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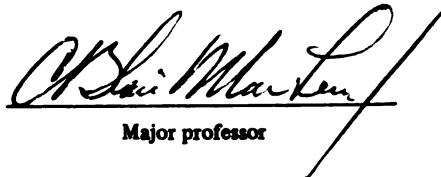
INTEGRATION OF COLLEGE STUDENTS' PERCEIVED
ADVISING NEEDS INTO A MODEL FOR ACADEMIC
ADVISING (WITH EMPHASIS ON
INDUSTRIAL-ARTS MAJORS)

presented by

Harry Thomas Smith

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Major professor

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ABSTRACT

INTEGRATION OF COLLEGE STUDENTS' PERCEIVED ADVISING NEEDS INTO A MODEL FOR ACADEMIC ADVISING (WITH EMPHASIS ON INDUSTRIAL-ARTS MAJORS)

By

Harry Thomas Smith

Statement of the Problem

The problem in this study was to determine the perceived advising needs of junior- and senior-level college students within six selected departments at Eastern Michigan University. The advising needs of the industrial-arts majors would then be inserted into a theoretical model for academic advising. The resulting model would provide the means for satisfying students' advising needs. The theoretical model developed within this study could also be used to develop advising programs responsive to the advising needs of students within other majors.

Procedures Followed

The procedures employed to resolve the problem were:

1. A review of the literature was conducted to determine the parameters of academic advising.

2. An interview schedule was constructed and used to determine students' perceptions of academic advising.
3. A survey instrument was then drafted and administered to samples of students from six selected majors.
4. The results of the survey were tabulated and analyzed.
5. The needs of the industrial-arts majors were inserted into the theoretical advising model.

Conclusions of this Study

The major conclusions of this study are as follows:

1. The six majors in this study have definite needs related to academic advising, although it was possible to determine levels of significant differences for only two of the six majors.
2. History-and-social-studies majors have perceived advising needs that are significantly different than the needs of the total sample.
3. Music majors have perceived advising needs that are significantly different when compared to the needs of the total sample.
4. It is possible to construct an advising model based upon the perceived needs of the students within the industrial-arts major.

5. Individual perceived needs of students within any major may be as varied as the perceived needs between the majors.

Recommendations

Based upon the results of this study, it is suggested further attention be given to the following areas:

1. Surveying the perceived advising needs of students within majors, other than those used in this study, to determine if the same (or differing) needs are perceived.
2. Determination of whether or not the needs perceived by students are being met through existing programs of academic advising.
3. Surveying the perceived advising needs of students at freshman and sophomore levels.
4. Evaluation of the type of in-service preparation required of advisors.
5. Implementation of the advising model developed in this study and evaluation of the model through follow-up studies.

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INTO A MODEL FOR ACADEMIC ADVISING (WITH
EMPHASIS ON INDUSTRIAL-ARTS MAJORS)

By

Harry Thomas Smith

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INTRODUCTION

"Conditions of employment" of faculty members at many universities include the function of academic advising. This function may or may not be known to the faculty members when they sign their contracts. Many times it is not stated in their teaching contracts, and it is not uncommon for a faculty member to find that he or she has an advisement responsibility to several students. This responsibility is most frequently viewed as being above and beyond assigned teaching duties and the faculty member may feel he has been volunteered or has been "drafted." Additional compensation may or may not be provided for the advising responsibility.

This condition may result in an advisement program that is both sensitive and responsive to the needs of the students and one that is administered by a competent and concerned faculty; or students may be confronted with an advising program that is administered by faculty having little desire, or competence, for advising. The end result may be an advising program that does not assist many college students with their advising needs. Advising programs of this type are constructed around the best interests of faculty and administrators, with questionable regard for what is best for the students.

This study was part of an effort to determine if the kinds and quantity of perceived advising needs of students are related to their respective majors. Furthermore, it was intended that the study utilize perceived needs in the construction of an advising model that may be more responsive to the needs of students.

"Being more responsive to the advising needs of the students" should not be construed to mean the advisor is to become a crutch upon which the students may lean whenever they are confronted with difficult decisions involving their educational pursuits. Quite the contrary, a responsive advising program should be able to provide the students with many additional inputs to aid in making decisions. Discussions with advisors should provide additional perspective to student concerns and should encourage students to weigh advantages against disadvantages, with resulting improvement in their ability to make decisions. The model developed within this study was intended to provide a framework through which students might have their perceived needs known and through which faculty advisors might be able to assist in satisfying those needs.

The study was conducted at Eastern Michigan University. The six major departments included in the study are primarily involved in the preparation of elementary and secondary public school teachers.

CHAPTER I

A DESCRIPTION OF THE STUDY

Presented in this chapter is a statement of the problem, the need and purpose of this study; the general hypothesis; a definition of terms; sample theories of guidance, counseling, and advising; and an overview of the study.

The Problem

The problem in this study was to determine the perceived advising needs of junior- and senior-level college students within six selected departments at Eastern Michigan University. It was anticipated that the resulting survey of perceived needs could provide insight for the development of an advising model that would reflect the perceived advising needs of students and also provide the means for satisfying those needs. The model development centered around the advising needs of the industrial-arts majors.

In the initial stages of this study, a secondary problem was encountered. This problem was defining the parameters of academic advising. In general terms, and for purposes of this study, academic advising is regarded as an activity in which a designated faculty

member interacts with a student in an attempt to help that student resolve problems of an educational, personal, or vocational nature.

More specific definitions and differentiations between advising, counseling, and guidance are presented in chapter 2.

Need for the Study

Evidence of the need for meaningful academic advising at Eastern Michigan University has been presented, in part, several times in the campus newspaper, the Echo.

On March 10, 1972, a letter to the editor was titled "Advising Students or Herding Cattle?" (1, p. 2). The title accurately reflected the context of the article.

Again in the Echo (2, p. 2), on March 9, 1973, the editorial was directed toward speeding up parts of the advising process.

The following month, the Echo (3, p. 2) again contained an editorial plea for both the advisors and advisees to work jointly in expediting the advising process.

The editorials just cited are evidence of negative attitudes on the part of advisees toward the way academic advising was being handled. Specific evidence of student dissatisfaction with past advising experiences could

be cited were it not for the possibility of breaching the confidence of both faculty members and students. Some of these other sources were discussions in departmental staff meetings dealing with advising, and formal as well as informal discussions with advisees.

Because a student newspaper is a relatively strong communication vehicle for college students, the editorials, and other articles not cited, were considered to be frank perceptions of the advising systems employed at that time. The evidence gathered did indicate sufficient need to pursue the topic of perceived advising needs of college students.

The difficulty of determining and meeting the advising needs of college students is not unique to Eastern Michigan University. In studies conducted by Witters and Miller (4), Morrison (5), DeLisle (6), Friedenberg (7), and Kiell (8), it was concluded that: students desire some type of advising system; students have perceptions as to how advising should be handled; and students desire improvement in the present advising procedures. The results of these studies have been presented in greater detail in chapter 2.

Many persons prominent in the fields of guidance, counseling, and advising have advocated a need for improvement in the advising processes. Kate Mueller (9) has great concern over which faculty should advise students. Grigg and Goodstein (10) felt college students should

play a greater role in evaluation of advisors. Morison (11) supports the contentions of Grigg and Goodstein. McKinney (12) feels that faculty, at least many of them, do have abilities conducive to academic advisement; Hardee (13), while in support of the contentions of McKinney, takes faculty advisors to task for many of their advising techniques. The opinions of these and several other authors are also presented in greater detail in the review of the literature, chapter 2.

It was felt the following procedures would provide data needed for the development of an advising model capable of accommodating the needs of the majority of the industrial arts students and an advising model that also would be able to accommodate the requirements of the needs expressed by any of the five other majors:

1. Review the literature to assist in the construction of an interview schedule that addresses itself to the functions of advising, attributes of advisors, and the mechanics of advising.
2. Interview samples of students to determine their perceptions of the advising process.
3. Utilize the feedback from the interviews to construct and administer a questionnaire to six samples of students in order to determine their perceived advising needs.
4. Analyze the data to determine the specific perceived advising needs of the samples, and determine

if and at what significance levels the majors of the students may be correlated with their perceived advising needs.

5. Utilize both the likenesses and differences in the perceived needs of the students within the majors to construct a model for academic advising.

It was hoped an advising model constructed through the above procedure could not only contribute to the development of advising programs that would better serve the students and faculty at Eastern Michigan University, but also provide some insight for the development of more meaningful advising programs elsewhere. Although academic advising frequently receives little recognition, it remains a vital function of the university; and it is very instrumental in recruiting as well as in the retention of students. It is a process through which an advisor may communicate on a one-to-one basis with a student, and to many students an advisor represents the department or the university.

Purpose

One purpose of this study was to determine, through a survey of the perceived advising needs of junior- and senior-level college students within six major fields of teacher education, if the respective majors of the students are related to any significant differences in their perceived needs.

