceded by the following phrase: As an academic advisor the professor assigned to me should:

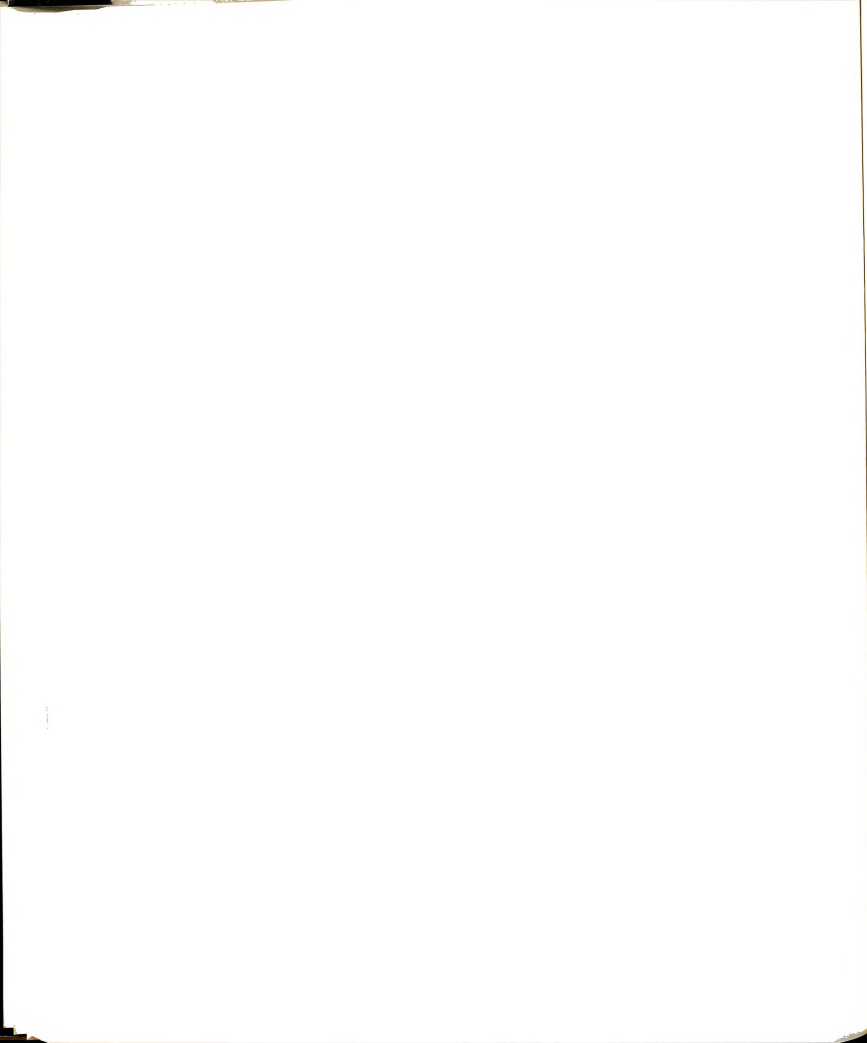
	A	B	C	D	E
1. inform me about scholarships, loans and employment opportunities.					
2. help me understand enrollment, withdrawal, and payment procedures.					
3. inform me about student services such as cafeteria, library, bookstore, etc.					
4. refer me to services provided by the University, when necessary.					
5. inform me about the content of the courses offered by the University.					
6. inform me about the different majors offered by the University.					
7. inform me about the requirements to take a course or major.					
8. inform me about the norms related to the transfer from this University to another.					
9. inform me the regulations concerning the transfer, substitution and exemption of courses.					
10. inform me the regulations concerning probation and suspension from the University.					
11. suggest courses according to my interests and needs.					



- (A) In complete disagreement
- (B) In disagreement
- (C) Unsure
- (D) In agreement
- (E) In complete agreement

	A	B	C	D	E
12. assist me in preparing a class schedule taking course difficulty into consideration.					
13. assist me in preparing a class schedule taking into consideration my personal needs.					
14. suggest courses which could help me choose a career.					
15. discuss with me the reasons I may have to add or drop a course and help me make a decision.					
16. sign the forms authorizing adding or dropping a course.					
17. advise me about difficulties I might encounter if registering for too many courses or several courses of high level of rigor.					
18. suggest me challenging courses.					
19. know my academic progress through each semester.					
20. help me to solve problems related with University procedures.					
21. explain me the purposes of General Studies courses.					
22. explain the relationship between General Studies courses and courses of my major.					
23. explain me the different ways to take courses such as: independent study, seminars, and internships					



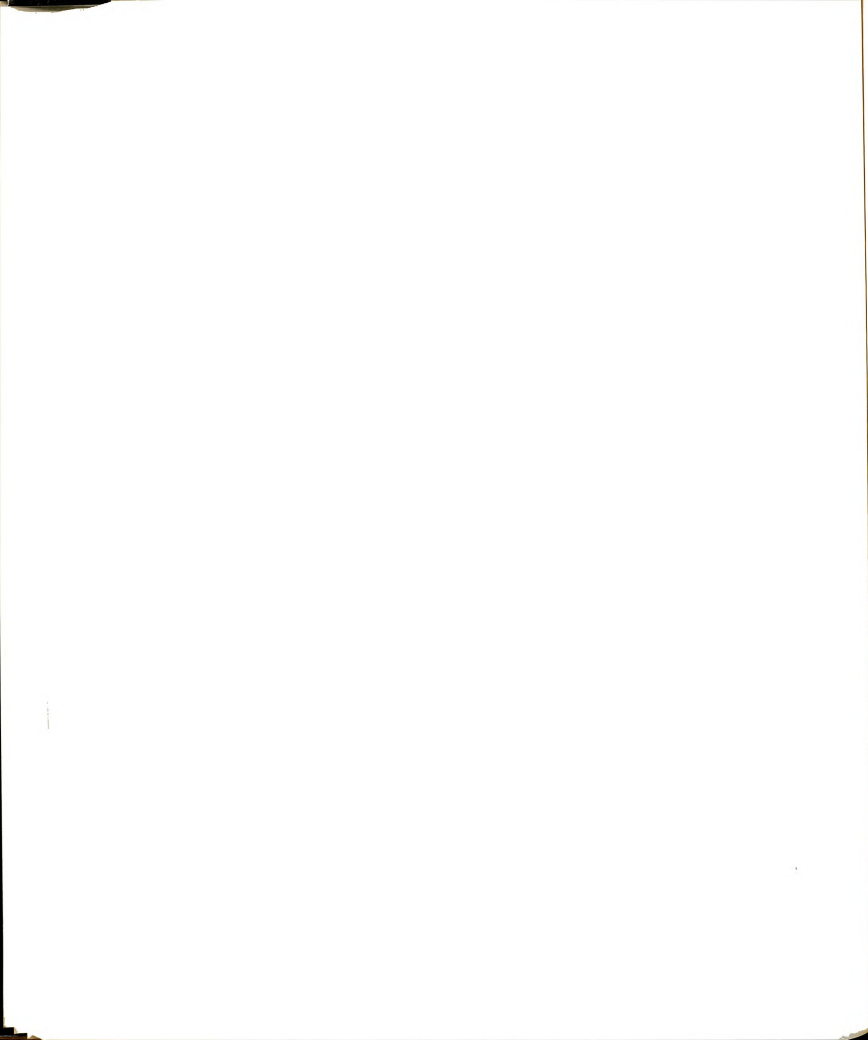




- (A) In complete disagreement
- (B) In disagreement
- (C) Unsure
- (D) In agreement
- (E) In complete agreement

	A	B	C	D	E
24. help me understand the value University may have for my life.					
25. assist me in understanding how my life is affected and how I may affect the University environment.					
26. help me understand the importance and value that college education may have.					
27. provide me information regarding the requirements of my major.					
28. assist me in judging the different job alternatives I may have by taking given courses.					
29. help me to identify different vocational goals before making a decision.					
30. inform me about different educational opportunities available after the completion of my bachelor degree, associate degree or professional certificate.					
31. explain the relationship between courses in progress and the ones I will take in the future.					
32. guide me toward the completion of my major requirements.					
33. explain the different majors within my field of study.					
34. guide me toward the completion of graduation requirements.					
35. explain job opportunities for those graduating from my major.					







- (A) In complete disagreement
- (B) In disagreement
- (C) Unsure
- (D) In agreement
- (E) In complete agreement

36. follow my academic progress through my college years.
37. encourage me to establish vocational and occupational goals.
38. encourage me to evaluate my vocational and/or educational goals according to my academic progress.
39. inform me about university activities (extracurricular activities).
40. discuss with me social issues if I present them during the academic advising sessions.
41. discuss with me political issues if I present them during the academic advising session.
42. discuss with me aspects concerning my moral development.
43. help me deal with personal and/or family problems or concerns (not necessarily related with the University).
44. help me choose activities that can contribute to my total development.

[illegible]



### FUNCTIONS OF THE ACADEMIC ADVISOR

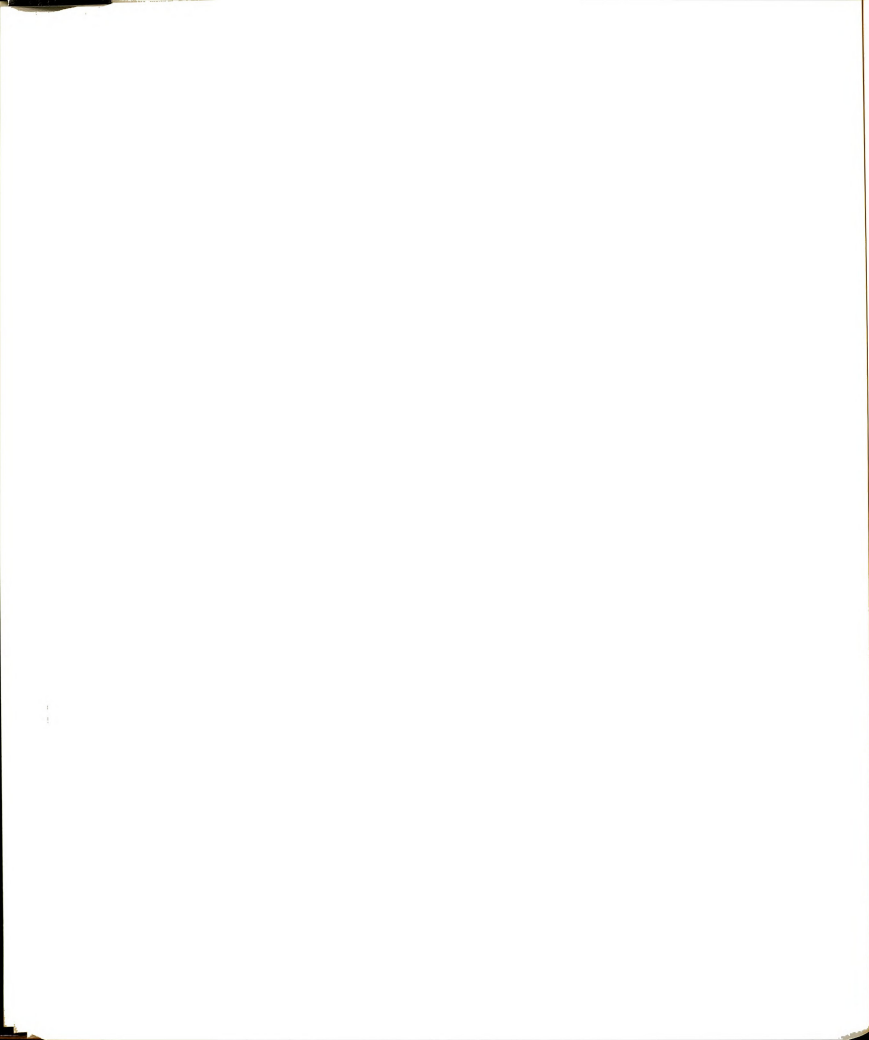
For the following statements place an (X) in the box which best describes your opinion as to what you as a faculty advisor should do when providing academic advising. There are five alternative responses:

- (A) In complete disagreement
- (B) In disagreement
- (C) Unsure
- (D) In agreement
- (E) In complete agreement

Each statement is preceded by the following phrase: One of my duties as a professor is to provide academic advising to undergraduate students. I understand that as an academic advisor I should:

	A	B	C	D	E
1. Inform about scholarships, loans and employment opportunities.					
2. help the student to understand enrollment, withdrawal, and payment procedures.					
3. inform about student services such as cafeteria, library, bookstore, etc.					
4. refer the student to university services when necessary.					
5. inform about the content of the courses offered by the University.					
6. inform about the different majors offered by the University.					
7. inform about the requirements to take a course or major.					
8. inform about the norms related to the transfer from this University to another.					
9. inform the regulations concerning the transfer, substitution and exemption of courses.					
10. inform me the regulations concerning probation and suspension from the University.					
11. suggest courses according to my interests and needs.					







- (A) In complete disagreement
- (B) In disagreement
- (C) Unsure
- (D) In agreement
- (E) In complete agreement

	A	B	C	D	E
12. assist the student in preparing a class schedule taking course difficulty into consideration.					
13. assist the student in preparing a class schedule taking into consideration his/her personal needs.					
14. suggest courses which could help the student choose a career.					
15. discuss the reasons the student may have to add or drop a course and help him/her make a decision.					
16. sign Add and Drop forms					
17. advise about difficulties the student may encounter if he/she registers for too many courses or several courses of high level of rigor.					
18. suggest challenging courses.					
19. know the student's academic progress through each semester.					
20. help the student to solve problems related with University procedures.					
21. explain the purposes of General Studies courses.					



- (A) In complete disagreement
- (B) In disagreement
- (C) Unsure
- (D) In agreement
- (E) In complete agreement

	A	B	C	D	E
22. explain the relationship between General Studies courses and academic major courses.					
23. explain the different ways to take courses such as: independent study, seminars, and internships.					
24. help the student to understand the value that the University may have for his/her life.					
25. assist the student to understand how he/she interacts with University life.					
26. help the student to understand the importance and value that a college education may have.					
27. inform the requirements of the student's major.					
28. assist in judging the different job alternatives the student may have if he/she takes given courses.					
29. help the student to identify different vocational goals before making a decision					
30. inform about different educational opportunities available after the completion of the bachelors, associate degree or professional certificate.					
31. explain the relationship between courses in progress and the ones the student will take in the future.					
32. guide the student toward the completion of the major requirements.					











FUNCIONES DE EL/LA CONSEJERO/A ACADEMICO

A continuación aparece un grupo de aseveraciones. Marca con una (X) el encasillado que corresponda con tu opinión de lo que debe hacer el o la profesor(a) que se te asigne como consejero(a) académico.

Hay cinco posibles respuestas:

- (A) En completo desacuerdo
- (B) En desacuerdo
- (C) Indeciso
- (D) De acuerdo
- (E) Completamente de acuerdo

Cada aseveración está precedida por la frase:

El/La profesor(a) que se me asigne como consejero(a) académico debe:

	A	B	C	D	E
1. Informarme sobre becas de estudio, préstamo y empleo.					
2. Ayudarme a entender los procedimientos de matrícula, altas, bajas y pagos.					
3. Informarme sobre servicios al estudiante disponibles en la universidad tales como cafetería y librería.					
4. Referirme a diversos servicios ofrecidos por la universidad cuando sea necesario.					
5. Conocer e informarme el contenido de los cursos que ofrece la universidad					
6. Conocer e informarme sobre las diversas concentraciones que ofrece la universidad.					
7. Conocer e informarme sobre los requisitos que debo cumplir al tomar determinado curso o al elegir determinada concentración					



8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.