A second purpose was to utilize those surveyed perceived needs as one component in the development of an advising model. The model was to be constructed specifically for the industrial-arts majors and reflects their perceived advising needs. The model was also designed to be broad enough to serve as the framework in the development of advising programs for the five other majors.

Hypotheses

The hypotheses of this study are stated below in general terms and are presented in testable form in chapter 3, p. 40.

1. Using, as the variable, the majors of students in six selected fields of teacher education, it is possible to find significant differences in the students' perceived advising needs.
2. When utilizing differences in students' perceived advising needs, using their respective majors as the variable, as many different models for academic advising are required as there are majors in the samples.

Definition of Terms

The study was centered around the specific perceived needs conceived by junior- and senior-level college students to be within the parameters of academic advising.

Academic advising, as used in this study and as defined by Hardee (14, p. 9) is:

. . . an activity dispatched by members of the teaching faculty and directed toward assisting students with their educational, vocational, and personal concerns at a defined level of competence, . . .

Definitions of the terms "needs" and "perceived" were taken from Webster's New World Dictionary (15, pp. 981, 1085) and are presented below:

Needs: something useful, required, or desired that is lacking, and/or a condition in which there is a deficiency of something

Perceived: to have taken hold of, felt, comprehended, grasped mentally, recognized, observed, or become aware of primarily thru the senses of sight and hearing

Theories of Advising, Guidance, and Counseling

To further study the academic advising process, it was necessary to determine the parameters of academic advising.

Hardee (13, p. 11) believes academic advisors have the following functions:

. . . assist the student in initial exploration of long-range occupational and professional plans, referring him to sources for specialized assistance.

and to:

. . . serve as coordinator of the learning experiences of the student, assisting in the integration of the various kinds of assistance rendered--health and psychological aids, remedial work, financial aids, religious counseling, the panoply of all services available to the student.

While reinforcing many of the functions presented by Hardee, Robertson (16, p. 234) deals with where the emphasis of the advising program should be placed:

The emphasis in the advising relationship rests not on problem solving by the advisor, but in helping the student to clarify the issues, gain perspective of his difficulty, get the facts straight, and to work out alternative courses of action, but not in handing him ready made answers.

. . . academic advising, rightly understood, is simply an extension of teaching, a conscious concern for academic and educational questions that most students have about the importance of their educational development and the practical value of their many educational objectives.

In their writings, both Robertson and Hardee allude to a differentiation between psychological counseling and academic advising. The distinction seemed to be very evident when Hardee (13, p. 11) speaks of the advising functions of "referring him to sources for specialized assistance" and "assisting in the integration of the various kinds of assistance rendered . . ."

Hardee further indicates that the special assistance and functions of integration are more in the domain of counseling than academic advising and that academic advising is more of a referral function.

Another distinction found between psychological counseling and academic advising was that persons working in the field of psychological counseling are more likely to have had special training in the selection, administration, and evaluation of various testing techniques,

as well as interviewing strategies. That is less often true in the case of the academic advisor, although the "functions" of the academic advisors and the counseling and guidance personnel tend to overlap considerably.

Part of the rationale for centering this study around "perceived" advising needs comes from a very concise statement made by Combs (17, p. 56): "Behaving and learning are products of perceiving."

If behaving and learning are indeed products of perceiving, it would follow that perceptions of individuals (advisees) need to be determined before behavior and learning may be modified. Previous research studies have indicated that perceptions of college students frequently center around needs related to the academic advising process.

Moser and Moser (18, p. 280) indicate an awareness of the importance of the advisor attempting to meet the needs of his advisees:

If the student's needs are met, the faculty advising task has been successful. The student should feel free to approach his advisor concerning any problem. He should guide the student to the proper source of help if he feels inadequate for the task.

When Moser and Moser speak of the faculty advising responsibility, there is an implication of some type of structured advising program or system. Systems which are structured need inputs. This study was directed toward the inputs of the students' perceived advising needs. Therefore, the two key questions to be answered

in this study were: (1) is it possible to differentiate between the perceived advising needs of students, using their major as the variable; and (2) utilizing the perceived needs, is it possible to construct a differentiated advising model for the industrial arts majors?

Overview

To present as broad and as comprehensive a background of perceived advising needs as possible, chapter 2 deals with the problems of ambiguity in terminology in the fields of advising, counseling, and guidance. The literature revealed that a large portion of the writing on academic advising fall under the titles of guidance and/or counseling; and considerable difficulty was encountered in distinguishing between guidance, counseling, and academic advising. Recent authors are beginning to delineate these differences more carefully.

The scope of the discrepancies encountered in the literature related to the definitions of counseling and academic advising proved to be very frustrating. The parameters of guidance, counseling, and advising that were used in this study are presented in chapter 2. The perceptions held by students, faculty, and selected authors of academic advising may also be found in this chapter.

The design of the study is developed in chapter 3. Included in this chapter is an explanation of the samples, as well as a brief description of the populations from

which the samples were taken. In addition, information relating to the assumptions, measuring devices, the design of the study, testable hypotheses, and the methods of analysis are presented.

Chapter 4 contains a restatement of the hypotheses, statements of rejection or acceptance and significance levels, presentation and interpretation of the data, discussion of the data, and a summarization of the hypotheses tested.

The major emphasis in chapter 5 is on model development, based primarily on the analysis of the results taken from chapter 4.

Chapter 6 contains a collation of previous summaries, a discussion of the findings, statements of conclusions, and implications for further research.

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CHAPTER II

REVIEW OF LITERATURE

The review of the literature is presented in four parts. The first part is directed toward the problem of ambiguous terminology in the literature and contains the parameters of advising, and guidance and counseling, used in this study. The second contains an overview of students' perceptions of academic advising. The third centers around the college faculty members and their academic advising responsibilities. The fourth contains the perceptions of academic advising as presented by several key authors from the fields of advising, and guidance and counseling.

Ambiguity in Terminology

A large portion of the writings on academic advising was found under the terms guidance, counseling, and guidance and counseling. There seemed to be considerable confusion among the authors in these fields as to the main functions of advising, guidance, and counseling. This confusion seemed to be further perpetuated by writers using the terms interchangeably. An example of using these terms interchangeably was found in a Manual for Faculty Advisors at Arizona State University (1, p. 6):

. . . it is the faculty guidance advisor who is the key to the success of the student guidance program, and,

The emphasis in the counseling relationship rests not on problem solving by the advisor, but in helping the student.

and,

The advisor has the key for successful counseling.

Such an interchange in the use of terms tends to cause one to wonder who really is an advisor, counselor, or guidance person.

Almost equally frustrating and confusing were the attempts of writers to define terms, while at the same time failing to delineate clearly enough to avoid more confusion. For example, counseling has been defined as what counselors do to help students resolve questions and problems for themselves. Does such a definition imply inclusion of questions a student may have concerning how he may avoid the homosexual advances of his roommate, or questions pertaining to what classes students should enroll in during fall term? It is difficult, when such nebulous definitions are used, to determine if the questions posed by students are a function of advising, or guidance, and/or counseling.

Shelton (2, p. 7) was more concise than many authors and defined a faculty advisor as:

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

Shelton then defined a counselor as:

. . . a nonteaching faculty member who has special training in the area of counseling and whose primary responsibility is to assist students in their special needs.

However, this definition does not identify those "special needs" requiring a professional counselor.

A more definitive definition of faculty advising was proposed by Melvene Hardee (3, p. 9):

. . . faculty advising, an activity dispatched by members of the teaching faculty and directed toward assisting students with their educational, vocational, and personal concerns at a defined level of competence, . . .

as contrasted to:

. . . counseling, which enlists the efforts of persons who are specifically trained and experienced in the areas of educational, psychological, or clinical counseling procedures.

Hardee's definitions were used to determine the parameters of advising and counseling for purposes of this study. Hardee's definitions also provided the guidelines in determining the literature to be considered for inclusion in this study. While many of the authors cited throughout this study used the words guidance or counseling, interchangeably with or in lieu of advising, careful analysis indicated that the essence of their writing was within the parameters of advising as defined by Hardee.

Students and Academic Advising

A key concern of this study was to utilize student inputs in the development of academic advising programs. Part of this concern has been influenced by recent changes in university programs (4, p. 3):

There is a clear and probably irreversible trend in colleges for instructional faculty to devote higher proportions of time to teaching and research, with a consequent drastic reduction in the amount of time available for the kind of personal individualized contacts with students which originally characterized the master-discipline relationship.

One of the consequences of increased specialization is that teaching faculty as a group is unable to provide the individualized personalized attention students need, except for the area of academic advisement, generally of "majors."

How do students feel about this "irreversible" trend? Lee Witters and Harry Miller (5, pp. 36-40) surveyed about 300 students in one department of a major university and determined that: (1) the role students expected their advisor to play was one of an academic educational consultant; (2) most students did not expect advice on academically easy courses; (3) preparation of registration schedules and adjustment of course conflicts were not viewed as major functions of advisors; and (4) students felt that an advisor had a distinctly academic function with little or no responsibility for the personal and social problems of his advisees.

According to the students, the advisor's role was simply to provide a signature for registration purposes and to check student records to make sure they were taking the courses required for graduation. (5, p. 38)

However, when asked to identify characteristics which they felt typified a good advisor, the students listed many traits beyond those required to provide a registration signature, i.e.: (1) being well organized; (2) having a good sense of humor; (3) being easy to get along with; (4) being competent; (5) having a friendly attitude; (6) maintaining regular office hours; (7) advising about future careers; (8) encouraging the completion of their degrees; and (9) providing information about registration procedures.

Students' perceptions of expanding an advisor's role beyond that of providing a signature was not unique to the study done by Witters and Miller, for Morrison (6, pp. 50-62) found that senior teacher education majors felt advisors should have provided earlier exposure to the realities of the profession: "It would have been nice to talk to someone who would have told me truthfully if I were wrong in my thinking about teaching."

Morrison also found that many students would have preferred additional help in planning a program: "This catch-as-catch-can approach to planning a program gets in the way of everything." (6, p. 58) One student felt it was necessary to "work out a four-year program with your advisor to see what lies ahead and to see how one course fits into another." (6, p. 58)

The students cited in Morrison's study were expressing their perceived needs in terms of academic advising.

However, other than a few isolated studies, it was quite difficult to find research focused on students' perceived advising needs.

There have been a few authors who, for a number of years, have expressed concern for working with perceived advising needs of students:

Already and without special stimulus students make their way to us for advice, or "just to talk things over," in efforts to integrate all their activities, including studies and their participation in the life of the college community, their personal problems, employment, the choice of vocation, the significance of the events of the day, into some more meaningful life. (7, p. 197)

One of the most extensive studies dealing with students' perceptions of their advising programs was conducted by Frances H. DeLisle (8).

DeLisle's study was designed to examine the various advising programs in the colleges and departments of one specific university and to secure faculty, staff, and student reactions pertaining to undergraduate academic advising. The most important aspect of DeLisle's research was the data related to student expectations from advising, and their suggestions for changes or additions in academic advising programs.

A total of 5,259 questionnaires were completed by undergraduate students. When the response patterns of the student samples were grouped according to college affiliation, it was shown through chi-square calculations that there were significant differences at the .05-per-cent

or the .01-per-cent level for fifty-five out of sixty-one items in the questionnaire.

DeLisle's study indicated students affiliated with the "more professionally oriented" colleges tended to expect: (1) an advisee would retain the same advisor throughout the college years; (2) the advisor would be available for the clarification of educational plans and career goals; (3) the advisor would have sufficient knowledge of the entire curricular resources of the university to help in planning a balanced program; (4) the advisor would be able to suggest supplementary resources of the university when they were needed; and (5) if needed, help would be available for students improving their academic record.

In contrast to the students in the "more professionally oriented" colleges, DeLisle found students affiliated with the "other" colleges entered the university with fewer and less specific expectations from academic advising. Moreover, these students were less satisfied with their experiences after they arrived on campus and were more critical about the extent to which they felt their needs were being met through the academic advising process. The students from the "other" colleges tended to favor the departmental orientation for advising. Their views--also in favor of the provision of full-time, professionally-trained academic advising staff--were more pronounced than those of the students in the "more

professionally oriented" colleges. The students from the "other colleges" favored an expansion of all types of additional counseling services to help with individual problems that may interfere with their academic achievement and intellectual development.

DeLisle did not define those colleges which were the "more professionally oriented" and those colleges which were referred to as the "other colleges."

In the free response portion of the questionnaire, administered by DeLisle, 2,116 additional comments were provided by the students. The responses were tabulated by subject and represented the perceptions of the students in terms of need for improvement in the current advising programs. These responses of the students have been listed below, in part, by frequency as they are samples of perceived advising needs as defined within this present study on pages 3 and 8.

Subject	Frequency Mentioned
Approach, attitude, and availability of academic advisors	834
Full-time or professional advisory staffs suggested	612
More knowledgeable and informed advisors	517
More time allowed for each advisee (9, pp. 81-82)	361

Research on academic advising was also conducted by Friedenbergr (10, pp. 545-568) at the University of Chicago. He constructed a questionnaire to measure (1) student opinions of the scope of activities desirable in the advisory system; (2) student information about the system as it then existed; (3) student evaluation of the effectiveness of the advisory system in solving certain problems; and (4) the students' opinions as to the role that advisors should play.

Concerning the results of the study, Friedenbergr (10, p. 563) pointed out that:

Of particular interest was the extent to which students conceived the Advisory System as playing an important role in interpreting the purposes and values of the University College, plain to them--a function which, it must be admitted was almost completely ignored in the instrument itself.

In 1956, Kiell (11, p. 364) prepared and distributed a checklist and sentence-completion form to a group of 452 freshman students at Brooklyn Colleges. Regarding the results of the study, Kiell had the following comment:

It is evident that students believe the main function of the counselor revolves around program planning. Yet 10 per cent feel their counselor does not know enough about the college, its resources, and the curriculum . . .

Faculty and Academic Advising

The faculty members represent a second dimension of academic advising. It is essential that literature pertaining to their role in academic advising be included in this study.

Moser and Moser (12, p. 281) indicated there are many dimensions to the attitudes developed by faculty members toward academic advising. They felt: (1) many faculty members develop negative reactions to personnel work; (2) faculty members may be reluctant to admit they have little knowledge about tests, percentiles, and graduation requirements; (3) advising responsibilities may not be a spelled-out part of their contracts; (4) many faculty members have no talent for counseling and feel threatened by students; (5) faculty members may soon become disenchanted if students do not respond to their overtures; (6) faculty members are overworked and may not have time for advising; and (7) most faculty members do not receive acknowledgment for advising responsibilities.

Kate Mueller (13, pp. 208-214) felt not all staff should do advising, because: (1) advisees may not feel confident with a particular faculty member; (2) some faculty members may do a poor job which may be worse than none at all; (3) listening first hand to advisees may not be the best way for some faculty members; and (4) some faculty members simply have no talent for advising.

Many faculty members and students would agree with Mueller, but there have been many students and faculty members who do not agree with her theory that advising does not directly involve feelings and attitudes and that "only in the counseling arena does the student

learn from the very process of the interview." (13, p. 211)

Mueller does state, however:

Faculty members are . . . the most conversant and most sophisticated group in the college on the subject of educational objectives, and they can become the best interpreters to the students of academic goals and procedures.

In all fairness to the faculty, it should be noted that many of the "problems" they have in advising may not be of their own making. For, in the 1971 Report to the President of Michigan State University (14, pp. 28, 46-49) it was emphasized that increasingly heterogeneous student populations, higher student-teacher ratios, explosions of knowledge, and students' attitudes all call for wider curriculum choices for students, less rigid time requirements for courses and a wider variety of types of instruction. It was also indicated in the report that many of the same problems confronting the university have adversely affected the quality and the quantity of academic advising. But, while there was a call for innovation and experimentation to offer a wider variety of advising models, no recommendations were made to first determine the perceived advising needs of the student body.

The role of the faculty advisor was defined in a report of the steering committee at Stanford University in California (15, p. 19). The report indicated it was the prime concern of an advisor to assist the advisee in identifying his interests, abilities, and goals.

The advisor should then help the student in planning a coherent education that capitalizes on the student's interests, abilities, and strengths. The advisor should not do all the planning for the advisee, but assist him in his own planning.

Hardee (3, p. 41), in conversation with members of the faculty at Michigan State University, found they did feel the advisor could help students to perceive, a little at a time, the main dimensions of their chosen field of study; help students discover integrity in their work; and even discover what it is about the student's required courses that caused the faculty member to insist upon them in the first instance.

Hardee also felt that too often the meetings between advisory and advisee consisted of little more than a confrontation over the enrollment card.

Many other authors indicated they share the same perceptions as Hardee. These same authors are calling for a renewal of the advising processes and more detailed investigation into the elements that are essential for a viable advising program.

Selected Perceptions of Academic Advising

Part of the renewal process currently in the forefront in education is the call for accountability. One method being advocated for measuring the quality of student advisement is student evaluation of their

faculty advisors. Faculty members may feel threatened by such a "direct" measure of their performance, but Grigg and Goodstein (16, p. 31) feel that college students may function as independent observers and are capable of evaluating some aspects of the advisor's performance:

What exists here is a pool of independent observers of fairly well-delineated job performance, namely a counselor as he goes about his assignment of entering into rapport with others.