- (A) En completo desacuerdo
- (B) En desacuerdo
- (C) Indeciso
- (D) De acuerdo
- (E) Completamente de acuerdo

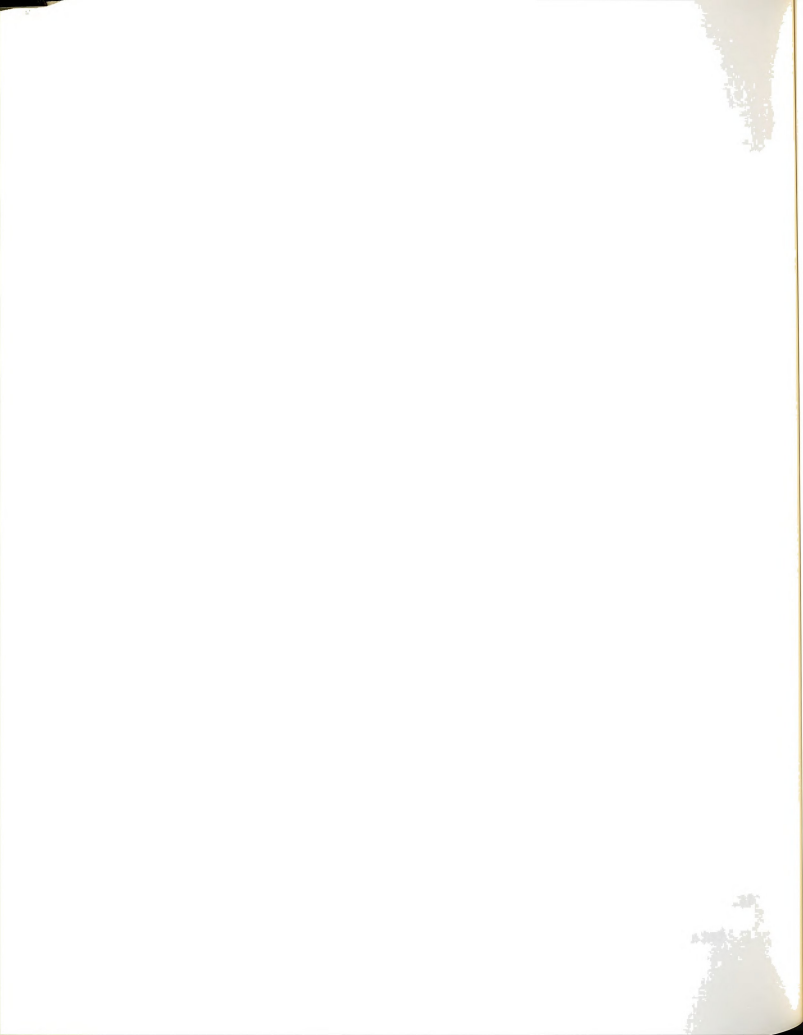
	A	B	C	D	E
21. Explicarme el propósito de los cursos del Programa de Educación General.					
22. Explicarme la relación entre los cursos del Programa de Educación General y los de mi concentración.					
23. Explicarme las diversas formas de estudio tales como: estudio independiente, seminarios, internados.					
24. Ayudarme a encontrar el sentido que la universidad tiene para mi vida.					
25. Estar informado(a) y ayudarme a estar alerta sobre cómo mi vida es afectada y a su vez afecta la vida en la universidad.					
26. Ayudarme a entender la importancia y el valor que puede tener para mi una educación universitaria.					
27. Explicarme la razón de ser de los requisitos de la concentración.					
28. Ayudarme a visualizar las alternativas de empleo que estarían disponibles si tomo determinados cursos.					
29. Ayudarme a anticipar diversas metas vocacionales antes de tomar una decisión.					
30. Conocer y explicarme sobre las oportunidades de estudios al terminar el bachillerato, grado asociado o certificado profesional que estoy estudiando.					
31. Explicarme la relación entre los cursos que estén tomando y los que tomaré más tarde.					
32. Guiarme hacia la aprobación de los requisitos de la concentración.					



- (A) En completo desacuerdo
- (B) En desacuerdo
- (C) Indeciso
- (D) De acuerdo
- (E) Completamente de acuerdo

	A	B	C	D	E
33. Conocer y explicarme los diversos campos de especialización dentro de mi concentración.					
34. Guiarme hacia la aprobación de los requisitos de graduación.					
35. Conocer y explicarme las oportunidades del mercado de empleo para el área de estudio que seleccione.					
36. Conocer mi progreso académico a través de mis años de estudios.					
37. Estimularme a establecer metas vocacionales y ocupacionales.					
38. Estimularme a evaluar mis metas vocacionales y/u ocupacionales de acuerdo a mi progreso académico.					
39. Conocer e informarme sobre actividades en la universidad aparte de los cursos (actividades extra-curriculares).					
40. Conversar conmigo sobre los problemas o situaciones de la sociedad si los presento en la situación de consejería.					
41. Conversar conmigo sobre situaciones o problemas políticos si los presento en la situación de consejería.					
42. Estar atento(a) y discutir conmigo aspectos relacionados con mi desarrollo moral.					
43. Ayudarme a manejar problemas o preocupaciones personales o familiares (no relacionados con la universidad).					
44. Ayudarme a seleccionar actividades que contribuyan a mi desarrollo y mejoramiento total.					







### FUNCIONES EN LA CONSEJERIA ACADEMICA

A continuación aparece un grupo de aseveraciones para las cuales aparecen cinco posibles respuestas:

- (A) En completo desacuerdo
- (B) En desacuerdo
- (C) Indeciso
- (D) De acuerdo
- (E) Completamente de acuerdo

Marque con una (X) el encasillado que mejor represente su opinión respecto a lo que usted entiende debe realizar como consejero(a) académico de estudiantes subgraduados.

Cada aseveración está precedida por la siguiente afirmación:

Parte de mis funciones como profesor/a de esta Universidad es ofrecer consejería académica a los estudiantes subgraduados. Entiendo que como consejero/a académico debo:

	A	B	C	D	E
1. informarle sobre oportunidades de becas de estudio, préstamos y empleos.					
2. ayudarle a entender los procedimientos de matrícula, altas, bajas y pagos.					
3. informarle sobre servicios al estudiante disponibles en la Universidad tales como: cafetería y librería.					
4. referirle a diversos servicios ofrecidos por la Universidad cuando sea necesario.					
5. conocer e informarle el contenido de los cursos que ofrece la universidad					
6. conocer e informarle los requisitos que debe cumplir antes de tomar determinado curso o elegir determinada concentración.					
7. conocer e informarle las normas relacionadas con la tranferencia de una Universidad a otra.					
8. conocer e informarle las diversas concentraciones que ofrece la Universidad					



- (A) En completo desacuerdo
- (B) En desacuerdo
- (C) Indeciso
- (D) De acuerdo
- (E) Completamente de acuerdo

	A	B	C	D	E
9. conocer e informarle sobre las normas de convalidación, sustitución y de exención de cursos.					
10. conocer e informarle sobre las normas de estatus probatorio y de suspensión de la universidad.					
11. sugerirle cursos según sus intereses y necesidades.					
12. ayudarle a programar los cursos según el nivel de dificultad de los mismos.					
13. ayudarle a programar los cursos según sus necesidades particulares.					
14. sugerirle cursos que le ayuden a decidirse por una vocación u ocupación.					
15. discutir con él o ella los motivos que pueda tener para darse de baja o de alta y ayudarle a tomar una decisión.					
16. firmar los formularios autorizando altas y bajas.					
17. advertirle de posibles dificultades si se matricula en demasiados cursos o en varios cursos de mucha dificultad al mismo tiempo.					
18. sugerirle cursos que reten su capacidad.					
19. conocer su progreso académico cada semestre.					
20. ayudarle a resolver problemas que confronte con los procedimientos de la Universidad.					
21. explicarle el propósito de los cursos del Programa de Educación General.					



- (A) En completo desacuerdo
- (B) En desacuerdo
- (C) Indeciso
- (D) De acuerdo
- (E) Completamente de acuerdo

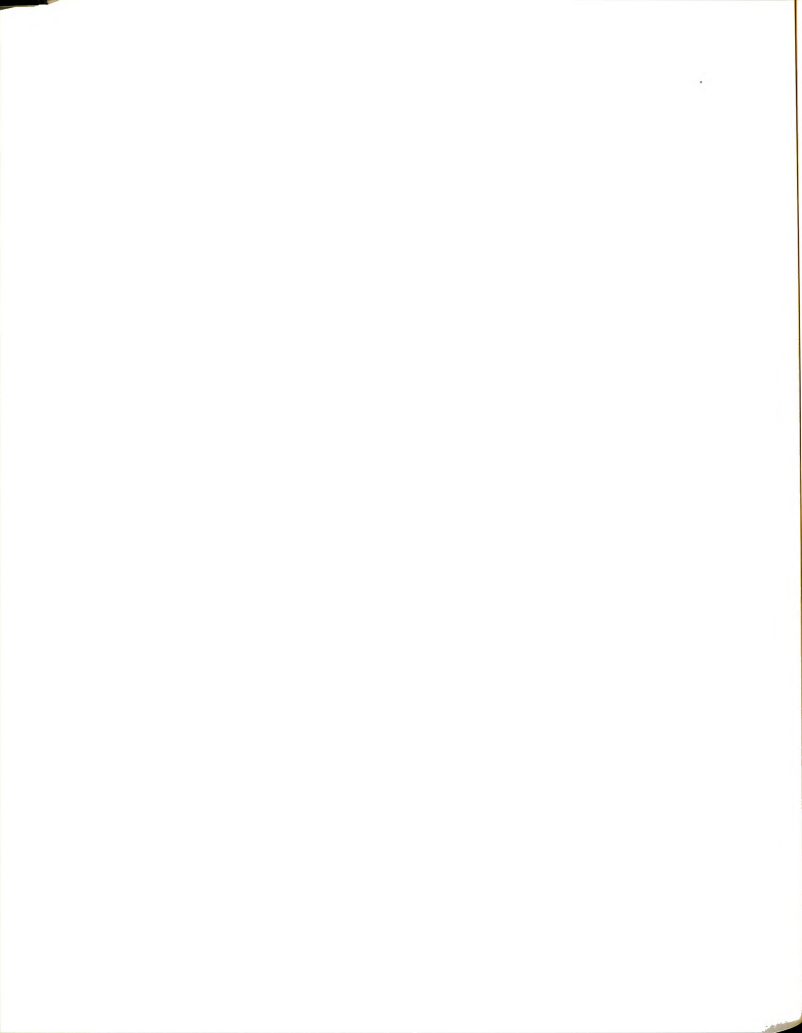
	A	B	C	D	E
22. explicarle la relación entre los cursos del Programa de Educación General y los de su concentración.					
23. explicarle las diversas formas de estudios, tales como: estudio independiente, seminarios, internados.					
24. ayudarle a encontrar el sentido que la Universidad tiene para su vida.					
25. estar informado(a) y ayudarle a estar alerta sobre cómo su vida es afectada y a la vez afecta la vida de la Universidad.					
26. ayudarle a entender la importancia y el valor que puede tener una educación universitaria.					
27. explicarle la razón de ser de los requisitos de la concentración.					
28. ayudarle a visualizar las alternativas de empleo que estarían disponibles si toma determinados cursos.					
29. ayudarle a anticipar diversas metas vocacionales antes de tomar una decisión.					
30. conocer y explicarle sobre las oportunidades de estudios al terminar el bachillerato, grado asociado o certificado que esté estudiando.					
31. explicarle la relación entre los cursos que esté tomando y los que tomará más tarde.					
32. guiarle hacia la aprobación de los requisitos de la concentración que seleccione.					



- (A) En completo desacuerdo
- (B) En desacuerdo
- (C) Indeciso
- (D) De acuerdo
- (E) Completamente de acuerdo

	A	B	C	D	E
33. conocer y explicarle los diversos campos de especialización dentro de su concentración.					
34. guiarle hacia la aprobación de los requisitos de graduación.					
35. conocer y explicarle las oportunidades del mercado de empleo para el area de estudio que seleccione.					
36. conocer su progreso académico a través de sus años de estudio.					
37. estimularle a establecer metas vocacionales y ocupacionales.					
38. estimularle a evaluar sus metas vocacionales y/u ocupacionales de acuerdo a su progreso académico.					
39. conocer e informarle sobre actividades en la Universidad aparte de los cursos (actividades extracurriculares).					
40. conversar con el o con ella sobre problemas o situaciones de la sociedad si las presenta en la situación de consejería					
41. conversar con el o ella sobre situaciones o problemas políticos si los presenta en la situación de consejería.					
42. estar atento(a) y discutir con el o ella aspectos relacionados con su desarrollo moral.					
43. ayudarle a manejar problemas o preocupaciones personales (no directamente relacionados con la Universidad).					
44. ayudarle a seleccionar actividades que contribuyan a su desarrollo total.					



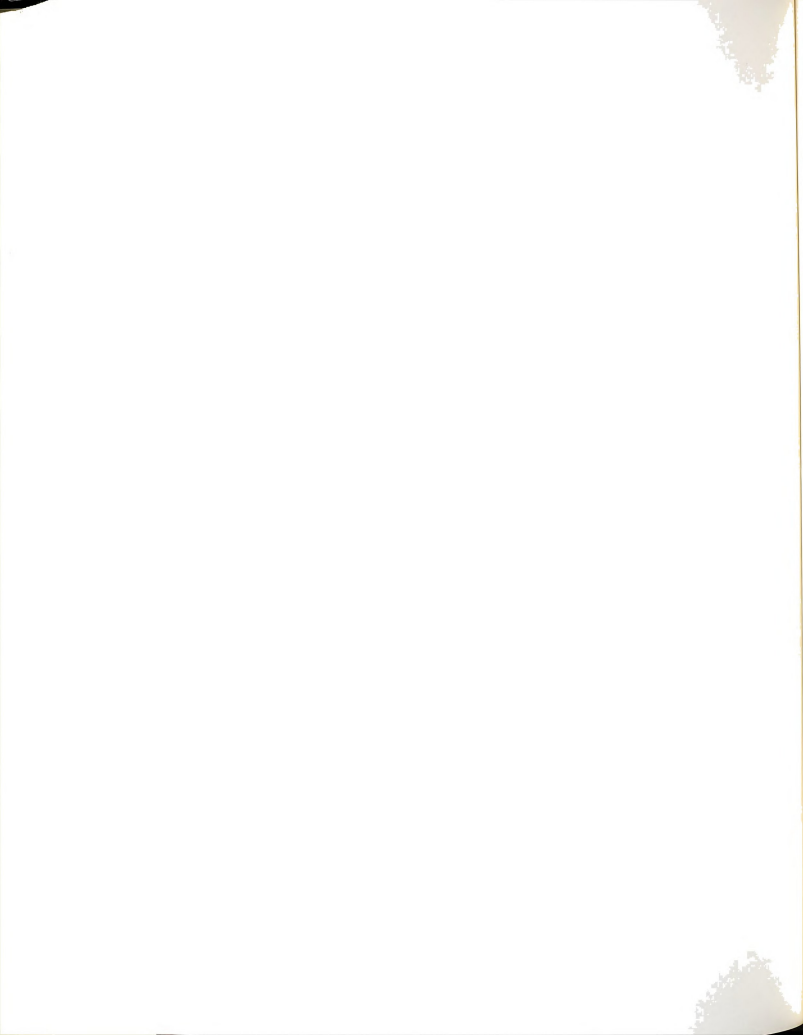




APPENDIX E

ACADEMIC ADVISING RELATIONSHIP QUESTIONNAIRE







ACADEMIC ADVISING RELATIONSHIP

For the following statements place an (X) in the box which best describes your opinion as to what the professor should do when providing academic advising. There are four possible alternative responses:

- (A) In complete disagreement
- (B) In disagreement
- (C) Unsure
- (D) In agreement
- (E) In complete agreement

Each statement is preceded by the following phrase:

During the advising session the professor designated as my academic advisor should:

	A	B	C	D	E
1. know and call me by my first name.					
2. be interested in my personal and/or family concerns, beyond those related to the University aspects.					
3. listen to me.					
4. communicate frankly and openly with me.					
5. foster open, frank communication from me.					
6. suggest, not impose, the course I should take.					
7. be interested in knowing how I feel in the University.					
8. consider that our conversation is confidential not revealing information I may provide.					
9. treat me as a friend.					
10. help me to find a personal meaning to those courses I may be taking.					