Morison (17, p. 86) reinforced Grigg's and Goostein's feelings in his book entitled Students and Decision Making. He felt it was essential to include students in the university decision-making process. Morison believed that the minority of students interested in taking an active role in the university decision making must be allowed to do so:

Students can contribute to the making of better decisions by adding another perspective into the decision process--the perspective of those who feel the effects of many university policies.

In conjunction with student involvement in the advising process, many authors were also concerned about the involvement of the faculty.

McKinney (18, p. 304) pointed out that many of the faculty members have the capacity to understand individuals in difficulty. He also felt many faculty members could accept students at their present level of growth, encourage them patiently, and support them

while they are resolving their troubles. Effectively, faculty members may find themselves in the role of an advisor without consciously planning to perform advisory tasks.

McKinney (18, p. 305) presented a very optimistic view as to the ability of faculty members in handling the academic advising responsibilities:

They are not amateurs dabbling in the technical phases of counseling, venturing beyond the limits of their competence and training. They are, rather, understanding older persons who are attempting to provide for their students a relationship that even a better-trained but less personable counselor could not always give.

Not all faculty members have either the talents or charisma as described by McKinney. Hardee (3, p. 10) indicated there are those members of a faculty whose actions tend to give testimony to many of the criticisms voiced by students speaking of their past experiences with advisors. Hardee, seemingly with tongue in cheek, almost too accurately stereotyped many advisors:

The automat stereotype. This is the common "slip a coin in and get a schedule out" process wherein the student and advisor interact solely in a mechanical process of working out a program suitable for a given period of registration.

The thousand-mile checkup. This stereotype is one that conceives of the advisor as active in arranging a program of courses and subsequently checking a month or six weeks thereafter to see how the program has worked. This and a little more!

The patch-after-crash stereotype. In this role, the faculty advisor is galvanized into action at moments of crisis.

The malevolent benevolency. . . . the faculty advisor as mother hen, with a wingspread like that of an eagle, hovering over the student by day and by night--protecting, preventing, and paternalizing.

Fortunately, not all advisors may be so stereotyped; and many authors, Hardee included, felt viable advising programs need not be catch-as-catch-can types of activities.

Borland (19, pp. 213-215) presented five principles of effective faculty advising systems:

- 1) Faculty advising should be limited to career and educational development aspects.
- 2) Academic advising represents the marshalling of a range of experiences which aid in meeting students' educational or occupational objectives.
- 3) Responsibility for the outcomes of the academic advising system must be shared by all of its participants.
- 4) Student personnel staffs represent the main institutional expertise to facilitate a truly individualized faculty academic advising system.
- 5) The individual student must become an active participant in the curricular process.

This study was directed primarily toward Borland's fifth principle of effective faculty advising systems. From beginning to end, an attempt has been made to directly utilize the inputs of college students.

Summary

In reviewing the literature, one of the most difficult problems to overcome was that of determining the descriptors most useful in selecting appropriate and meaningful writings and research. It was found that the descriptors faculty advising, advising, guidance,

counseling, higher education, student personnel services, college teaching, and students' needs were most valuable.

Confusion in terminology seemed to be a relatively minor problem when it was accepted simply as a state of confusion, and the literature was carefully examined. When the chaff was separated from the wheat, it was fairly evident the underlying theme was relatively uniform; namely, assisting students with problems encountered in adjusting to their educational environment and pursuits.

Studies dealing with the perceptions of students and their advising pointed out that all students seemingly shared a need to have some person from whom they could seek assistance with a multitude of problems related both directly and indirectly to their educational pursuits. There seemed to be as many individualized needs as there were students. Regardless of the means used to categorize groups, it was very difficult to find a program of advising that was geared to meet all the needs of any one group of students. The only study found that was able to statistically point out unique differences in advising needs of students was conducted by DeLisle.

When students' advising needs were grouped according to the students' respective college affiliations, significant differences were in evidence. DeLisle did not proceed with what seemingly would be the next logical step, that of developing models based upon those differences.

Ample evidence also was found in the literature indicating students are desirous of relevant advising programs, but little hard research has been geared specifically toward designing and testing such programs. It would seem there has been more time spent in "armchair speculation."

Speculation of this type seemed to be present in the literature written about the faculty and academic advising. Many authors were quick to point out the shortcomings of faculty members and their roles in advising, and in the following chapter or paragraph they would speculate on the qualities and functions of faculty members in their advising role. There was evidence of many steering committees, task forces, and other types of forces being brought to play in an attempt to determine what elements might be used to construct a framework for advising that would be more responsive to students' advising needs. Models that have been developed, though few in number, seemed to be as varied as the universities, colleges, and departments that developed them. Follow-up studies of these models were not evident.

Writings on academic advising seemed to be advocating immediate research be conducted and that action be taken to determine both students' advising needs and the role to be assumed by the various segments of the university in meeting those needs.

Regardless of differences of opinions on the part of students and faculty, it was evident from the literature that advising is a crucial element in a student's college career. Hardee (20, p. 14) states this quite aptly:

With the contention that teachers are an important "agent" in the coordination of academic programs of student personnel work . . .

With the repeated observation that the task of advising-counseling students is one of "coordination" of the efforts of many who assist students . . .

With the belief that not all faculty advising is worth its salt in time and money expended . . .

I affirm, none-the-less, that faculty advising ought to be initiated if it is lacking and given professional blood plasma if it is about to expire. . . .

And, finally, I observe that the liberal arts college has the best of all climates for expressing the concern of educators for students, and consequently, for implementing this task in ways that have not yet been tried.

The present study was designed to deal with academic advising in "one of those ways that has not yet been tried."

The procedures used to determine the perceived advising needs of the students surveyed in this study are identified in chapter 3.

There is a critical need for some hard-nosed research aimed at answering the question of what academic advisement method enables students to receive the best possible information on which they can base decisions concerning course selection. (21, p. 12)

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CHAPTER III

DESIGN OF THE STUDY

The design of this study was somewhat unique in that the instrument used in the survey contained a relatively large number of items contributed by students, as opposed to previous studies that leaned heavily on past research done by personnel from the fields of academic advising, guidance, and counseling.

The heavy dependence on student input in the construction of the survey instrument was felt to be very necessary if the concern for students' needs was to be consistent throughout the entire study.

Selection of Samples

The population from which the samples were taken consisted of the junior and senior education majors in the fields of elementary education, history and social studies, industrial arts, music, special education, and speech and dramatic arts; at Eastern Michigan University.

Although Eastern Michigan University is a multi-purpose state university, its primary speciality--historically--has been teacher education. All the students

included in this study were working on a bachelor's degree in the field of education.

The samples were a result of the natural ordering of the population. They consisted of students enrolled during fall and winter terms, 1973-1974, in what are more commonly referred to as "methods" or "teaching of" classes offered by each of the respective departments.

Age, grade point, ethnic background, and other individual differences were not controlled variables. It was felt that each of these was of sufficient complexity to merit having separate research studies conducted, if they are considered to be of importance in the advising programs. In this study, they were not considered to be of sufficient importance.

It was the intent of this study to treat the advising needs of the students from the same basic perspective that is used daily by advisors, counselors, faculty members, department heads, and other university personnel; namely, identification of students by their majors. Therefore, the hypotheses in this study were directed toward the study of differences in perceived advising needs, using only the majors of the students as an independent variable.

Assumptions

The following assumptions have been used in guiding the development of this study:

1. Academic advising is a necessary and productive function of the university.
2. Academic advising is, and shall remain, a function separate from guidance and counseling.
3. The expressed perceptions of students have a high level of validity in terms of reflecting their real needs.
4. The samples used in this study are representative of the population.

Limitation

The functions of academic advising used in the survey instrument were determined by the students included in the study. Therefore, this study reflected the needs of only these students, at this university, at this specific time.

Procedures

Three steps were necessary to determine the perceived advising needs of the students within the six majors: (1) an interview schedule was constructed to determine the students' present perceptions of the parameters of academic advising; (2) the results obtained through the use of the interview schedule were used in the drafting of a survey instrument; and (3) the survey instrument was administered to the samples, the results tabulated and analyzed.

The interview schedule was constructed through the utilization of statements gleaned from reviewing literature written on academic advising, guidance, and counseling. The statements were grouped into three main headings: (1) basic functions of advisors, (2) basic attributes of advisors, and (3) basic mechanics of advising. Students from the population, but outside the samples, were scheduled for interviews. In the interviews, students were asked to verbally express their feelings about each statement on the interview schedule. Specifically, the students expressed their agreement or disagreement with the functions and attributes of advisors, and with the basic mechanics of advising. The interviewer assumed a neutral position and served as a recorder. At times the interviewer found it necessary to clarify particular statements. After completing the interview schedule, the students were asked to volunteer any of their perceptions of advising that extended beyond the interview schedule. These perceptions were also recorded. In analyzing the results of the interviews, those responses considered unique to the majors of the students--and that extended beyond the interview schedule--were noted for later inclusion in the drafting of the survey instrument. Both, the statements included in the interview schedule and the responses of the students interviewed, were utilized in drafting the survey instrument.

The resulting survey instrument was similar in appearance to a Likert-type scale. However, after consultation with several research personnel, chi square was determined to be the most appropriate measurement of the discrepancies between what are later referred to as observed and expected frequencies. Content validity of the survey instrument was obtained through a pilot test using two groups of students, again taken from outside the sample but within the population. These students were used to evaluate the extent to which each item on the instrument appeared to measure the perceived advising needs of students. After administering the pilot test, those statements on the instrument which the students deemed to have relatively high content validity were retained for use in the final survey instrument, and those statements with low content validity were either restated to raise their validity or removed entirely from the instrument.

The last step was to administer the revised survey instrument, appendix A, to the six samples and collect the data.

Research Design

Because this study primarily involved the collection of data for the purpose of describing the existing perceived advising needs of students, it was basically descriptive in nature. The statistical aspect of this study involved

the determination of the levels of significance between the perceived advising needs of students within one major as compared with the perceived needs of the sum total of the majors. It is for this portion of this study that a chi-square test was used.

Testable Hypotheses

The hypotheses for this study were derived from reviewing the literature and have been stated below in testable form:

1. Junior- and senior-level college students majoring in the fields of elementary education, history and social studies, industrial arts, music, special education, and speech and dramatic arts have perceived advising needs that may be differentiated from the sum total of the needs of the students, when the students' respective majors are used as the variable.
2. Separate advising models are required for each of the six majors listed in hypothesis 1, with each model being dependent upon both the similarities and the differences of the perceived advising needs of the students within those majors.

Procedures for Analysis of Data

The analysis of the data resulted in a computer printout for each of the items on the instrument. Items

1, 2, and 3 on the survey instrument were designed to obtain the descriptive information about the students. Those three items requested that the student indicate his major and class level. Therefore, in chapter 4, the analysis of the data reflects a renumbering of the items; and table 1 actually begins with "item" or question 3 of the survey instrument.

The majors of the samples were assigned numbers one through six, and the response options were assigned numbers one through four. A sample of resulting computer printout format is presented below.

ITEM 1

	1		2		3		4		Total	
	F(Ø)	F(E)	F(Ø)	F(E)	F(Ø)	F(E)	F(Ø)	F(E)	Freq.	Chi2
1	13	9.Ø	7	8.Ø	1	2.7	1	1.4	22	2.27
2	11	9.Ø	7	7.3	2	2.4	Ø	1.3	2Ø	1.82
3	14	13.Ø	8	1Ø.6	3	3.5	4	1.9	29	3.22
4	9	9.4	8	7.7	3	2.6	1	1.3	21	Ø.21
5	3	9.Ø	9	7.3	6	2.4	2	1.3	2Ø	1Ø.Ø5
6	13	12.6	12	1Ø.2	2	3.4	1	1.8	28	1.26
Total	63	.45Ø	51	.364	17	.121	9	.Ø64	14Ø	

F(Ø) represented observed frequencies and F(E) indicated expected frequencies. The six rows represented the majors, and the four columns represented the response options. The observed frequencies of each column were totaled and converted to reflect a percentage of the

total sample. The expected frequencies for each cell were calculated by multiplying the column percentage by the row total.

Chi-square values were determined by squaring the difference between the observed and expected frequencies of each cell and dividing by the expected frequency. The chi-square values were then totaled for each major. (1, pp. 212-213)

The .05 level of significance was considered minimal for acceptance of the hypotheses. The .05 level of significance required a chi-square value of 7.81, based upon three degrees of freedom on items 4 through 29. A chi-square value of 5.99, was required on item 31, based on two degrees of freedom. Item thirty, based on one degree of freedom, required a chi-square value of 3.84.

Summary

The problems in this study were first to determine how significantly the majors of students influence their perceived advising needs and secondly to develop a model for academic advising, using the industrial-arts majors as an example.

The design of the study required the cooperation of the chairmen of the six departments. This was obtained with the assistance of the vice-president of instruction at Eastern Michigan University. (See appendix B, p. 151.)

An interview schedule was drafted, utilizing information about academic advising, and guidance and counseling, that was taken from the literature. Students within the departments were then contacted and interviewed to determine their perceptions of advising. The results of the interviews and statements taken from reviewing the literature were used in drafting a survey instrument suitable for pilot testing.

The survey instrument was then pilot tested for content validity, modified, and reconstructed. The students involved in the pilot test were within the population but outside the samples to be later used in the study. The final survey instrument was then administered to the six samples taken from the population, and their perceived advising needs were collected. The data were then analyzed by using a chi-square test for determining the significance levels and have been presented in chapter 4.

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CHAPTER IV

ANALYSIS OF RESULTS

Because of the importance of the expressed perceived advising needs of the samples to this study, the data have been presented in this chapter in their entirety.

Hypothesis I

Junior- and senior-level college students majoring in the fields of elementary education, history and social studies, industrial arts, music, special education, and speech and dramatic arts have perceived advising needs that may be differentiated from the sum total of the needs of samples, when the students' respective majors are used as the variable.

Hypothesis II

Separate advising models are required for each of the six majors included in this study, with each model being dependent upon both the similarities and the differences of the perceived advising needs of the students within those majors.

Statements of Significance

At the .05 level of significance it was not possible to accept either hypothesis 1 or hypothesis 2. The null of each hypothesis must be accepted because each was written to be inclusive of all six samples. However, on four of the items in the survey instrument there were significant differences at the .05 level. Two

of these differences were from the history-and-social-studies sample, and two were from the music sample.

Data

The data were collected from a total of 140 junior- and senior-level college students majoring in education at Eastern Michigan University. From the Department of Elementary Education, there were sixteen juniors and six seniors. The Department of History and Social Studies was represented by six juniors and fourteen seniors. In the Department of Industrial Education, there were eight juniors and twenty-one seniors involved in the study; and the Department of Music was represented by sixteen juniors and four seniors. Special education had sixteen juniors and five seniors. There were nine juniors and nineteen seniors from speech and dramatic arts.

In the following presentation of the data, "%" represents the per cent of the observed frequencies, and "FO" represents the observed frequencies. "FE" indicates the expected frequencies. In the "total" row at the bottom of the table, the sum total of the samples responding to each option and the percentages of those totals have been tabulated and presented. The majors of the samples have been abbreviated due to the methods employed in constructing the tables. The only two abbreviations needing explanation are

"Hist. S.S.," which stands for history and social studies, and "Spch. D.A.," which indicates the speech-and-dramatic-arts majors.

Included, in addition to the graphic presentation of the data, is a written analysis. The analysis is centered around (1) the total observed frequency of responses from each sample, expressed in percentages, that indicated either agreement or disagreement with each item; and (2) statements concerning the significance levels of the responses by the samples. Percentages were rounded off to the nearest per cent.

Item 1: Perceived Advisor's
Role in Clarifying Relation-
ships Between Students' Basic
Studies and Their Major

Statement: You are having difficulty understanding the relationship of your first two years of college classes to your declared major;

It is the responsibility of your advisor to be able to clarify that relationship for you.

It was indicated by 81 per cent of the total sample that an advisor does have the responsibility of clarifying the relationship of the first two years of a student's studies to his major field. Nineteen per cent of the total sample did not feel this was an advisor's responsibility.

While five groups of majors agreed at the 76-per-cent level, or above, only 60 per cent of the music majors indicated they agreed with the statement.

TABLE 1
PERCEIVED ADVISOR'S ROLE IN CLARIFYING RELATIONSHIPS BETWEEN
STUDENTS' BASIC STUDIES AND THEIR MAJOR

Major	Strongly Agree			Mildly Agree			Sub Total			Mildly Disagree			Strongly Disagree			Sub Total		Ch12
	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	
Elem. Educ.	59.1	13	9.9	31.8	7	8.0	90.9			4.5	1	2.7	4.5	1	1.4	9.1	22	2.27
Hist. S.S.	55.0	11	9.0	35.0	7	7.3	90.0			10.0	2	0.0	0.0	0	1.3	10.0	20	1.82
Ird. Arts	48.3	14	13.0	27.6	8	10.6	75.9			10.3	3	3.5	13.8	4	1.9	24.1	29	3.22
Spec. Educ.	42.9	9	9.4	38.1	8	7.7	81.0			14.3	3	2.6	4.8	1	1.3	19.1	21	0.21
Music Educ.	15.0	3	9.0	45.0	9	7.3	60.0			30.0	6	2.4	10.0	2	1.3	40.0	20	10.05*
Spec. D.A.	46.4	13	12.6	42.9	12	10.2	89.3			7.1	2	3.4	3.6	1	1.8	10.7	28	1.26
Total FO & %	63 = 45%			51 = 36.4%			81.4			17 = 12.1%			9 = 6.4%			18.5	140	

*Significant at the .05 level

The relatively low percentage of agreement of the music majors was determined to be significant at the .05 level.