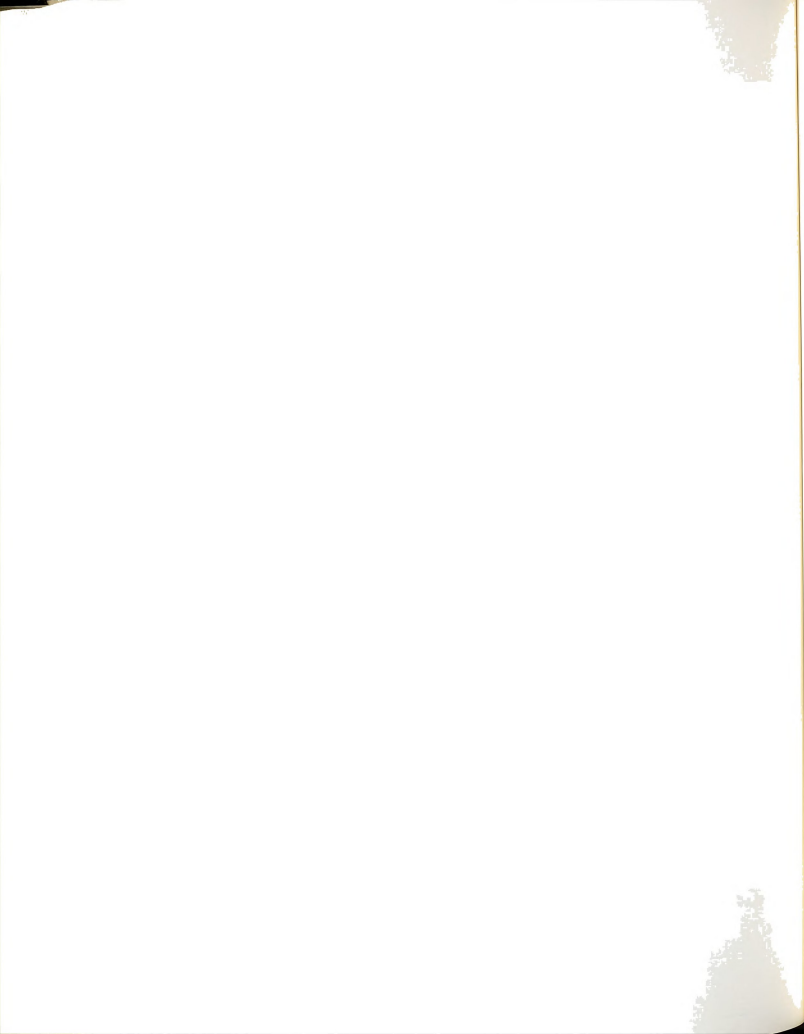














ACADEMIC ADVISING RELATIONSHIP

For the following statements place an (X) in the box which best describes your opinion as to what the professor should do when providing academic advising. There are four possible alternative responses:

- (A) In complete disagreement
- (B) In disagreement
- (C) Unsure
- (D) In agreement
- (E) In complete agreement

Each statement is preceded by the following phrase:

During the advising session as an academic advisor I should:

	A	B	C	D	E
1. know and call him/her by his/her first name.					
2. be interested in his/her personal and/or family concerns, beyond those related to the University aspects.					
3. listen to him/her.					
4. communicate frankly and openly with him/her.					
5. foster open, frank communication from him/her.					
6. suggest, not impose, the courses she/he should take.					
7. be interested in knowing how he/she feels in the University.					
8. consider that our conversation is confidential not revealing information I may get from him/her.					
9. treat him/her as a friend.					
10. help him/her to find a personal meaning to the courses he/she may be taking.					



- (A) In complete disagreement
- (B) In disagreement
- (C) Unsure
- (D) In agreement
- (E) In complete agreement

	A	B	C	D	E
11. help him/her to be alert to his/her own behavior.					
12. know his/her personal limitations.					
13. respect his/her decisions.					
14. know his/her personal characteristics.					
15. understand how he/she feels.					
16. encourage her/him to use his/her abilities.					
17. perceive his/her values.					
18. ask her/him how she/he feels.					
19. respond to his/her feelings in a warm, sensitive, respectful way.					
20. invite him/her to share his/her personal as well as family problems.					
21. give him/her my private telephone number.					
22. inform him/her the days and time when we could meet.					
23. meet with him/her several times during each term.					
24. meet with him/her, at least, 15 minutes each time.					
25. inform her/him where my office is located.					
26. meet with him/her without an appointment.					
27. meet with him/her in my office.					
28. carry a light caseload of students for academic advising.					







RELACION EN LA CONSEJERIA ACADEMICA

Hay cinco posibles respuestas:

- (A) En completo desacuerdo
- (B) En desacuerdo
- (C) Indeciso
- (D) De acuerdo
- (E) Completamente de acuerdo

En la relación de consejería académica el/la profesor/a que se me asigne debe:

	A	B	C	D	E
1. Conocerme y llamarme por mi primer nombre.					
2. Interesarse en conocer aspectos relacionados con mi vida personal y familiar mas allá de la vida en la universidad.					
3. Escucharme.					
4. Comunicarse conmigo en forma franca.					
5. Promover que me comunique con el o ella de forma franca.					
6. Sugerir, no imponer los cursos que debo tomar.					
7. Preocuparse por conocer cómo me siento en la universidad.					
8. Considerar que nuestra conversación es confidencial (privada) y no revelar información que obtenga de mí.					
9. Trátarme como a un(a) amigo(a).					
10. Ayudarme a encontrar un significado o sentido personal a los cursos que seleccione.					
11. Ayudarme a estar alerta a mi propia conducta.					
12. Conocer mis limitaciones personales.					
13. Respetar mis decisiones.					
14. Conocer mis características personales.					



- (A) En completo desacuerdo  
(B) En desacuerdo  
(C) Indeciso  
(D) De acuerdo  
(E) Completamente de acuerdo

15. Entender cómo me siento.
16. Estimularme a hacer uso de mis habilidades.
17. Percibir mis valores.
18. Preguntarme cómo me siento.
19. Responder a mis sentimientos en forma cálida y respetuosa.
20. Invitarme a compartir mis problemas o preocupaciones personales o familiares.
21. Darle su número de teléfono privado.
22. Informarme los días y horas en que puedo reunirme con él o con ella.
23. Reunirse conmigo varias veces durante cada semestre.
24. Reunirse conmigo, por lo menos, quince minutos cada ocasión.
25. Informarme dónde está localizada su oficina.
26. Atenderme sin cita previa.
27. Tener pocos estudiantes aconsejados a su cargo.
29. Tener tiempo para atender las tareas de consejería académica.
30. Considerar que esta tarea es importante.
31. Invitarme a entrevistarme con el o ella.
32. Llamarme o escribirme si no me matriculo en algún semestre.



RELACION EN LA CONSEJERIA ACADEMICA

Hay cinco posibles respuestas:

- (A) En completo desacuerdo
- (B) En desacuerdo
- (C) Indeciso
- (D) De acuerdo
- (E) Completamente de acuerdo

Cada frase está precedida por la siguiente aseveración:

Parte de mis funciones como profesor de esta Universidad es ofrecer consejería académica a los estudiantes sub-graduados. Entiendo que en mi relación con los estudiantes que se me asignen debo:

	A	B	C	D	E
1. conocer y llamarle por su primer nombre.					
2. interesarme en conocer aspectos relacionados con su vida personal y familiar mas allá de la vida en la Universidad.					
3. escucharle.					
4. comunicarme con él o ella en forma franca.					
5. promover que se comunique conmigo en forma franca.					
6. sugerir, no imponer, los cursos que debe tomar.					
7. preocuparme por conocer cómo se siente en la Universidad.					
8. considerar que nuestra conversación es confidencial (privada) y no revelar información que obtenga de él o ella.					
9. tratarle como a un(a) amigo(a).					
10. ayudarle a encontrar un sentido personal a los cursos que toma.					
11. ayudarle a estar alerta a su propia conducta.					



- (A) En completo desacuerdo  
(B) En desacuerdo  
(C) Indeciso  
(D) De acuerdo  
(E) Completamente de acuerdo

12. conocer sus limitaciones personales y académicas.
13. respetar sus decisiones.
14. conocer sus características personales.
15. entender cómo se siente.
16. estimularle a hacer uso de sus habilidades.
17. percibir sus valores.
18. preguntarle cómo se siente.
19. responder a sus sentimientos en forma cálida y respetuosa.
20. invitarle a compartir sus problemas o preocupaciones personales o familiares.
21. darle mi número de teléfono privado.
22. informarle los días y horas en que puede entrevistarse conmigo.
23. reunirme con él o con ella varias veces durante cada semestre.
24. reunirme con él o ella durante, por lo menos, quince minutos cada vez.
25. Informarle dónde está localizada mi oficina.
26. Atenderle sin cita previa.
27. Atenderle en mi oficina.
28. Tener pocos aconsejados a mi cargo.
29. Tener tiempo para atender las tareas de consejería académica.
30. Considerar que esta tarea es importante.



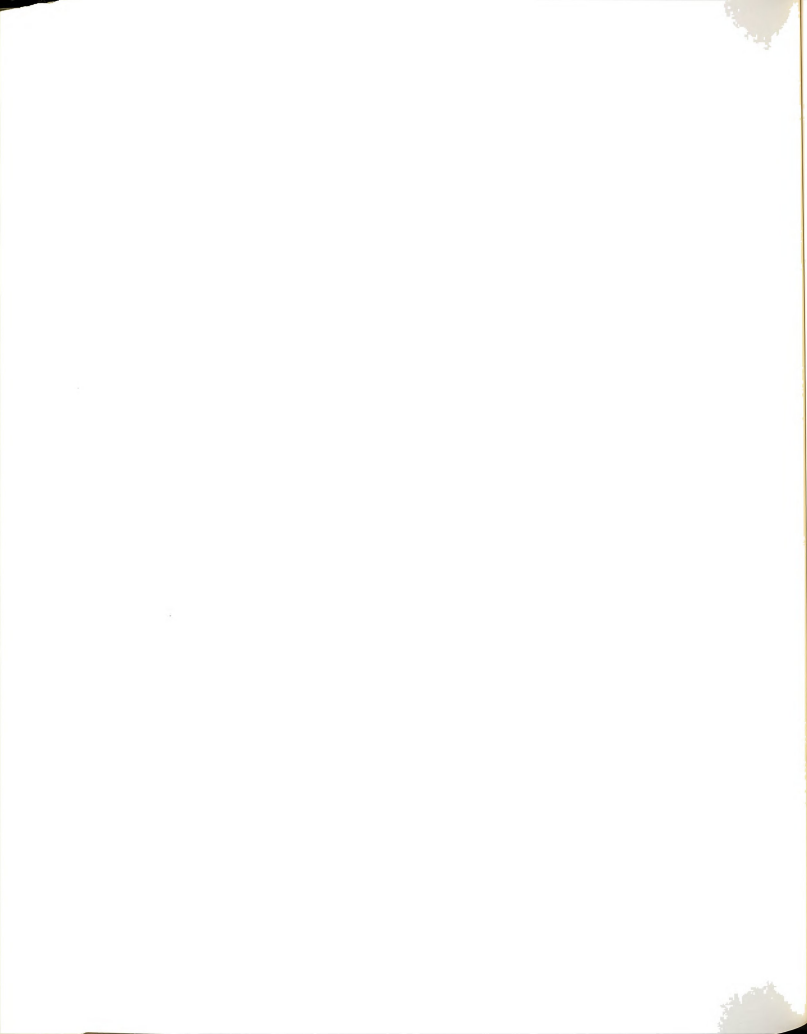
- (A) En completo desacuerdo
- (B) En desacuerdo
- (C) Indeciso
- (D) De acuerdo
- (E) Completamente de acuerdo

31. Invitarle a entrevistarse conmigo.

32. Llamarle o escribirle si no se matricula en algún semestre.

A	B	C	D	E



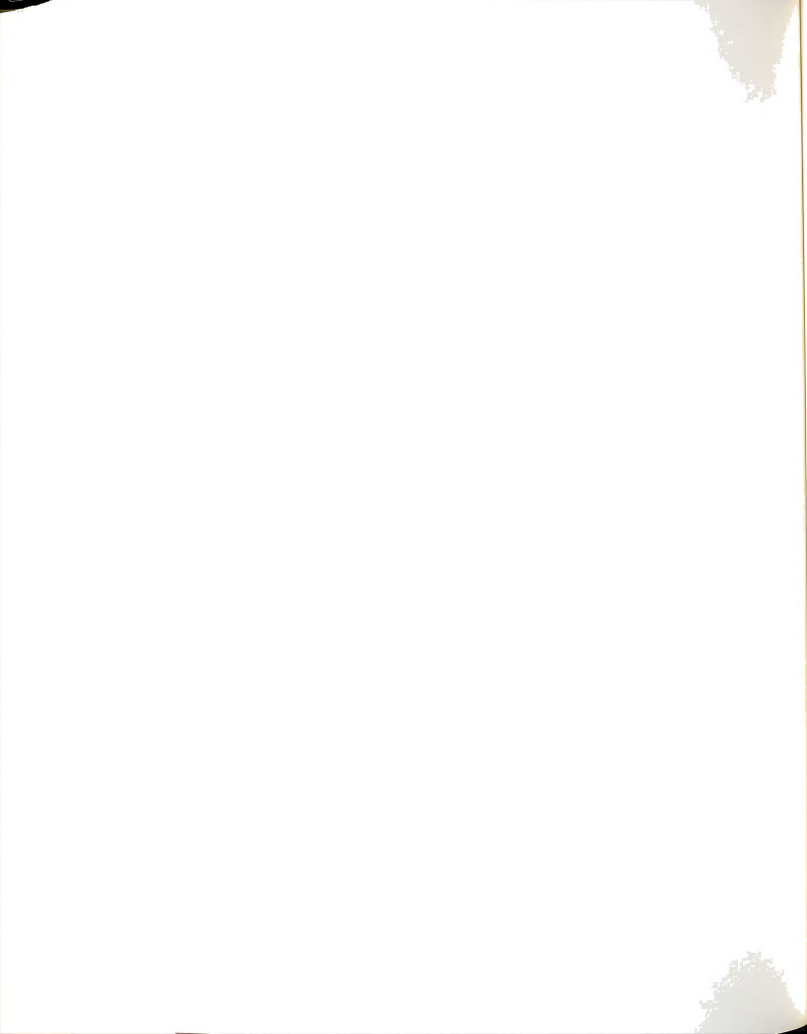




APPENDIX F

ACADEMIC ADVISING EXPERIENCES QUESTIONNAIRE







ACADEMIC ADVISING EXPERIENCES

1. Is there an important task that the professor as an academic advisor should perform that is not listed? Explain.  
\_\_\_\_\_  
\_\_\_\_\_
2. Is there any task which you think the professor as an academic advisor should not perform and is not listed? Explain.  
\_\_\_\_\_  
\_\_\_\_\_
3. Do you know who has been designated as your academic advisor? Explain.  
\_\_\_\_\_  
\_\_\_\_\_
4. How were you informed about that designation?  
\_\_\_\_\_
5. Have you met with him/her during this semester, last semester or during the summer in an academic advising session? Explain.  
\_\_\_\_\_
6. What topic was discussed during your first meeting?  
\_\_\_\_\_  
\_\_\_\_\_
7. What was the topic in subsequent meetings?  
\_\_\_\_\_  
\_\_\_\_\_
8. How would you evaluate the service you received from your academic advisor? Respond only if you answered Yes to question number 5.  
\_\_\_\_ Very much productive  
\_\_\_\_ Productive  
\_\_\_\_ Somehow productive  
\_\_\_\_ Not productive  
\_\_\_\_ Injurious



9. How prepared do you think is your academic advisor to carry out this task? Respond only if you answered Yes to question number 5.