Item 2: Perceived Advisor's
Role in Assisting Advisees
With Long-Range Course Planning

Statement: In planning your schedule of courses, you tend to think only about those courses required for the degree;

It is the responsibility of your advisor to be able to clarify that relationship for you.

The majority of the total sample (86 per cent) felt that their advisors should discuss with them both long-range and immediate goals, when planning course schedules. This seemed to be a relatively high percentage.

The major with the lowest percentage, 70 per cent, was music; and the major with the highest percentage in agreement with this need was speech and dramatic arts with 97 per cent.

There were no significant differences found at the .05 level between the majors, when compared to the responses of the total sample.

Item 3: Perceived Advisor's
Role in Helping Students With
In-Depth Exploration of Their
Major Field

Statement: You are concerned about exploring your major field in much greater depth;

Your advisor should be able to interpret the printed information, refer you to other advisory

TABLE 2
PERCEIVED ADVISOR'S ROLE IN ASSISTING ADVISEES
WITH LONG-RANGE COURSE PLANNING

	Strongly Agree			Mildly Agree			Sub Total			Mildly Disagree			Strongly Disagree			Sub Total			Total	Ch12
	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE		
Major																				
Elem. Educ.	50.0	11	13.2	31.8	7	5.7	81.8		2.2	18.2	4		0.0	0	0.8	18.2	22		2.92	
Hist. S.S.	78.9	15	11.5	15.8	3	4.9	94.7		1.9	0.0	0		5.3	1	0.7	5.3	19		3.89	
Ind. Arts	69.0	20	17.5	20.7	6	7.5	89.7		2.9	0.0	0		10.3	3	1.0	10.3	29		7.24	
Spec. Educ.	52.4	11	12.7	28.6	6	5.4	81.0		2.1	19.0	4		0.0	0	0.8	19.0	21		2.72	
Public Educ.	40.0	8	12.1	30.0	6	5.2	70.0		2.0	25.0	5		5.0	1	0.7	30.0	20		6.05	
Spec. D.A.	67.9	19	16.9	28.6	8	7.3	96.5		2.8	3.6	1		0.0	0	1.0	3.6	28		2.51	
Total FO & %	84 = 60.4%			36 = 25.9%			86.3		14 = 10.1%				5 = 3.6%			13.7	139			

TABLE 3
PERCEIVED ADVISOR'S ROLE IN HELPING STUDENTS WITH
IN-DEPTH EXPLORATION OF THEIR MAJOR FIELD

Major	Strongly Agree			Mildly Agree			Sub Total	Mildly Disagree			Strongly Disagree			Sub Total	Total	Ch12
	%	FO	FE	%	FO	FE	%	%	FO	FE	%	FO	FE	%	FO	Ch12
Elem. Educ.	72.7	16	15.1	22.7	5	5.7	95.4	4.5	1	1.1	0.0	0	0.2	4.5	22	0.30
Hist. S.S.	70.0	14	13.7	30.0	6	5.1	100.0	0.0	0	1.0	0.0	0	0.1	0.0	20	1.29
Ind. Arts	72.4	21	19.9	24.1	7	7.5	96.5	0.0	0	1.4	3.4	1	0.2	3.4	29	4.58
Spec. Educ.	71.4	15	14.4	28.6	6	5.4	100.0	0.0	0	1.0	0.0	0	0.2	0.0	21	1.29
Music Educ.	60.0	12	13.7	30.0	6	5.1	90.0	10.0	2	1.0	0.0	0	0.1	10.0	20	1.50
Stch. D.A.	64.3	18	19.2	21.4	6	7.2	85.7	14.3	4	1.4	0.0	0	0.2	14.3	28	5.30
Total FO & %	96 = 68.6%			36 = 25.7%			94.3	7 = 5.0%			1 = .7%			5.7	140	

personnel, and recommend extra-class activities or part-time work experiences to assist you in your exploration.

In response to this statement, 94 per cent of the total sample were in agreement. There was a relatively strong feeling that an advisor should be able to provide guidance in finding experiences that will allow students to obtain more in-depth experiences within their major field.

The major with the lowest percentage of agreement to this need was speech and dramatic arts, with 86 per cent. Both history-and-social-studies and special-education majors were in 100-per-cent agreement with the statement.

There were no significant differences found at the .05 level for this statement.

Item 4: Perceived Advisor's
Role in Assisting Students in
Resolving Concerns About Their
Studies

Statement: It is sometimes difficult for you to approach certain members of the faculty and other university personnel with concerns you may have about your studies;

It is the responsibility of your advisor to coordinate your educational experiences, working in the company with the teachers, department head, and others who observe or interact with you as to assist you in resolving those concerns.

The samples were split in terms of how they felt about the advisor acting as a coordinator between students and other faculty in resolving concerns about their studies. Of the total sample, 54 per cent were in agreement with the statement, and 46 per cent disagreed.

TABLE 4

PERCEIVED ADVISOR'S ROLE IN ASSISTING STUDENTS IN RESOLVING
CONCERNS ABOUT THEIR STUDIES

	Strongly Agree			Mildly Agree			Sub Total	Mildly Disagree			Strongly Disagree			Sub Total	Total	Ch12
	%	FO	FE	%	FO	FE		%	FO	FE	%	FO	FE			
Major																
Elem. Educ.	15.6	3	4.1	50.0	11	7.9	63.6	22.7	5	7.4	13.6	3	2.7	36.3	22	2.36
Hist. S.S.	30.0	6	3.7	10.0	2	7.1	40.0	55.0	11	6.7	5.0	1	2.4	60.0	20	8.69*
Ind. Arts	20.7	6	5.4	41.4	12	10.4	62.1	24.1	7	9.7	13.8	4	3.5	37.9	29	1.16
Spec. Educ.	14.3	3	3.9	47.6	10	7.5	61.9	33.3	7	7.0	4.8	1	2.6	38.1	21	1.98
Music Educ.	10.0	2	3.7	30.0	6	7.1	40.0	40.0	8	6.7	20.0	4	2.4	60.0	20	2.24
Spec. D.A.	21.4	6	5.2	32.1	9	10.0	53.5	32.1	9	9.4	14.3	4	3.4	46.4	28	0.35
Total FO & %	26 = 18.6%			50 = 35.7%			54.3	47 = 33.6%			17 = 12.1%			45.7	140	

*Significant at the .05 level

Both music and history-and-social-studies majors disagreed with the statement at a level of 60 per cent. The range of agreement with the statement was from 54 per cent, speech and dramatic arts, to 64 per cent in the elementary-education majors.

The relatively large frequency of responses of the history-and-social-studies majors indicating only mild disagreement with the statement, when compared to the expected frequency, led to their responses being significantly different at the .05 level.

Item 5: Perceived Advisor's
Role as a Personal Friend

Statement: You are seeking someone on the faculty to take a personal interest in you as a student and as a person;

An advisor should be that kind of person.

There was relatively strong (86 per cent) agreement in total sample that an advisor should become interested in the students--not only as students, but also as persons.

The percentage of agreement ranged from 80 per cent for the music majors to 91 per cent for the special-education majors.

There were no significant differences between the responses of the individual majors, when compared to the total sample, at the .05 level.

TABLE 5
PERCEIVED ADVISOR'S ROLE AS A PERSONAL FRIEND

	Strongly Agree			Mildly Agree			Sub Total	Mildly Disagree			Strongly Disagree			Sub Total	Total					
	%	FO	FE	%	FO	FE		%	FO	FE	%	FO	FE							
Major																				
Elem. Educ.	68.2	15	12.1	18.2	4	6.9	86.4	9.1	2	2.5			4.5	1	0.5	13.6	22			2.62
Hist. S.S.	45.0	9	11.0	40.0	8	6.3	85.0	15.0	3	2.3			0.0	0	0.4	15.0	20			1.48
Ind. Arts	48.3	14	15.9	37.9	11	9.1	86.2	6.9	2	3.3			6.9	2	0.6	13.8	29			4.21
Spec. Educ.	66.7	14	11.5	23.8	5	6.6	90.5	9.5	2	2.4			0.0	0	0.4	9.5	21			1.42
Music Educ.	55.0	11	11.0	25.0	5	6.3	80.0	20.0	4	2.3			0.0	0	0.4	20.0	20			1.98
Spch. D.A.	50.0	14	15.4	39.3	11	8.8	89.3	10.7	3	3.2			0.0	0	0.6	10.7	28			1.29
Total FO & %	77 = 55%			44 = 31.4%			86.4	16 = 11.4%			3 = 2.1%			13.5	140					

Item 6: Perceived Advisor's
Role in Providing Philosophical
Bases for General Education.

Statement: You have had many philosophical discussions with friends concerning education, its means and ends;

Your advisor should be able to provide philosophical bases for your liberal or general education.

Within the total sample, there were 62 per cent of the respondents who were in agreement with this statement. The students did feel that an advisor should be able to provide some philosophical bases for liberal or general education programs.

One major, special education, was not in agreement with the other five majors. Only 48 per cent of the special education majors felt this was the responsibility of an advisor.

The range of those majors in agreement with the statement was from 58 per cent for history and social studies to 69 per cent for industrial-arts majors.

There were no significant differences found for this statement at the .05 level.

Item 7: Perceived Advisor's
Role in Explaining Admissions
and Retention Requirements to
an Advisee

Statement: You are considering transferring to this university at the junior level;

Your advisor should be able to explain the admissions and retention requirements of the university.

TABLE 6
PERCEIVED ADVISOR'S ROLE IN PROVIDING PHILOSOPHICAL
BASES FOR GENERAL EDUCATION

	Strongly Agree			Mildly Agree			Sub Total	Mildly Disagree			Strongly Disagree			Sub Total	Total	Ch12
	%	FO	FE	%	FO	FE		%	FO	FE	%	FO	FE			
Major																
Elem. Educ.	31.8	7	4.1	36.4	8	9.6	68.2	27.3	6	5.4	4.5	1	2.9	31.8	22	3.50
Hist. S.S.	21.1	4	3.6	36.8	7	8.3	57.9	26.3	5	4.7	15.8	3	2.5	42.1	19	0.37
Ind. Arts	17.2	5	5.5	51.7	15	12.6	68.9	13.8	4	7.1	17.2	5	3.8	31.0	29	2.27
Spec. Educ.	14.3	3	4.0	33.3	7	9.1	47.6	42.9	9	5.2	9.5	2	2.7	52.4	21	3.76
Music Educ.	15.8	3	3.6	52.6	10	8.3	68.4	21.1	4	4.7	10.5	2	2.5	31.6	19	0.65
Spch. D.A.	14.3	4	5.3	46.4	13	12.2	60.7	21.4	6	6.9	17.9	5	3.7	39.3	28	0.98
Total FO & %	26 = 18.8%			60 = 43.5%			62.3	34 = 24.6%			18 = 13%			37.6	138	

TABLE 7
PERCEIVED ADVISOR'S ROLE IN EXPLAINING ADMISSIONS AND
RETENTION REQUIREMENTS TO AN ADVISEE

	Strongly Agree			Mildly Agree			Sub Total			Mildly Disagree			Strongly Disagree			Sub Total			Total
	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	
Major																			Ch12
Elem. Educ.	86.4	19	17.7	9.1	2	2.2	95.5	4.5	1	1.0	0.0	0	1.1			4.5	22		1.24
Hist. S.S.	80.0	16	16.1	15.0	3	2.0	95.0	5.0	1	0.9	0.0	0	1.0			5.0	20		1.50
Ind. Arts	82.1	23	22.5	10.7	3	2.8	92.8	3.6	1	1.2	3.6	1	1.4			7.2	28		0.18
Spec. Educ.	90.0	18	16.1	5.0	1	2.0	95.0	0.0	0	0.9	5.0	1	1.0			5.0	20		1.62
Music Educ.	65.0	13	16.1	10.0	2	2.0	75.0	5.0	1	0.9	20.0	4	1.0			25.0	20		9.40*
Spch. D.A.	78.6	22	22.5	10.7	3	2.8	89.3	7.1	2	1.2	3.6	1	1.4			10.7	28		0.65
Total FO & %	111 = 80.4%			14 = 10.1%			90.5	6 = 4.3%			7 = 5.1%					9.4	138		

*Significant at the .05 level

There was 91 per cent agreement of the total sample on this statement. The vast majority of the sample did feel that an advisor should be knowledgeable of admission and retention requirements of the university, and be able to explain those requirements to his advisees.

While the percentage of agreement for five of the majors ranged from 89 per cent for speech-and-dramatic-arts majors to 96 per cent for elementary education, the percentage of the music majors in agreement with this statement was only 75.

The relatively low percentage of music majors in agreement with this statement was significant at the .05 level.

Item 8: Perceived Advisor's
Role in Describing the Content
of Various Courses

Statement: A friend has recommended a particular course to you and you are still not sure of what the objectives of the course are, or what is covered in terms of content;

Your advisor should be able to provide such course descriptions.

The majority (80 per cent) of the total sample was in agreement with this statement and felt that the advisor should be able to provide descriptions of courses, in terms of their objectives and content.

However, when analyzing the responses of the individual majors, there was quite a spread in terms of consensus. The range was from 60 per cent of the

TABLE 8
PERCEIVED ADVISOR'S ROLE IN DESCRIBING THE
CONTENT OF VARIOUS COURSES

Major	Strongly Agree			Mildly Agree			Sub Total			Mildly Disagree			Strongly Disagree			Sub Total		
	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	Ch12
Elem. Educ.	68.2	15	11.7	18.2	4	5.9	86.4			9.1	2	3.3	4.5	1	1.1	13.6	22	2.05
Hist. S.S.	45.0	9	10.6	30.0	6	5.3	75.0			25.0	5	3.0	0.0	0	1.0	25.0	20	2.64
Ind. Arts	57.1	16	14.9	28.6	8	7.5	85.7			7.1	2	4.2	7.1	2	1.4	14.2	28	1.54
Spec. Educ.	61.9	13	11.2	33.3	7	5.6	95.2			4.8	1	3.2	0.0	0	1.1	4.8	21	3.20
Music Educ.	40.0	8	10.6	20.0	4	5.3	60.0			30.0	6	3.0	10.0	2	1.0	40.0	20	4.90
Spch. D.A.	46.4	13	14.9	28.6	8	7.5	75.0			17.9	5	4.2	7.1	2	1.4	25.0	28	0.67
Total FO & %	74 = 53.2%			37 = 26.6%			79.8			21 = 15.1%			7 = 5%			20.1	139	

music majors to 95 per cent of the special-education majors.

There were not sufficient differences between any major and the total sample to be significant at the .05 level.

Item 9: Perceived Advisor's
Role in the Utilization of
High School and College Test
Scores

Statement: Your high school and college test scores are on file at the university;

Your advisor should utilize those scores in helping you plan your schedule.

The total sample was split in students' responses to this statement. A total of 54 percent was in agreement, and 46 per cent disagreed with the statement.

The range of the majors agreeing that high school and college test scores should be used in scheduling was from 55 per cent in industrial arts to 62 per cent in special education.

Speech-and-dramatic-arts majors indicated a relatively strong (68 per cent) disagreement with the statement. This may be attributed to the relatively high observed frequency on the mildly-disagree response as contrasted with the expected frequency. However, the disagreement of this major was not significant at the .05 level.

TABLE 9

PERCEIVED ADVISOR'S ROLE IN THE UTILIZATION OF HIGH
SCHOOL AND COLLEGE TEST SCORES

	Strongly Agree			Mildly Agree			Sub Total	Mildly Disagree			Strongly Disagree			Sub Total	Total	Ch12
	%	FO	FE	%	FO	FE		%	FO	FE	%	FO	FE			
Major																
Elem. Educ.	22.7	5	6.0	36.4	8	5.8	59.1	13.6	3	5.2	27.3	6	5.0	40.9	22	2.09
Hist. S.S.	35.0	7	5.4	25.0	5	5.3	60.0	25.0	5	4.7	15.0	3	4.6	40.0	20	1.03
Ind. Arts	31.0	9	7.9	24.1	7	7.7	55.1	20.7	6	6.8	24.1	7	6.6	44.8	29	0.34
Spec. Educ.	23.8	5	5.7	38.1	8	5.6	61.9	23.8	5	5.0	14.3	3	4.8	38.1	21	1.84
Music Educ.	40.0	8	5.4	20.0	4	5.3	60.0	15.0	3	4.7	25.0	5	4.6	40.0	20	2.19
Spch. D.A.	14.3	4	7.6	17.9	5	7.4	32.2	39.3	11	6.6	28.6	8	6.4	67.9	28	5.82
Total FC & %	38 = 27.1%			37 = 26.4%			53.5	33 = 23.6%			32 = 22.9%			46.5	140	

Item 10: Perceived Advisor's
Role in Providing Scheduling
and Registration Procedures

Statement: Winter term registration is approaching
and you shall be enrolling for your courses;

Your advisor should provide you with the procedures
for scheduling and registration.

Of the total sample, 76 per cent felt that being
able to provide information regarding scheduling and
registration was a function of the advisor.

The special education majors had the lowest agreement
(65 per cent) on this advising function, and elementary-
education majors had the highest agreement at 86 per
cent.

There were no significant differences at the
.05 level on this statement when the responses of the
individual samples were compared to the sum total of
the responses.