☐ Very much prepared  
☐ Prepared  
☐ Somehow prepared  
☐ Not prepared

10. How many advisors do you think should be assigned to each professor for academic advising?

\_\_\_\_\_

11. Are you interested in knowing or meeting your academic advisor?

\_\_\_\_\_

\_\_\_\_\_



ACADEMIC ADVISING EXPERIENCES

1. Is there an important task that you think the academic advisor should perform that is not listed? Explain.  
\_\_\_\_\_  
\_\_\_\_\_
2. Is there any task which you think the academic advisor should not perform and is not listed? Explain.  
\_\_\_\_\_  
\_\_\_\_\_
3. Do you know who are your advisees? Explain.  
\_\_\_\_\_  
\_\_\_\_\_
4. How have your advisees been informed about your designation as their academic advisor? Explain.  
\_\_\_\_\_  
\_\_\_\_\_
5. Do you think you have an adequate number of students as advisees? Explain.  
\_\_\_\_\_  
\_\_\_\_\_
6. Have you met with anyone of your advisees during this term, last semester or during the summer in an academic advising session? Explain.  
\_\_\_\_\_  
\_\_\_\_\_
7. Which has been the most frequent topic of your first meeting with your advisees?  
\_\_\_\_\_  
\_\_\_\_\_
8. Have you met for more than one session with anyone of your advisees?  
\_\_\_\_\_  
\_\_\_\_\_
9. On the average how many interviews have you had with your advisees?  
\_\_\_\_\_



10. How would you evaluate the service you have provided to your advisees as academic advisor? (Respond only if you have answered Yes to question number 6)

☐ Very productive  
☐ Productive  
☐ Somehow productive  
☐ Not productive  
☐ Injurious

11. How prepared do you feel you are to perform academic advising duties?

☐ Very much prepared  
☐ Prepared  
☐ Somehow prepared  
☐ Not prepared

12. Are you interested in starting or continuing your work as an academic advisor with undergraduate students? Explain.

---

---



EXPERIENCIA EN LA CONSEJERIA ACDEMICA

1. ¿Hay algún aspecto o tarea que crees debe realizar el/la consejero(a) académico que no esté listado?

2. ¿Hay algún aspecto o tarea que crees que no debe realizar como consejero(a) académico que no este listado?

3. ¿Ya sabes quién es tu consejero(a) académico?

4. ¿Cómo te enteraste?

5. ¿Has conversado con él o ella durante este semestre, el semestre pasado o el verano en calidad de consejero(a) académico?

\_\_\_\_\_ Sí (pase a la pregunta #6)  
\_\_\_\_\_ No (pase a la pregunta número 10)

6. ¿Cuál fue el tema de tu primera conversación con tu consejero(a) académico?

7. ¿Cuál ha sido el tema de conversaciones subsiguientes?



8. ¿Cómo evaluarías ese intercambio con el o la consejero(a) académico?

- ☐ Muy productivo  
☐ Productivo  
☐ Un poco productivo  
☐ Nada productivo  
☐ Perjudicial

9. ¿Cuán preparado está tu consejero(a) académico para hacer esta tarea?

- ☐ Muy preparado(a)  
☐ Preparado(a)  
☐ Un poco preparado(a)  
☐ No está preparado(a)

10. ¿Cuántos aconsejados crees que debe tener cada consejero(a) académico a su cargo?

11. ¿Tienes interés en conocer quién es tu consejero(a) académico?

#####

Como parte de esta investigación deseamos entrevistar a estudiantes que deseen compartir experiencias u opiniones sobre este tema. Si desea ser entrevistado(a) llene y desprende este talonario y entrégalo a la persona que recoja el resto del material o en la División de Educación.

Nombre \_\_\_\_\_

Número de teléfono o extensión en el recinto \_\_\_\_\_

Horas y días en que podrías ser entrevistado(a): \_\_\_\_\_

\_\_\_\_\_



EXPERIENCIA EN LA CONSEJERIA ACADEMICA

1. ¿Hay algún aspecto o tarea que usted cree debe realizar como consejero(a) académico que no esté listado?
- 

2. Hay algún aspecto o tarea que usted cree que no debe realizar como consejero(a) académico que no esté listado?
- 

3. ¿Tiene una lista de los estudiantes que le han sido asignados como aconsejados?
- 

4. ¿De qué modo le ha informado a ellos que usted es su consejero(a)?
- 
- 

5. ¿Considera que el número de estudiantes que se le ha asignado es adecuado?
- 
- 

6. ¿Ha conversado durante el semestre pasado, el verano o durante este semestre con algún estudiante asignado en calidad de consejero(a) académico?

\_\_\_\_\_ Sí ¿Con cuantos? \_\_\_\_\_  
\_\_\_\_\_ No (pase a la pregunta número 12)

7. ¿Cuál ha sido el tema más frecuente de su primera conversación con estos estudiantes aconsejados?
-



8. ¿Ha sostenido más de una conversación de consejería académica con algunos(s) de los estudiantes que le han sido asignados?

---

---

9. ¿En promedio, cuántas entrevistas ha sostenido con sus aconsejados?

---

---

10. ¿Cómo evaluaría ese intercambio con ese(a) o esos(as) estudiantes?

- ☐ Muy productivo  
☐ Productivo  
☐ Poco productivo  
☐ Nada productivo  
☐ Perjudicial

Explique brevemente \_\_\_\_\_

---

11. ¿Cuán preparado(a) se siente para hacer la tarea de consejería académica?

- ☐ Muy bien preparado(a)  
☐ Preparado(a)  
☐ Un poco preparado(a)  
☐ No estoy preparado(a)

Explique brevemente su respuesta \_\_\_\_\_

---

12. ¿Tiene interés en iniciarse o en continuar con la tarea de ofrecer consejería académica a los estudiantes subgraduados?

---

---



=====

Como parte de esta investigación deseamos entrevistar a profesores(a) que deseen compartir sus opiniones y/o experiencias sobre este tema. Si desea ser entrevistado(a) llene y desprenda este talonario. Puede entregarlo junto al resto del material, dentro del sobre o hacérmelo llegar a la División de Educación.

Nombre \_\_\_\_\_  
Número de teléfono o extensión en el recinto \_\_\_\_\_  
Día y hora en que estaría disponible para la entrevista \_\_\_\_\_



APPENDIX H

COVER LETTER AND INSTRUCTIONS



## INSTRUCTIONS

This instrument has three parts. In the first one you are asked to provide information that describes you but does not identify yourself. In part two you are asked to mark with an X the square that matches your answer. There are five possible answers:

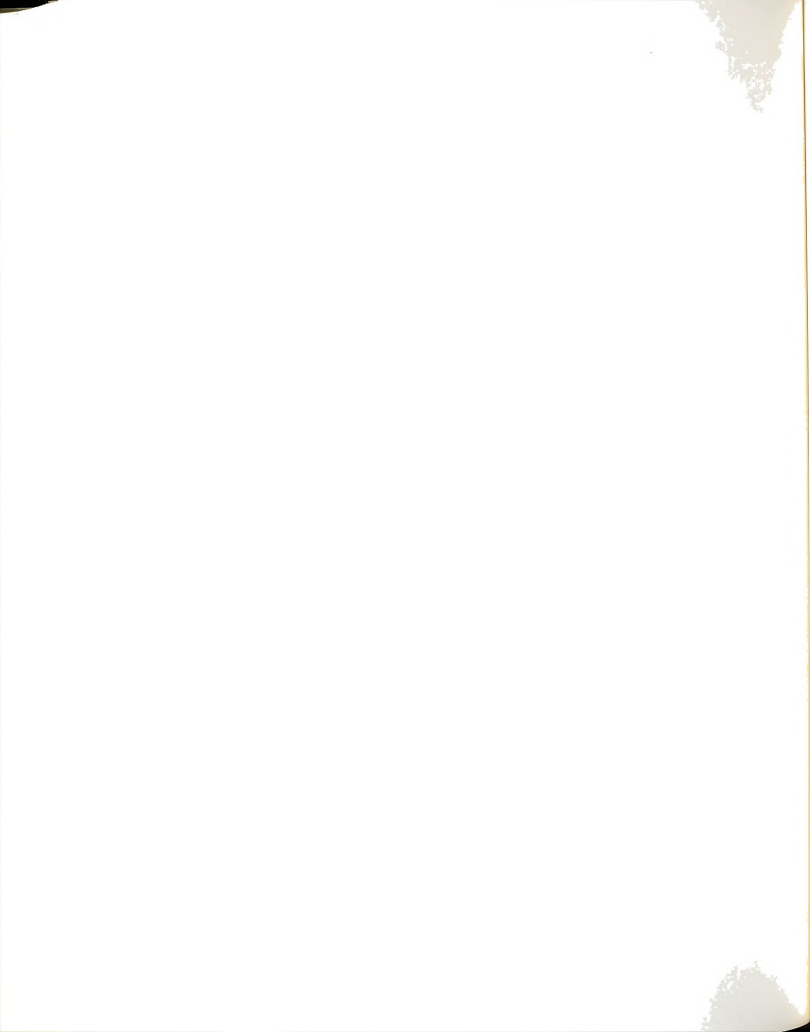
- (A) - In complete disagreement
- (B) - In disagreement
- (C) - Unsure
- (D) - In agreement
- (E) - In complete agreement

In part three you are asked to answer each question according to your experience with this new program of academic advising by the faculty.

Please, do not write your name, social security number or any other information which may identify yourself in any part of the instruments.

Once again, thank you for your cooperation.







Dear Professor:

I am conducting a research as part of my doctoral studies at Michigan State University. This investigation is related with the functions of the professor as an academic advisor and about the nature of the relationship between the academic advisor and the student. The information gathered could provide the basis to understand students' and faculty expectations regarding this program. The results of this study will be useful to this campus, where, since last term, faculty members are responsible for providing academic advice to undergraduate students who have completed their first thirty credit-hours.

The Chancellor has authorized the participation of professors in this investigation. You have been selected randomly as part of the sample which will participate in this research.

I am willing to respond to any question you may have regarding your participation and about the purpose of the study. You will not be penalized in any way for not participating in the study and the privacy of your responses is guaranteed. Your identification is not necessary in any part of the instruments. The data will be presented as group response, only for the specified purpose.

The instrument you are receiving, which takes about fifteen minutes to be answered, is intended to gather information about what you think of the idea of assigning professors to provide academic advice to undergraduate students.

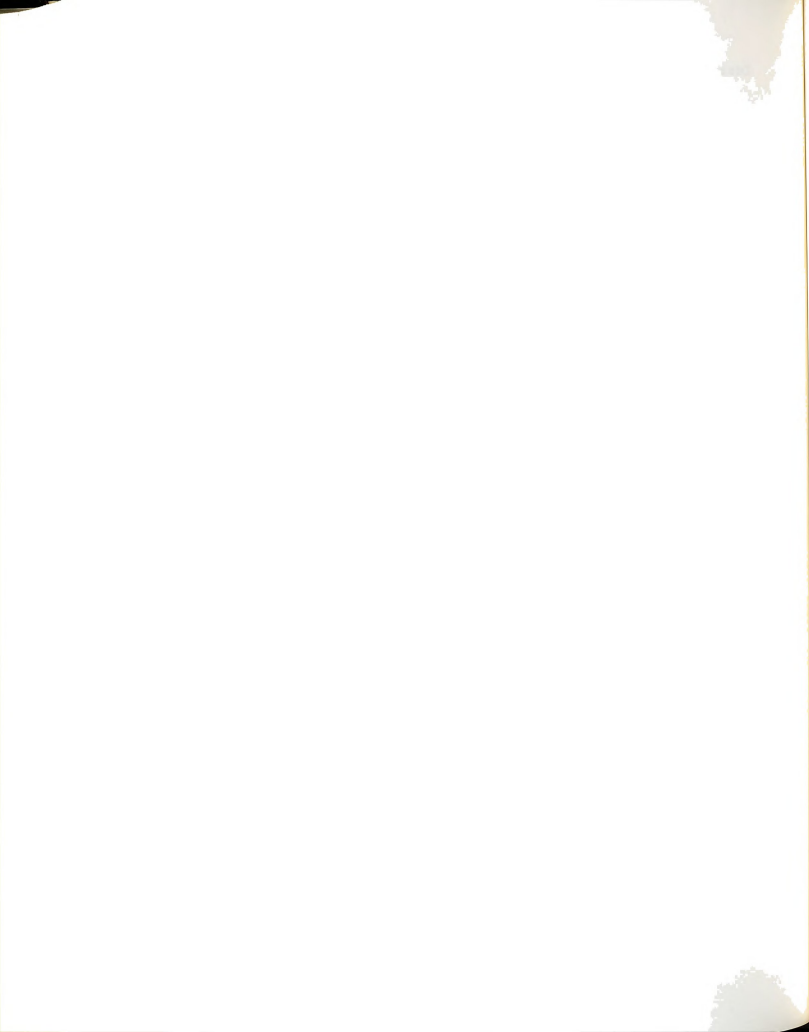
I appreciate the completion of the questionnaire within a week. An envelope is included to facilitate your sending the answered questionnaire to the Education Division, or I can stop by your office to pick it up. Close the envelope to protect the confidentiality of the information provided.

I appreciate your interest and collaboration. The results will be presented in a document which will be available, upon request.

Cordially,

Isaura Alvarado







Dear Student:

You remember that when you entered this University counselors had the major responsibility in offering advice on academic aspects. The faculty members will do that task from now on. Students will be assigned as soon as they complete their first year of study or their first thirty credit-hours. Each professor will be assigned a given number of students to which they should provide the necessary help that could permit students make decisions while in the University. You will be assigned or maybe have already been assigned to a professor as your academic advisor.

I am conducting a research as part of my doctoral studies at Michigan State University. This investigation is related with the functions of the professor as academic advisor and about the nature of relationship between the academic advisor and the student. The information gathered could provide the basis to understand the students' and faculty' expectations regarding this program.

I am willing to respond to any question you may have regarding your participation and about the purpose of the study. Your participation must be voluntary. Feel free to return the questionnaire without answering it or even if you start and then decide not to complete it. You will not be penalized in any way for not participating in the study. The privacy of your responses will be guaranteed.

The instrument you will receive, which takes about fifteen minutes to be answered, intends to gather information about what you think of the idea of assigning professors to provide academic advice to undergraduate students. Your opinion is important because in this way the University can organize a program which responds to your preferences.

I appreciate your interest and collaboration. Results will be presented as group statistics in a document which will be made available to those interested, upon request.

Cordially,

Isaura Alvarado

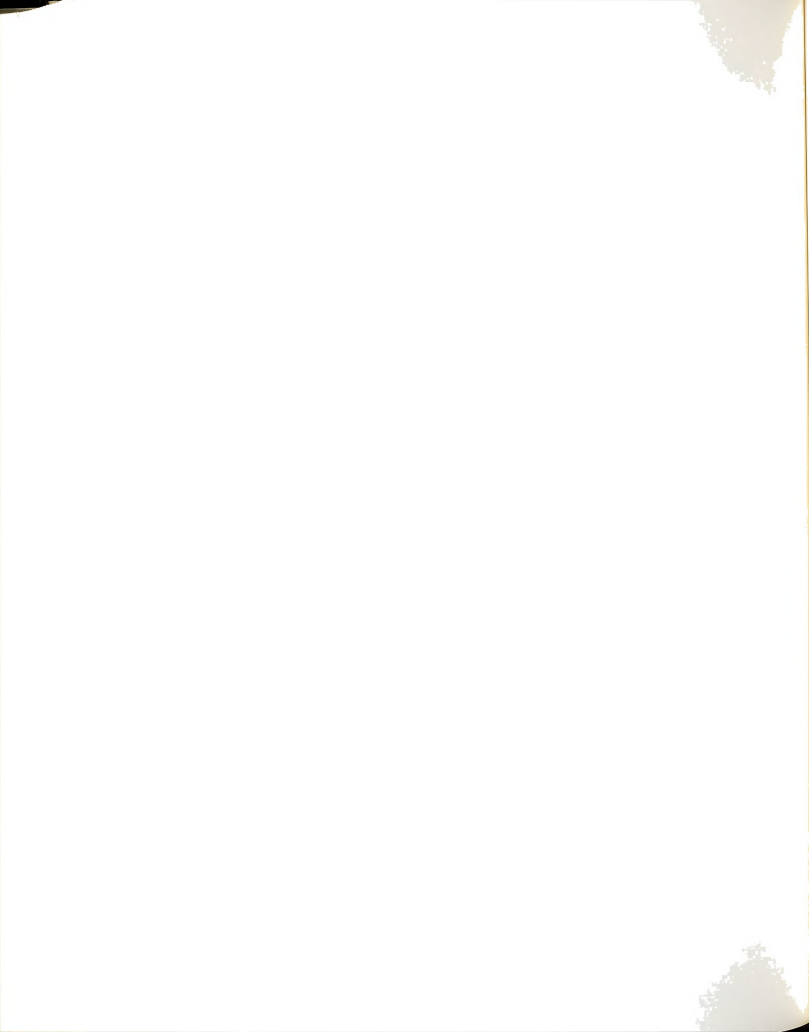


APPENDIX H

STANDARD PROCEDURES FOR STUDENT

QUESTIONNAIRE ADMINISTRATION







INSTRUCTIONS FOR THE ADMINISTRATION  
OF THE STUDENTS' QUESTIONNAIRE

1. Be sure that you are in the room and course number which is written in the yellow paper that you received. If such is not the case go to corresponding department. If you are unable to locate that section/course go to the alternate section.
2. When administering the questionnaire to the alternate-section/course remember that the professor of this group was not previously informed. Give him/her the letter addressed to the professor. He/She is supposed to be informed through the dean about the purposes of this investigation. If the professor does not agree to allow the administration of the questionnaires leave the room. Return the materials to my office. I will try to locate the originally sampled section/course.
3. Once you have the authorization to administer the questionnaires, introduce yourself to the students. Tell them that the purpose of your visit is to request their answer to questions that are related with the academic advising service they receive in the University.
4. Distribute the letters addressed to the students. Do not distribute the questionnaires yet.
5. Read the letter aloud and make sure that the students are following you.
6. Say: "You are going to give your opinion of what you think should be the functions of that professor which was or will be assigned to you as an academic advisor. This has nothing to do with the professor who is teaching this course in which you are now."
7. Distribute the questionnaires. Ask them to read the instructions. Say that you will be available to answer questions if they raise their hands.
8. If anyone asks a question, ask him/her what does he/she understand. Invite him/her to answer following that understanding. Do not provide further information; you may be adding meaning or suggesting an answer.

THANKS

ISAURA



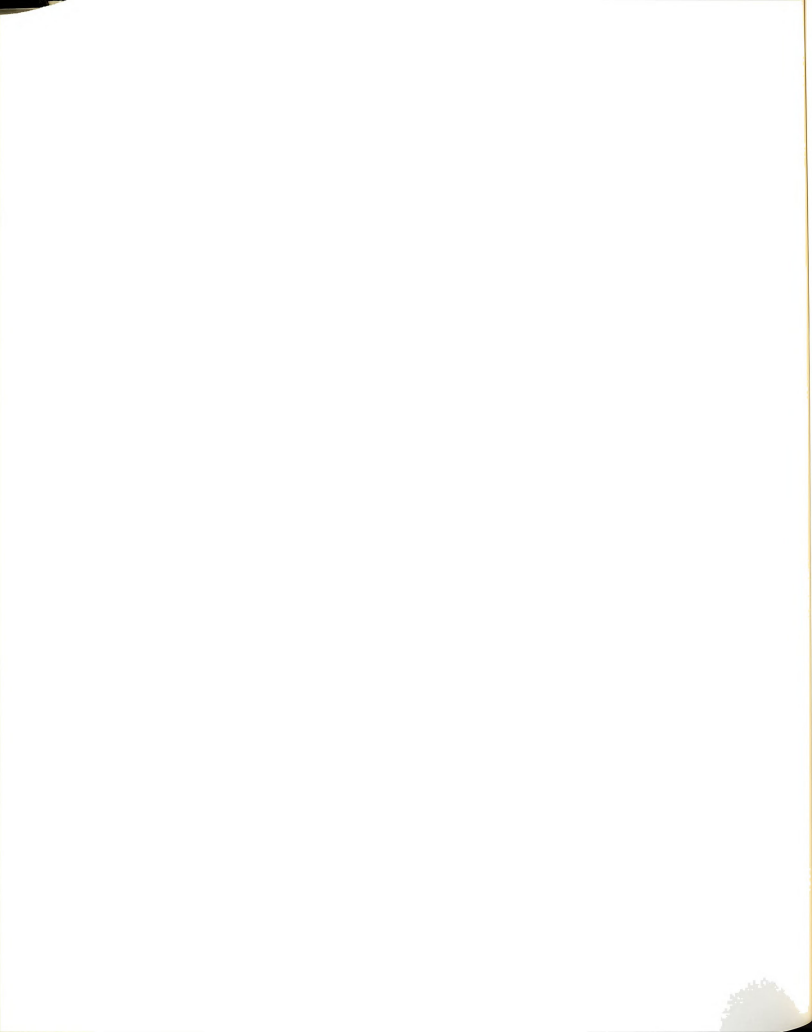
INSTRUCCIONES PARA LA ADMINISTRACION DEL  
CUESTIONARIO DE LOS ESTUDIANTES

1. Asegúrese de que está en la sección del curso que aparece en el papel amarillo que se le entregó. Si no fuera ese el grupo seleccionado, puede cotejar dónde se encuentra dicho grupo a través del departamento correspondiente. Si no progresa esa gestión diríjase a la sección alterna.
2. Al administrar el cuestionario a una sección alterna, tome en consideración que ese/a profesor/a no ha sido notificado de antemano de que su sección ha sido seleccionada. Preséntele la carta que aparece dirigida al profesor/a y pregúnte si puede proceder a administrar el cuestionario. Se supone que ese profesor esté informado a través de una comunicación que le envió cada decano/a a su facultad sobre los propósitos de esta investigación. Si se niega dé las gracias y devuelva el material a mi oficina con una nota explicativa de lo que ocurrió. Trataremos de localizar la sección que fue seleccionada originalmente, otro día.
3. Una vez tenga autorización del profesor/a para administrar el cuestionario, preséntese a los estudiantes y diga que su propósito es pedirles que completen unas preguntas relacionadas con la consejería académica que ellos reciben en la universidad.
4. Distribuya la carta dirigida a los estudiantes. No distribuya los cuestionarios todavía.
5. Lea la carta en voz alta asegurándose de que los estudiantes le escuchan.
6. Añada: "Ustedes van a dar su opinión respecto a lo que ustedes piensan deben ser las funciones de ese/a profesor/a que se les asignó o se les va a asignar como consejero/a académico. Esto no tiene nada que ver con el profesor o profesora que les está dando esta clase".
7. Distribuya los cuestionarios. Dígales que lean las instrucciones antes de empezar a contestar y que si tienen una pregunta que levanten la mano y usted pasará por su asiento.
8. Cuando un/a estudiante le llame para hacerle una pregunta, pregúntele qué el/ella interpreta. Cuando él/ella le explique lo que interpreta, díga que responda según esa interpretación. No abunde en el ítem; podría estar anadiendo contenido o sugiriendo una respuesta.

Gracias

Isaura

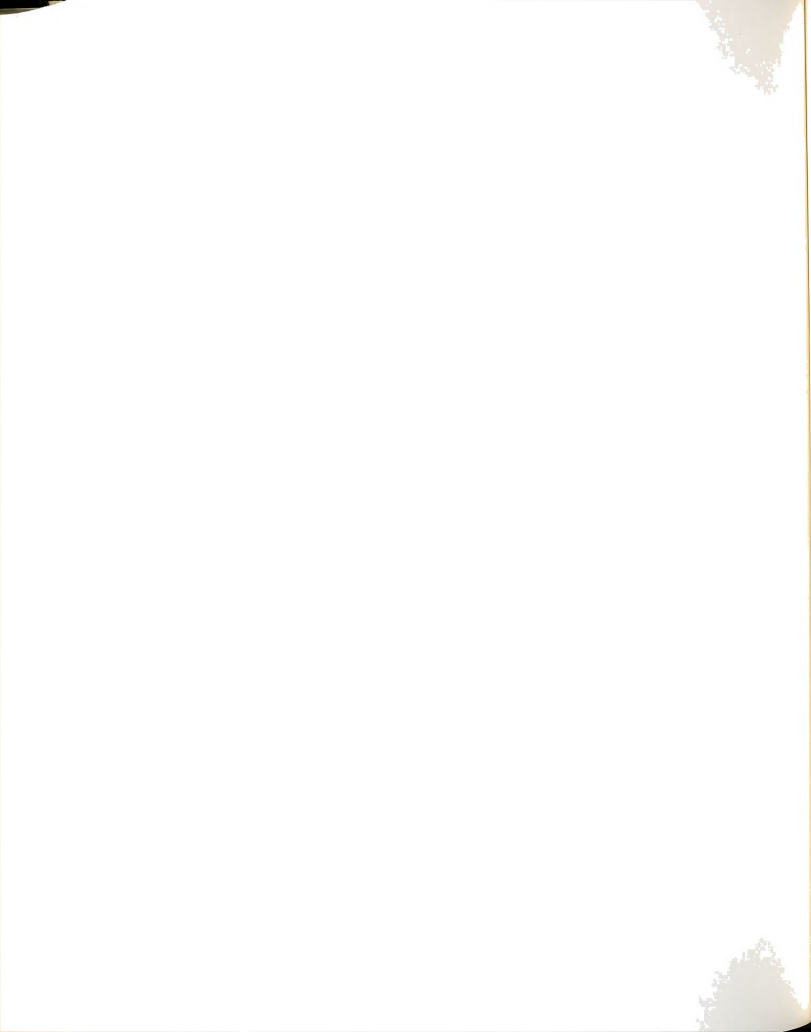






#### REFERENCES







## REFERENCES

- Alberti, R. E. (1972, January). Influence of the faculty on college student development. Journal of College Student Personnel, 23, 18-23.
- Allan, T. (1976, April 11-14). Analysis of the academic advisement process. Paper presented at the annual convention of the American Personnel and Guidance Association.
- Andrews, F. M., Klem, L., Davidson, T. N., O'Malley, P. M., & Rodgers, W. L. (1981). A guide for selecting statistical techniques for analyzing social science data (2d ed.). Ann Arbor: University of Michigan, Survey Research Center, Institute for Social Research.
- Astin, A. W. (1968). The college environment. Washington, DC: American Council on Education.
- Astin, A. W. (1972). Higher education and the disadvantaged student. Washington, DC: Human Service Press.
- Astin, A. W. (1975). Preventing students from dropping out. San Francisco: Jossey-Bass.
- Astin, A. W. (1977). Four critical years: Effects of college on beliefs, attitudes and knowledge. San Francisco: Jossey-Bass.
- Astin, A. W. (1979). Strengthening student recruitment and retention: Some ideas from research. Paper presented at the annual meeting of the American Council on Education. (Mimeographed)
- Astin, A. W. (1982). Minorities in American higher education. San Francisco: Jossey-Bass.
- Axelrod, J., & Freedman, M. B. (1969). Search for meaning. San Francisco: Jossey-Bass.
- Bachhuber, T. D. (1971, Spring). Faculty--The critical variable for successful career planning and placement. Journal of College Placement, 37, 40-45.



- Barr, R. B. (1983, August). Student retention and advising: An inter-institutional comparison and case study. Dissertation Abstracts International, 44, 397A. (University Microfilms No. DA 8314236)
- Beltzer, S. Z. (1984). Persistence of GED students in a public community college: A test of the Tinto model. Dissertation Abstracts International. (University Microfilms No. 84-123, 29)
- Bennett, N. H. (1979). An analysis of relationship and power: The foundation for effective advising in a graduate school of social work. Dissertation Abstracts International, 40, 2894A. (University Microfilms No. 7925737)
- Benson, J. B., Williams, D., & Brundy, L. (1979, October). Addressing the major issues involving advising at a state university. Paper presented at the Third Annual Conference on Academic Advising, Nebraska. (ERIC Document Reproduction Service No. ED 221 091)
- Bess, J. L. (1973, Fall). Integrating faculty and student life cycles. Review of Educational Research, 43, 377-404.
- Biddle, B. J. (1979). Role theory: Expectations, identities and behavior. New York: Academic Press.
- Biggs, D. A., Brodie, J. S., & Barnhart, W. J. (1975). The dynamics of undergraduate academic advising. Research in Higher Education, 3, 345-357.
- Bonar, J. R. (1976, May). Developing and implementing a systems-design training program for academic advisers. Journal of College Student Personnel, 17, 190-198.
- Borg, W. R., & Gall, M. D. (1979). Educational research: An introduction (3rd ed.). New York: Longmans.
- Bostaph, C., & Moore, M. (1980, January). Training academic advisors: A developmental strategy. Journal of College Student Personnel, 21, 45-50.
- Brady, S. M. (1978). Academic advising: A study of faculty goals and student needs. Dissertation Abstracts International, 39, 145A. (University Microfilms No. 78-10, 688)
- Brock, S. C., Gardner, R., & Kramer, H. (1978, October 8-11). Measuring faculty advisors' effectiveness. Paper presented at the Second Annual Conference on Academic Advising, Memphis, TN. (ERIC Document Reproduction Service No. ED 221 090)

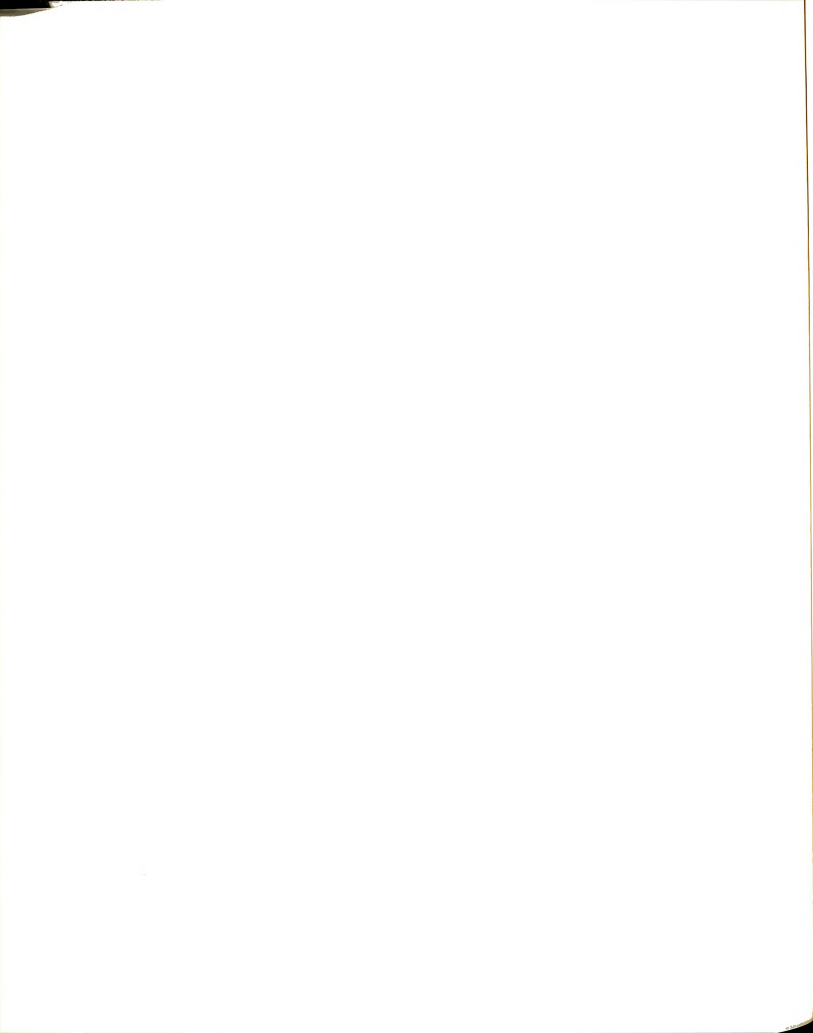


- Brown, C. R. (1972, June). Evaluation of a college curriculum advisory program utilizing student advisors. (ERIC Document Reproduction Service No. ED 063 906)
- Carney, C. G., & Barak, K. A. (1976, July). A survey of student needs and student personnel services. Journal of College Student Personnel, 17, 280-284.
- Centra, J. A., & Rock, D. (1969). College environments and students' academic achievement. American Educational Research, 8, 623-634.
- Chando, C. M. (Ed.). (1978, October 8-11). Impact: Advising makes the difference. Second National Conference on Academic Advising, Memphis, TN. (ERIC Document Reproduction Service No. ED 221 090)
- Chickering, A. W. (1972). Education and identity. San Francisco: Jossey-Bass.
- Chorosky, M. N. (1983). The academic advising needs of undergraduate elementary education majors at the University of Arizona. Dissertation Abstracts International, 44, 667A. (University Microfilms No. DA 83-152, 78)
- Christensen, K. C., & Magoon, T. M. (1974). Perceived hierarchy of help-giving sources for two categories of student problems. Journal of Counseling Psychology, 21, 311-314.
- Combs, A. W., Avila, D. L., & Purkey, W. W. (1971). Helping relationships: Basic concepts for the helping professions. Boston: Allyn & Bacon.
- Conroe, R. M. (1979, October 14-17). Academic advising with medical students: A program description. Paper presented at the Third Annual Conference on Academic Advising, Kansas State University, Nebraska. (ERIC Document Reproduction Service No. ED 221 091)
- Consejo de Educación Superior. (1985). Estadísticas sobre las instituciones de educación post-secundaria de Puerto Rico, Año Académico 1985.
- Corey, G., Schneider, M., & Callahan, P. (1984). Issues and ethics in the helping professions. California: Brooks/Cole.
- Coyle, T. H. (1971, January). Students expect teachers to do more than teach. Journal of College Student Personnel, 12, 58-61.



- Crescioni, L. H. (1983, Diciembre). Opiniones de los estudiantes del Recinto Metropolitano de la Universidad Interamericana de Puerto Rico sobre areas de interés en la vica universitaria. Universidad Interamericana da Puerto Rico. (Mimeographed)
- Crocket, D. S. (Ed.). (1978). Academic advising: A resource document. Iowa: American College Testing Program. (ERIC Document Reproduction Service No. ED 189 906)
- Crocket, D. S. (1979, October 14-17). How good is your advising program? A self-inquiry technique. Paper presented at the Annual Conference on Academic Advising, Kansas State University, Nebraska). (ERIC Document Reproduction Service No. ED 221 091)
- Crookston, B. B. (1972, January). A developmental view of academic advising as teaching. Journal of College Student Personnel, 13, 12-17.
- Dameron, J. D., & Wolf, J. C. (1974, November). Academic advisement in higher education: A new model. Journal of College Student Personnel, 15, 470-473.
- Daniels, L. S. (1977). Counseling. In W. T. Packwood (Ed.), College student personnel services. Springfield, IL: Charles C. Thomas.
- Dassance, C. R., & Batdorf, L. (1980, March). Educational advising for retention: Applying the student development model. Paper presented at the Annual Convention of the American Association of Community and Junior Colleges. (ERIC Document Reproduction Service No. ED 190 176)
- Dautch, S. E. (1972, December). Advisees' self-reported satisfaction with academic advisors and effectiveness of advisors. Dissertation Abstracts International, 33, 2706A-2707A. (University Microfilms No. 72-31, 389)
- Dennis, L. E., & Kauffman, J. F. (1966). The college and the student. Washington, DC: American Council on Education.
- Derrico, D. R. (1979, November). A comparison of selected student success criteria for full-time degree seeking Miami-Dade Community College, North Campus students who were professionally advised as opposed to those students who were self-advised. Dissertation Abstracts International, 40, 2433A. (University Microfilms No. 79-19, 837)
- Dilley, J. S. (1967, January). Student-faculty non-communication. Journal of College Student Personnel, 8, 282-285.

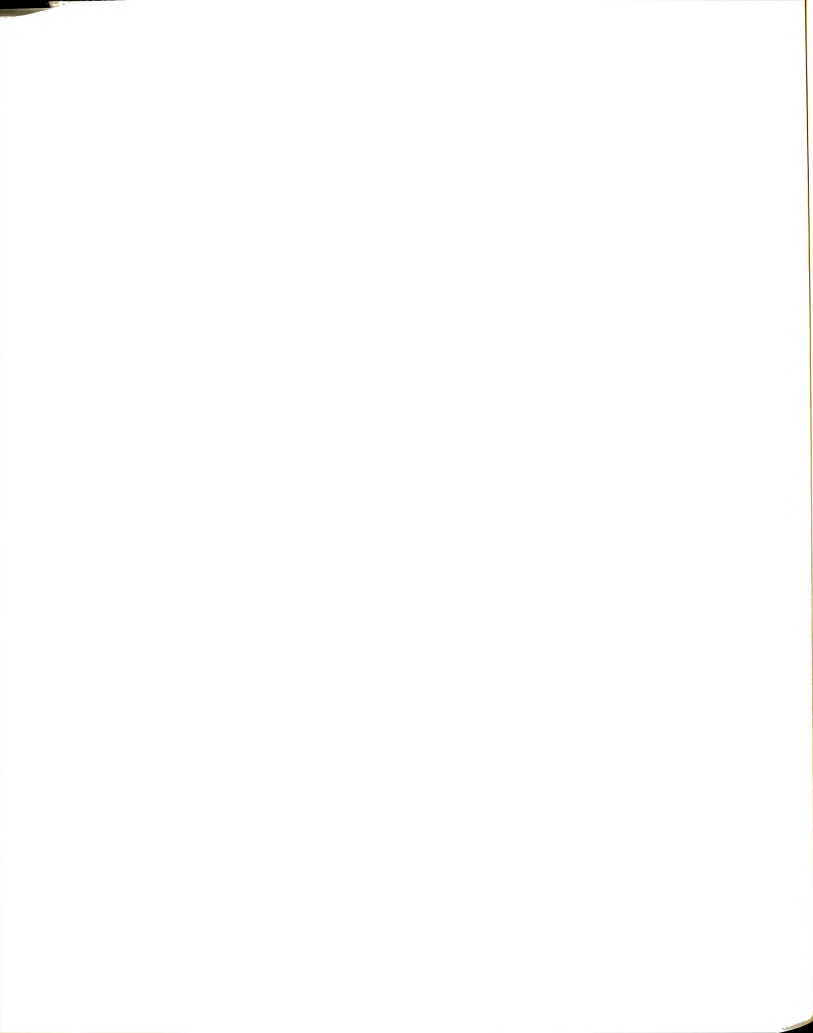






- Donk, L. J., & Oetting, E. R. (1968). Student-faculty relations and the faculty advising system. Journal of College Student Personnel, 9, 400-402.
- Dressel, F. B. (1974). The faculty adviser. Improving College and University Teaching, 22, 57-58.
- Eddy, E. D., Jr. (1959). The college influence on the student character. Washington, DC: American Council on Education.
- Erkurt, S., & Mokros, J. R. (1984, Summer). Professors as models and mentors for college students. American Educational Research Journal, 21, 399-417.
- Everett, M. F. (1984). Perceptions of faculty-student interaction and the relationship to institutional attrition patterns in selected universities in the state university system of Florida. Dissertation Abstracts International, 45, 998A. (University Microfilms No. DA 84-16, 701)
- Fashbender, K. E. (1970). A selective system of faculty advising as a means of implementing community college counseling. (ERIC Document Reproduction Service No. ED 034 534)
- Feinberg, L. H. (1969). Relationship between college student behavior and attitudes toward student-faculty contact and student response on the social introversion scale of the MMPI. Dissertation Abstracts International, 29, 4281A. (University Microfilms No. 66907)
- Feldman, K. A. (Ed.). (1972a). College and student. New York: Pergamon Press.
- Feldman, K. A. (1972b). Some theoretical approaches to the study of change and stability of college students. Review of Educational Research, 42, 1-26.
- Feldman, K. A., & Newcomb, T. M. (1969). The impact of college on students. San Francisco: Jossey-Bass.
- Ferguson, G. A. (1981). Statistical analysis in psychology and education (5th ed.). New York: McGraw-Hill.
- Frink, J. D. (1983). Student perceptions of the effectiveness of a centralized undergraduate advising system at the college level (Doctoral dissertation, University of Pittsburgh). (University Microfilms No. 84-11, 742)

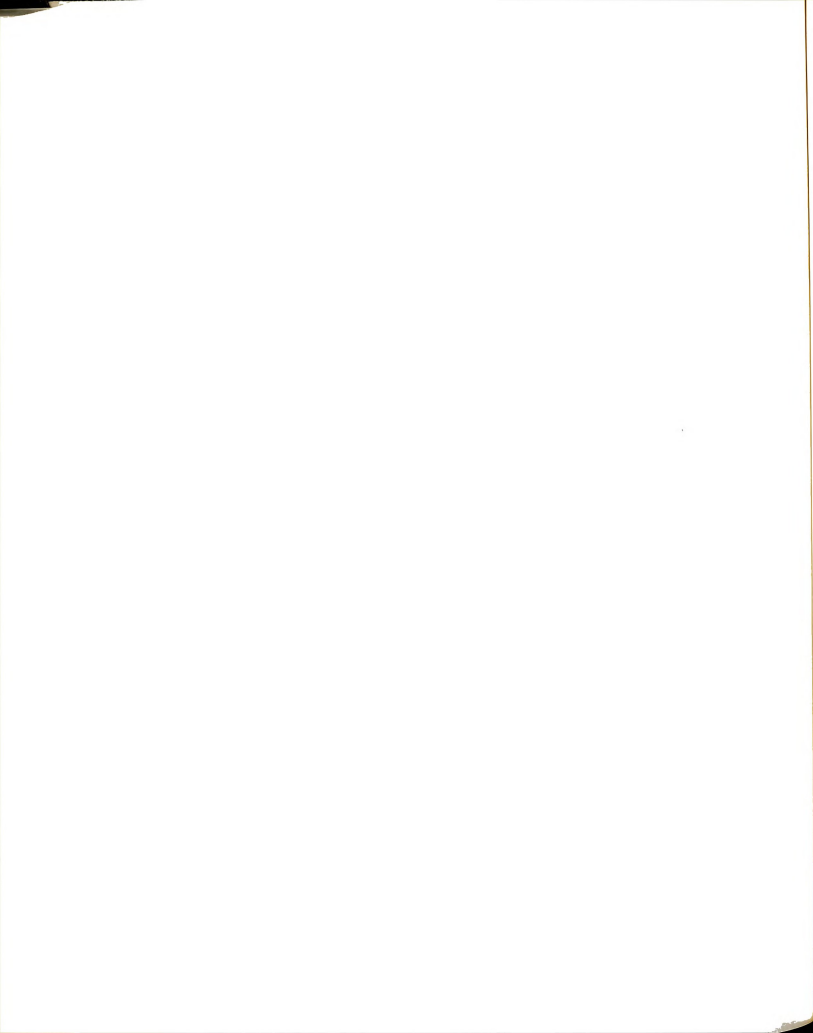






- Foley, J. A. (1969). The college scene: Students tell it like it is. New York: Cowles Book Co.
- Ford, J. (1983, October). Producing a comprehensive academic advising handbook. NACADA Journal, 3, 61-68.
- Gamson, Z. F. 1972. Performance and personalism in student-faculty relations. In K. A. Feldman (Ed.), College and student. New York: Pergamon Press.
- Gardner, R. E. (1978, October 8-11). Contracting for advising service. Paper presented at the Second Annual Conference on Academic Advising, Memphis, TN. (ERIC Document Reproduction Service No. ED 221 090)
- George, N. J., & Salevouris, M. J. (1978, October 8-11). Faculty members and academic advising: A Socratic approach. Paper presented at the Second Annual Conference on Academic Advising, Memphis, TN. (ERIC Document Reproduction Service No. ED 221 090)
- Glennen, R. E. (1971, May). Faculty counseling--An important and effective aspect of student development. Paper presented at the Canadian Guidance and Counseling Association Convention, Toronto.
- González-Ferreira, N. (1985, January). Nuevas Estructuras de Orientación Académica: Exposición a la Facultad del Recinto Metropolitano. (Mimeographed)
- Gordon, G. (1973, February 9-12). A meta-presentation of a theoretical and research base for academic advisement. Paper presented at the National Convention of the American Personnel and Guidance Association, San Diego. (ERIC Document Reproduction Service No. ED 085 621)
- Gordon, V. (1980, July). Training academic advisers: Content and method. Journal of College Student Personnel, 21, 334-340.
- Gordon, V. (1982, November). Training future academic advisers: One model of a pre-service approach. NACADA Journal, 2, 35-40.
- Grites, T. J. (1974). Student perceptions and self-perceptions of faculty members in the related roles of classroom teacher and academic advisor. Dissertation Abstracts International, 35, 5053A. (University Microfilms No. 74-29, 763)
- Grites, T. J. (1976a, April 11-14). The 4 x 4 model for student development. Paper presented at the Annual Convention of the American Personnel Guidance Association, Chicago. (ERIC Document Reproduction Service No. ED 247 820)

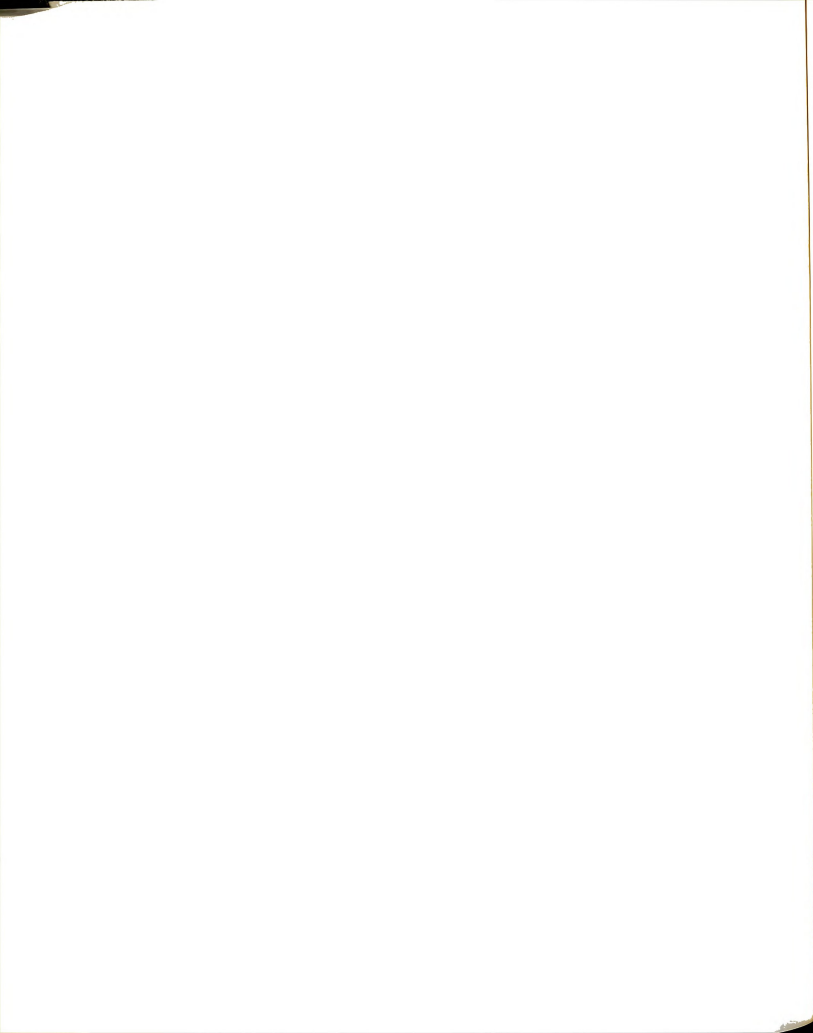






- Grites, T. J. (1976b, April 11-14). Maximizing the use of faculty advisors. Paper presented at the Annual Convention of the American Personnel and Guidance Association, Chicago. (ERIC Document Reproduction Service No. ED 133 633)
- Grites, T. J. (1979, October 14-17). Workshop on how to develop a workshop for faculty advisors. Paper presented at the Annual Conference on Academic Advising, Kansas State University, Nebraska. (ERIC Document Reproduction Service No. ED 221 091)
- Grites, T. J. (1981, February). Academic advising: An atlas for liberal education. The Forum for Liberal Education, 3, 1-12.
- Guilford, J. P. (1954). Psychometric methods (2d ed.). New York: McGraw-Hill.
- Guinn, D (1985, January). The role of academic advisors as perceived by faculty, students and administrators. Dissertation Abstracts International, 45, 1991A-1992A. (University Microfilms No. DA 84-23, 977)
- Hadley, E. E. (1979, October). Monkey in the middle--Challenges to the academic advisor's professional integrity. Paper presented at the Third Annual Conference on Academic Advising, Kansas State University, Nebraska. (ERIC Document Reproduction Service No. ED 221 091)
- Harnett, R. T., & Centra, J. A. (1974, Winter). Faculty views of the academic environment: Situational vs. institutional perspectives. Sociology of Education, 47, 159-169.
- Harrington, T. F. (1972, November). The literature on the commuter student. Journal of College Student Personnel, 13, 546-550.
- Heath, D. H. (1968). Growing-up in college. San Francisco: Jossey-Bass.
- Helmstader, G. C. (1964). Principles of psychological measurement. Englewood Cliffs, NJ: Prentice-Hall.
- Higginson, L. C. (Ed.). (1981, October 11-14). Academic advising: The pivotal point. Proceedings of the Fifth National Conference on Academic Advising, Indianapolis. (ERIC Document Reproduction Service No. ED 245 577)
- Hoffman, A. B. (1972, November). A study of student and faculty perceptions about an undergraduate advisement program in the College of Engineering at Michigan State University. Dissertation Abstracts International, 35, 2104A. (University Microfilms No. 72-29, 982)

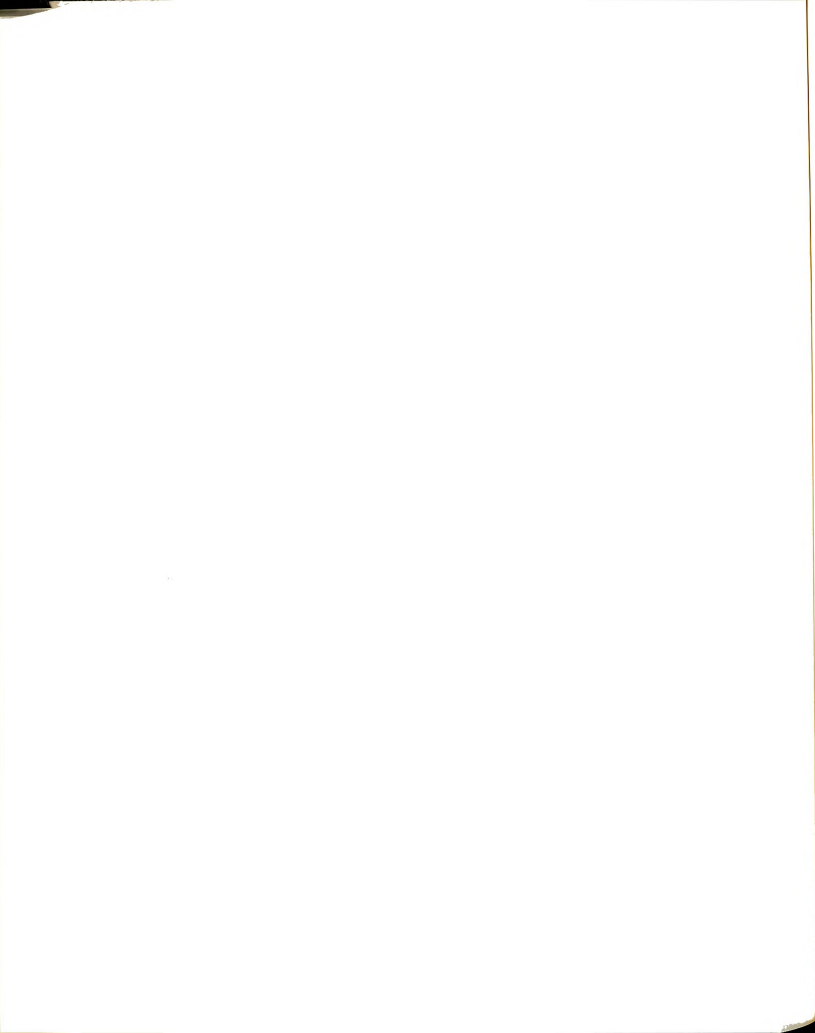






- Hoffman, F. M., & Wartell, M. A. (1980, September). A freshman science and math dormitory program effects on retention: A preliminary report. Journal of College Student Personnel, 21, 472.
- Holmes, D. (1979, October 14-17). Evaluation as a catalyst for institutional change and faculty development. Paper presented at the Third Annual Conference on Academic Advising, Kansas State University, Nebraska. (ERIC Document Reproduction Service No. ED 221 091)
- Hopkins, K., & Glass, G. U. (1978). Basic statistics for the behavioral sciences. Englewood Cliffs, NJ: Prentice-Hall.
- Hornbuckle, P. A., & Mahoney, W. B. (1979). Group interaction as a vehicle to facilitate faculty-student advisement. Journal of College Student Personnel, 20, 253-257.
- Hutchins, D. E., & Miller, W. B. (1979). Group interaction as a vehicle to facilitate faculty-student advisement. Journal of College Student Personnel, 20, 253-257.
- Interamerican University of Puerto Rico. (1981). Faculty handbook.
- Interamerican University of Puerto Rico. (1982, Spring). Middle States Self-Study--1982, Task force report: Faculty and teaching.
- Interamerican University of Puerto Rico. Vice-Presidency for Planning. (1986a). Selected statistical series.
- Interamerican University of Puerto Rico. Vice-Presidency for Planning. (1985-86b, Fall). Statistical report.
- Jacob, P. E. (1957). Changing values in college. New York: Harper & Row.
- Jody, M., & Ledford, R. (1979, October 14-17). The role of faculty advisors in retention of academically underprepared students. Paper presented at the Third Annual Conference on Academic Advising, Kansas State University, Nebraska. (ERIC Document Reproduction Service No. ED 221 091).
- Kapraun, E. D. (1982, November). Academic advising to facilitate student retention. NACADA Journal, 59-69.
- Kapraun, E. D., & Coldren, D. W. (1981, January). The Tayette course guide: Personalizing academic information. Journal of College Student Personnel, 22, 67.







Katz, J., et al. (1969). No time for youth: Growth and constraint in college students. San Francisco: Jossey-Bass.

Kaufman, P. J., & Neterset, A. J. (1975, April). Selected communication variables and their effect upon advisee satisfaction with adviser-advisee conferences. (ERIC Document Reproduction Service No. ED 106 701)

Keller, R. L. (1979, October). An assessment of faculty academic advisor training programs at the Christian Consortium College. Paper presented at the Third Annual Conference on Academic Advising, Kansas State University, Nebraska. (ERIC Document Reproduction Service No. ED 221 091)

King, M. C. (1984, October). Transfer student information interaction with faculty and its relationship to selected educational outcomes. Dissertation Abstracts International, 45, 1052A. (University Microfilms No. DA 84-16, 982)

Koloc, F., Burns, L., & Luede, D. (1983). Academic advising in the College of Arts and Sciences at the University of Pittsburgh. (ERIC Document Reproduction Service No. ED 233 647)

Koplin, D. A., & Rice, L. C. (1975, January). Consulting with the faculty: Necessary and possible. Personnel and Guidance Journal, 53, 367-372.

Kramer, H. (1983, October). Advising implications for faculty development. NACADA Journal, 3, 25-31.

Larsen, M. D., & Brown, B. (1982, March). Student and faculty expectations of academic advising: A preliminary report. Paper presented at the Annual Meeting of the American Association of Higher Education, Washington, DC. (ERIC Document Reproduction Service No. ED 216 280)

Larsen, M. D., & Brown, B. (1983, March). Student and faculty expectations of academic advising. NACADA Journal, 3, 31-37.

Lewis, L. S. (1967, November). Students' images of professors. The Educational Forum, 32, 185-190.

Lewis, L. S. (1972). University faculty and students: A profile. In K. A. Feldman (Ed.). College and student. New York: Pergamon Press.

Long, S. (1977, Winter). Dimensions of student academic alienation. Educational Administration Quarterly, 13, 16-30.

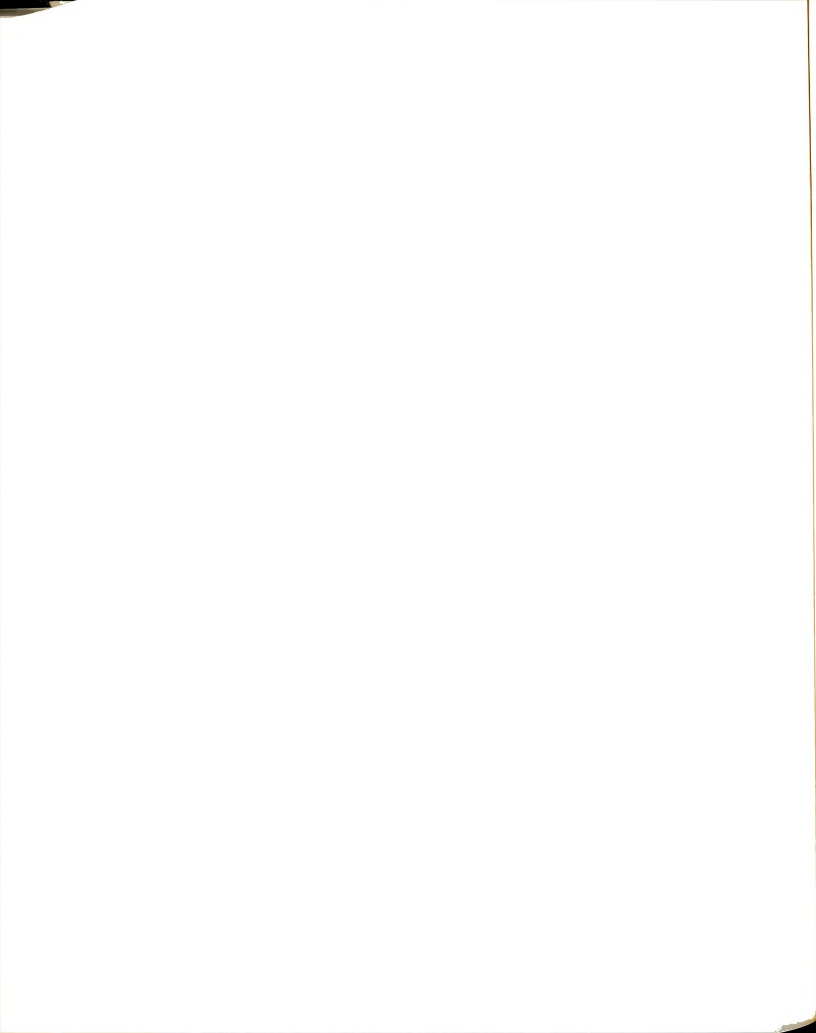


- Mahon, E. (1979, October 14-17). Development and implementation of a mentor program. Paper presented at the Third Annual Conference on Academic Advising, Kansas State University, Nebraska. (ERIC Document Reproduction Service No. ED 221 091)
- Mahoney, J., Bogard, J. H., & Hornbuckle, P. A. (1978). The relationship of faculty experience and advisee load to perceptions of academic advising. Journal of College Student Personnel, 19, 28-32.
- Manuel, R. N. (1972, December). The relationship of student satisfaction with academic advising to the non-authoritarian scales of the Omnibus Personality Inventory. Dissertation Abstracts International, 33, 2737A-2738A. (University Microfilms No. 72-19, 875)
- Marchese, T. (1983, April). Memo to the retention committee. Bulletin of the American Association of Higher Education, 15, 7-9.
- Mayhew, L. B. (1969). Colleges today and tomorrow. San Francisco: Jossey-Bass.
- Mayhew, L. B. (1980). Surviving the eighties. San Francisco: Jossey-Bass.
- McClure, R. C. (1979, October 14-17). Academic advising: A model of professionals. Paper presented at the Third Annual Conference on Academic Advising, Kansas State University, Nebraska. (ERIC Document Reproduction Service No. ED 221 091)
- McCrary, R. D. (1981, January). A computer-based academic advisement program. Journal of College Student Personnel, 22, 72-73.
- McKeachi, W. J., & Yi-Guang-Lin. (1971, January). Sex differences in student responses to college teachers: Teacher warmth and teacher sex. American Educational Research, 8, 221-226.
- Metz, J. (1979, April 11-14). Academic advisement: Personnel and preparation. Paper presented at the Annual Convention of the American Personnel and Guidance Association. (ERIC Document Reproduction Service No. ED 133 631)
- Michigan State University. Office of Undergraduate Education. (1984). Perceptions of fall 1983 first-time freshmen. (Mimeographed)
- Miller, D. C. (1964). Handbook of research and design and social measurement. New York: David McKay.



- Murry, J. P. (1972, November). The comparative effectiveness of student to student and faculty advising programs. Journal of College Student Personnel, 13, 562, 566.
- National Institute of Education. United States Department of Education. (1984, October). Involvement in learning: Realizing the potential of American higher education. Final report of the Study Group on the Conditions of Excellence in American Higher Education.
- Nie, N. et al. (1983). Statistical package for the social sciences. New York: McGraw-Hill.
- Nisbet, J. A. (1981). Advising with 20/20 vision: Improving student retention by using learning styles information in academic advising. Paper presented at the Annual Meeting of the NAAA. (ERIC Document Reproduction Service No. ED 213 376)
- Nunnally, J. C. (1978). Psychometric theory (2d ed.). New York: McGraw-Hill.
- Nye, F. I. (1976). Role structure and analysis of the family. California: SAGE Publications.
- O'Bannion, T. (1972). An academic advising model. Junior College Journal, 42, 62-69.
- O'Bannion, T., Fordyce, J. W., & Godwin, F. (1972). Academic advising in the two-year college--A national survey. Journal of College Student Personnel, 13, 411-419.
- Packwood, W. T. (Ed.). (1977). College students personnel services. Springfield, IL: Charles C. Thomas.
- Parker, C. A. (1974, July). Student development: What does it mean? Journal of College Student Personnel, 15, 248-256.
- Pascarella, E. T. (1977, September). Patterns of student-faculty informal interaction beyond the classroom and voluntary freshman attrition. Journal of Higher Education, 48, 540-552.
- Pascarella, E. T., & Terenzini, P. T. (1978, March/April). Student-faculty informal relationship and freshman year educational outcomes. Journal of Educational Research, 71, 183-189.
- Pascarella, E. T., & Terenzini, P. T. (1980, February). Predicting students' persistence and voluntary dropout decisions from a theoretical model. Journal of Higher Education, 51, 60-75.

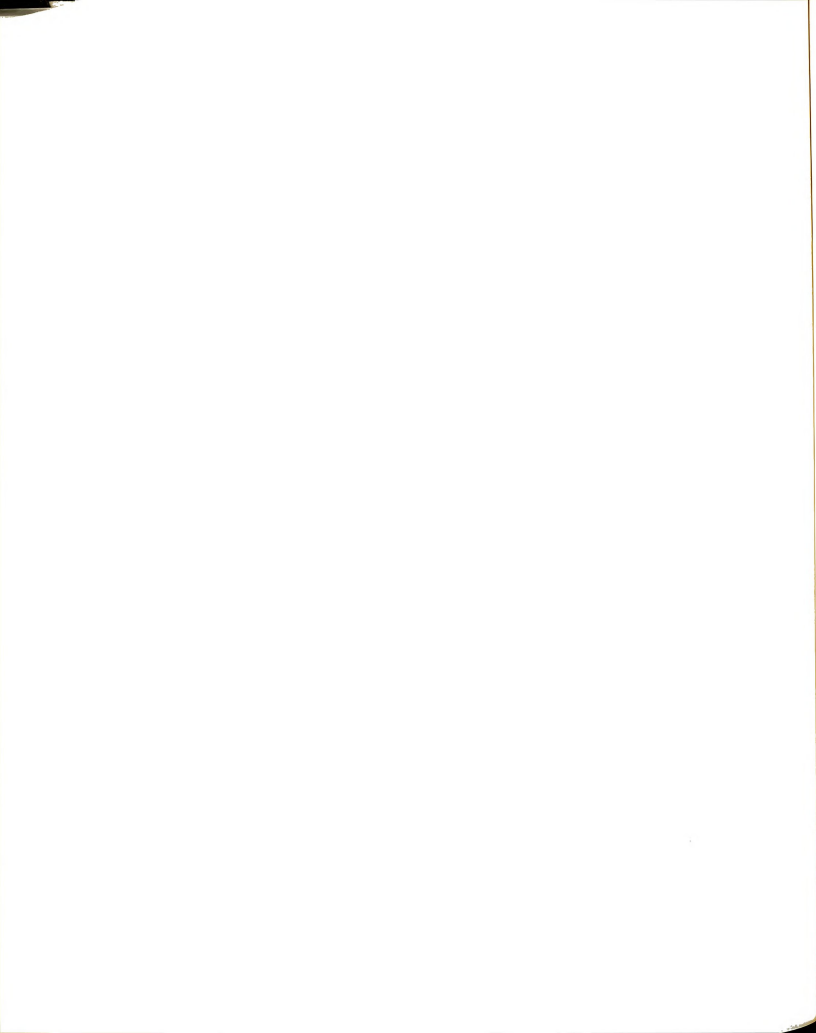






- Pascarella, E. T. et al. (1981). Pre-enrollment variables and academic performance as predictors of freshman year persistence, early withdrawal, and stopout behavior in an urban, nonresidential university. Research in Higher Education, 15, 329-349.
- Payne, D. A., & McMorris, R. F. (1967). Educational and psychological measurement: Contributions to theory and practice. Massachusetts: Blaisdell.
- Polson, C. J., & Jurich, A. (1979, October 14-17). An alternative approach to academic advising: Advising center. Paper presented at the Third Annual Conference on Academic Advising, Kansas State University, Nebraska. (ERIC Document Reproduction Service No. ED 221 091)
- Popham, W. J. (1967). Educational statistics: Use and interpretation. New York: Harper & Row.
- Raffo, J. A. (1978). La actitud religiosa del estudiante universitario de Puerto Rico. Revista Latinoamericana de Psicología, 10, 387-401.
- Raskin, M. S., & Looney, S. (1982). Last but not least: Academic advising. George Mason University. (ERIC Document Reproduction Service No. ED 232 509)
- Roberts, D. (1976, April). Academic advising in action: A specific program. (ERIC Document Reproduction Service No. ED 113 630)
- Rogers, C. R., & Stevens, B. (1967). Person to person: The problem of being. California: Real People Press.
- Roscoe, J. T. (1975). Fundamental research statistics for the behavioral sciences (2d ed.). New York: Holt, Rinehart & Winston.
- Rossmann, J. E. (1967, October). An experimental study of faculty advising. Personnel and Guidance Journal, 46, 160-164.
- Rossmann, J. E. (1968). Released time for faculty advisor: The impact upon freshmen. Personnel and Guidance Journal, 47, 358-363.
- Russell, J. H., & Sullivan, T. (1979, July). Student acquisition of career and decision-making skills as a result of faculty advisor intervention. Journal of College Student Personnel, 20, 291-296.
- Ryan, C. C. (1980, October). Adult student and faculty expectations of academic advising in a non-traditional university. (Master's thesis, Metropolitan State University). (ERIC Document Reproduction Service No. ED 203 216)







- Sandford, N. (Ed.). (1967). The American college: A psychological and social interpretation of higher learning. San Francisco: Jossey-Bass.
- Sandford, N. (1969). Where colleges fail: A study of the student as a person. San Francisco: Jossey-Bass.
- Schwartz, D. G. (1972, November). Identification and analysis of the student advisor-student interpersonal relationship. Dissertation Abstracts International, 33, 2135A. (University Microfilms No. 72-23, 071)
- Seldin, P. (1984). Changing practices in faculty evaluation. San Francisco: Jossey-Bass.
- Sheffield, W., & Meskill, V. B. (1972, January). Faculty adviser and academic counselor: A pragmatic marriage. Journal of College Student Personnel, 13, 28-30.
- Siegel, S. (1972). Estadística no paramétrica aplicada a las ciencias de la conducta. Mexico: Editorial Trillas.
- Snyder, J. F., Hill, C. E., & Derksen, T. P. (1972). Why some students do not use university counseling facilities. Journal of Counseling Psychology, 19, 263-268.
- Tamminen, A., Gum, M., Smaby, M., & Peterson, T. (1975, March 23-26). Where there's a skill there's a way. Paper presented at the Thirty-First Annual Convention of the American Personnel and Guidance Association, New York. (ERIC Document Reproduction Service No. ED 109 583)
- Tapswan, S. (1985, February). Assessment of the roles and functions of advisors in a school of education. Dissertation Abstracts International, 45, 2313A. (University Microfilms No. DA 84-24, 010.
- Tarris, C. (1974, Sept.). What does college do for a person? Frankly very little. Psychology Today, 8, 73.
- Teague, G. V., & Grites, T. J. (1980, January). Faculty contracts and academic advising. Journal of College Student Personnel, 21, 40-44.
- Terenzini, P. T. (1981). Predicting freshman persistence and voluntary dropout decisions: A replication. Research in Higher Education, 15, 109-127.
- Terenzini, P. T., & Pascarella, E. T. (1980, November). Student/faculty relationship and freshman year outcomes: A further investigation. Journal of College Student Personnel, 21, 521, 527.

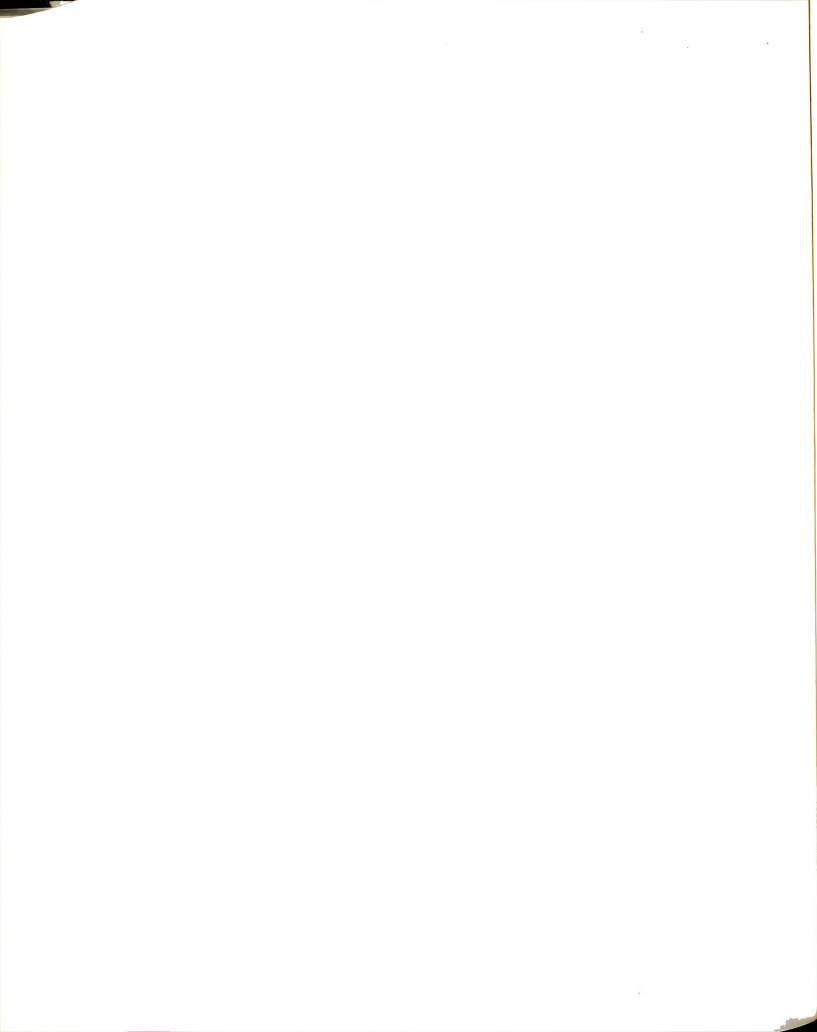


- Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. Review of Educational Research, 45, 89-125.
- Trombley, T. B. (1979a, October 14-17). A primary component of effective faculty advising training programs: Assessing and improving personal skills. Paper presented at the Third Annual Conference on Academic Advising, Kansas State University, Nebraska. (ERIC Document Reproduction Service No. ED 221 091)
- Trombley, T. B. (1979b). Self-study of a centralized advising unit at the University of Vermont. (ERIC Document Reproduction Service No. ED 225 449)
- Tryon, G. S. (1980, July). A review of the literature concerning perceptions of and preferences for counseling center services. Journal of College Student Personnel, 21, 304-311.
- Universidad Interamericana de Puerto Rico. Comité Coordinador para el desarrollo de un Modelo del Programa de Orientación Universitaria, Vicepresidencia de Asuntos Academicos. (19 ). Modelo para el programa de Orientación Universitaria de la Universidad Interamericana da Puerto Rico.
- Universidad Interamericana de Puerto Rico. Vicepresidencia de Planificación. (1985, mayo). Movimiento de matrícula sub-graduada en la Universidad Interamericana. (Mimeographed)
- Vreeland, R. S., & Bidwell, C. E. (1966, Summer). Classifying university departments: An approach to the analysis of their effects upon undergraduates' values and attitudes. Sociology of Education, 39, 237-254.
- Ward, M. (1979, October 14-17). Academic advisement on a shoestring budget. Paper presented at the Third Annual Conference on Academic Advising, Kansas State University, Nebraska. (ERIC Document Reproduction Service No. ED 221 091)
- Wash, D. (1979, October 14-17). Advising's bottom line is at the top. Paper presented at the Third Annual Conference on Academic Advising, Kansas State University, Nebraska. (ERIC Document Reproduction Service No. ED 221 091)
- Wesley, D. (1978, October 8-11). Evaluation of academic advising. Paper presented at the Second Annual Conference on Academic Advising, Memphis, TN. (ERIC Document Reproduction Service No. ED 221 090)

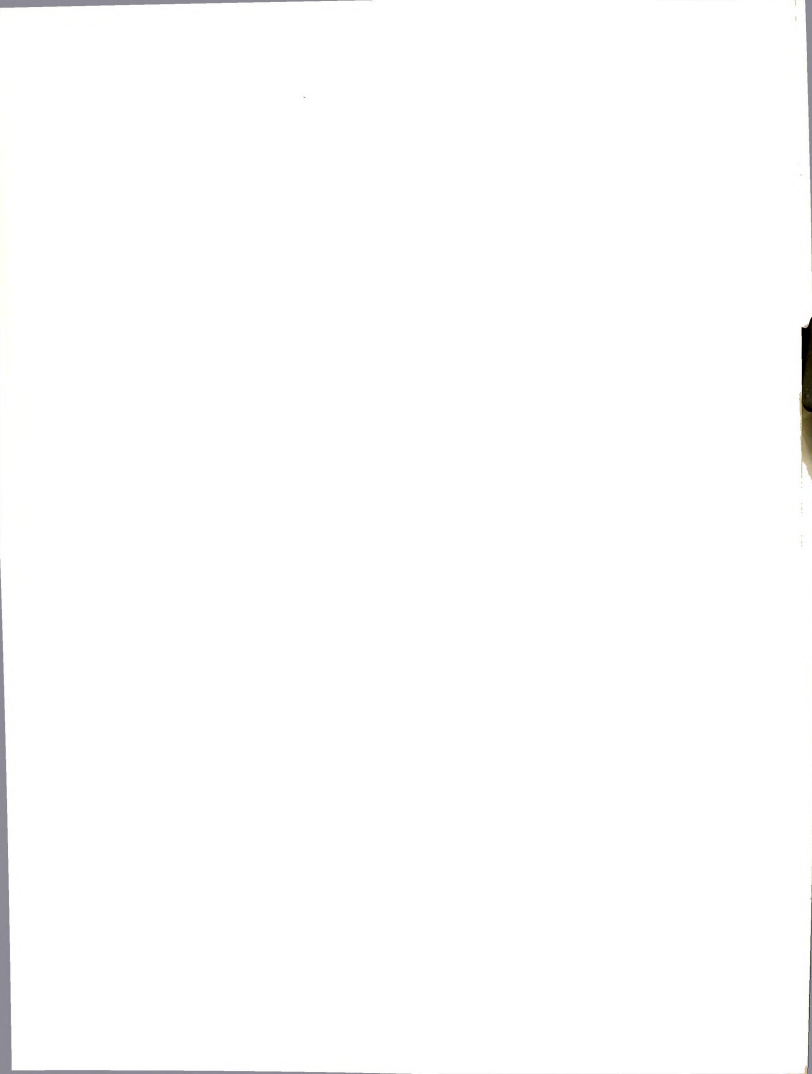


- Williams, V. (1979, October 14-17). A three-pronged approach to improving academic advising. Paper presented at the Third Annual Conference on Academic Advising, Kansas State University, Nebraska. (ERIC Document Reproduction Service No. ED 221 091)
- Wilson, R. C., Gaff, G. C., Dienst, E. R., Wood, L., & Barry, J. L. (1975). College professors and their impact on students. New York: John Wiley & Sons.
- Wilson, R. C., & Woods, L. (1974, Winter). Social psychological accessibility and faculty-student interaction beyond the classroom. Sociology of Education, 47, 74-92.
- Winston, R. B., Jr., & Sandor, J. A. (1984). Evaluating academic advising: A preliminary manual for the academic advising inventory. Georgia: Student Development Associates.
- Witters, L. A., & Miller, H. G. (1971, Winter). College advising: An analysis of advisor-advisee roles. Journal of SPATE, 9, 36-40.

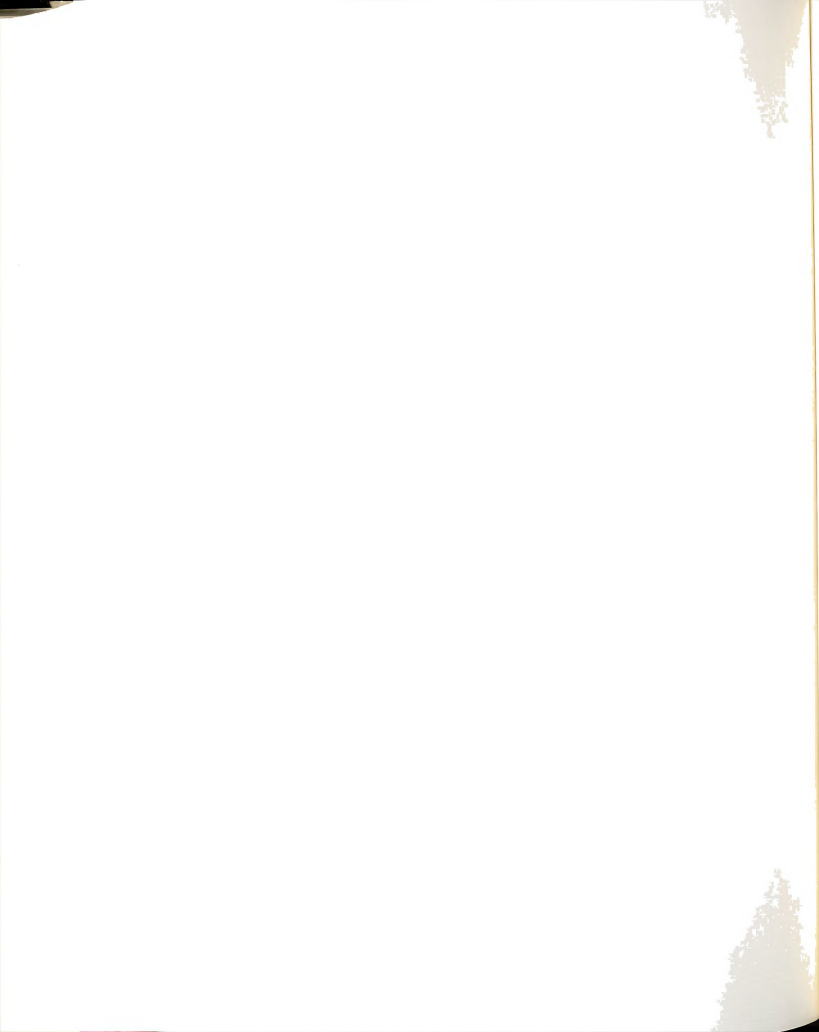


















MICHIGAN STATE UNIVERSITY LIBRARIES



3 1293 03082 0710