Item 11: Perceived Advisor's
Role in Providing the Procedures
for Dropping and Adding Courses

Statement: Winter term began a week ago and
you feel it is necessary for you to drop Fishology
231;

Procedures for dropping and adding courses should
be provided by your advisor.

The responses of the total sample indicated that
73 per cent felt that an advisor should be able to provide
the procedures for dropping and adding courses.

TABLE 10
PERCEIVED ADVISOR'S ROLE IN PROVIDING SCHEDULING
AND REGISTRATION PROCEDURES

Major	Strongly Agree			Mildly Agree			Sub Total			Mildly Disagree			Strongly Disagree			Sub Total		Total	Chi2
	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO		
Elem. Educ.	54.5	12	10.8	31.8	7	6.0	86.3			13.6	3	4.1	0.0	0	1.1	13.6	22	1.71	
Hist. S.S.	60.0	12	9.8	10.0	2	5.5	70.0			20.0	4	3.7	10.0	2	1.0	30.0	20	3.70	
Ind. Arts	55.2	16	14.2	20.7	6	7.9	75.9			13.8	4	5.4	10.3	3	1.5	24.1	29	2.70	
Spec. Educ.	40.0	8	9.8	25.0	5	5.5	65.0			30.0	6	3.7	5.0	1	1.0	35.0	20	1.73	
Music Educ.	50.0	10	9.8	35.0	7	5.5	85.0			15.0	3	3.7	0.0	0	1.0	15.0	20	1.59	
Spch. D.A.	35.7	10	13.7	39.3	11	7.7	75.0			21.4	6	5.2	3.6	1	1.4	25.0	28	2.69	
Total FO & %	68 = 48.9%			38 = 27.3%			76.2			26 = 18.7%			7 = 5%			23.7	139		

TABLE 11
PERCEIVED ADVISOR'S ROLE IN PROVIDING THE PROCEDURES
FOR DROPPING AND ADDING COURSES

	Strongly Agree			Mildly Agree			Sub Total	Mildly Disagree			Strongly Disagree			Sub Total	Total	Ch12
	%	FO	FE	%	FO	FE		%	FO	FE	%	FO	FE			
Major																
Elem. Educ.	38.1	8	8.2	28.6	6	7.2	66.7	28.6	6	4.0	4.8	1	1.7	33.4	21	1.52
Hist. S.S.	57.9	11	7.4	15.8	3	6.5	73.7	21.1	4	3.6	5.3	1	1.5	26.4	19	3.80
Ind. Arts	41.4	12	11.3	37.9	11	9.9	79.3	17.2	5	5.5	3.4	1	2.3	20.6	29	0.95
Spec. Educ.	23.8	5	8.2	47.6	10	7.2	71.4	14.3	3	4.0	14.3	3	1.7	28.6	21	3.68
Music Educ.	35.0	7	7.8	40.0	8	6.8	75.0	15.0	3	3.8	10.0	2	1.6	25.0	20	0.55
Spch. D.A.	39.3	11	11.0	32.1	9	9.5	71.4	17.9	5	5.3	10.7	3	2.2	28.6	28	0.31
Total FO & %	54 = 39.1%			47 = 34.1%			73.2	26 = 18.8%			11 = 8%			26.8	138	

Industrial-arts majors were most in agreement at 79 per cent, and elementary-education majors were least (67 percent) in agreement with this statement.

Item 12: Perceived Advisor's
Role in Referring Students to
Special Services

Statement: Recently you have become concerned about possibly having a hearing deficiency;

Your advisor should know how to refer you to special services on campus that could assist you.

A total of 67 per cent of the entire sample indicated an advisor should be able to refer an advisee to the special services available on campus.

Only 55 per cent of the history-and-social-studies majors were in agreement with the statement. The major most in agreement with the statement was elementary education with an 82-per-cent response.

The relatively wide range of agreement between the majors on this advising function was not significant at the .05 level.

Item 13: Perceived Advisor's
Role in Explaining the Value of
Extra-Class Activities

Statement: In a week there is a field trip being sponsored by your department and you are undecided whether or not it is worth your time and effort to participate;

Your advisor should be able to assist you in your decision by explaining the relation of extra-class activities to your college experiences.

TABLE 12
PERCEIVED ADVISOR'S ROLE IN REFERRING
STUDENTS TO SPECIAL SERVICES

	Strongly Agree			Mildly Agree			Sub Total	Mildly Disagree			Strongly Disagree			Sub Total	Total	Chi2
	%	FO	FE	%	FO	FE		%	FO	FE	%	FO	FE			
Major																
Elem. Educ.	31.8	7	7.2	50.0	11	7.4	81.8	9.1	2	4.2	9.1	2	3.1	18.2	22	3.38
Hist. S.S.	25.0	5	6.6	30.0	6	6.7	55.0	20.0	4	3.9	25.0	5	2.9	45.0	20	2.06
Ind. Arts	34.5	10	9.5	41.4	12	9.7	75.9	10.3	3	5.6	13.8	4	4.1	24.1	29	1.76
Spec. Educ.	28.6	6	6.9	28.6	6	7.0	57.2	33.3	7	4.1	9.5	2	3.0	42.8	21	2.76
Music Educ.	35.0	7	6.6	25.0	5	6.7	60.0	20.0	4	3.9	20.0	4	2.9	40.0	20	0.93
Spch. D.A.	39.3	11	9.2	25.0	7	9.4	64.3	25.0	7	5.4	10.7	3	4.0	35.7	28	1.69
Total FC & %	46 = 32.9%			47 = 33.6%			66.5	27 = 19.3%			20 = 14.3%			33.6	140	

TABLE 13
PERCEIVED ADVISOR'S ROLE IN EXPLAINING THE
VALUE OF EXTRA-CLASS ACTIVITIES

Major	Strongly Agree			Mildly Agree			Sub Total			Mildly Disagree			Strongly Disagree			Sub Total		
	%	FC	FE	%	FC	FE	%	FC	FE	%	FC	FE	%	FC	FE	%	FC	FE
Gen. Educ.	18.2	4	4.0	18.2	4	5.7	36.4			40.9	9	7.8	22.7	5	4.6	63.6	22	0.74
Hist. S.S.	15.0	3	3.6	20.0	4	5.2	35.0			55.0	11	7.1	10.0	2	4.2	65.0	20	3.71
Ind. Arts	21.4	6	5.0	32.1	9	7.3	53.5			25.0	7	9.9	21.4	6	5.8	46.4	28	1.45
Spec. Educ.	23.8	5	3.8	23.8	5	5.4	47.6			28.6	6	7.4	23.8	5	4.4	52.4	21	0.78
Music Educ.	5.0	1	3.6	45.0	9	5.2	50.0			30.0	6	7.1	20.0	4	4.2	50.0	20	4.86
Speech	21.4	6	5.0	17.9	5	7.3	39.3			35.7	10	9.9	25.0	7	5.8	60.0	28	1.12
Total FC & %	25 = 18%			36 = 25.9%			43.9			49 = 35.3%			29 = 20.9%			56.2	139	

It was found that the majority of the total sample, 56 per cent, agreed an advisor does not have the responsibility of trying to relate extra-class activities to an advisee's college experiences.

Four majors; elementary education, history and social studies, special education, and speech and dramatic arts; all disagreed with the statement. The music majors were split at 50 per cent and 50 per cent.

Although not significant at the .05 level, the only major agreeing with that advising function was industrial education at 54 per cent.

Item 14: Perceived Advisor's
Role in Assisting the High-Ability
Student

Statement: You are a high-ability student but just not achieving in college;

Your advisor should be able to relate to you and assist you in confronting the situation.

Of the total sample, 76 per cent felt that it was the function of an advisor to be able to relate to a high-ability student who is having difficulty achieving in college and to assist him in confronting the situation.

All of the majors in the study were in agreement with the statement. The range of agreement was from 68 per cent in industrial education to 82 per cent in elementary education.

There were no significant differences at the .05 level between the responses of any one major and the responses of the total sample.

TABLE 14
PERCEIVED ADVISOR'S ROLE IN ASSISTING
THE HIGH-ABILITY STUDENT

	Strongly Agree			Mildly Agree			Sub Total			Mildly Disagree			Strongly Disagree			Sub Total		
	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	Ch12
Major																		
Elem. Educ.	54.5	12	8.4	27.3	6	8.4	81.8			9.1	2	4.3	9.1	2	0.9	18.2	22	4.61
Hist. S.S.	40.0	8	7.6	35.0	7	7.6	75.0			20.0	4	3.9	5.0	1	0.9	25.0	20	0.09
Ind. Arts	39.3	11	10.7	28.6	8	10.7	67.9			28.6	8	5.4	3.6	1	1.2	32.2	28	1.92
Spec. Educ.	38.1	8	8.0	38.1	8	8.0	76.2			19.0	4	4.1	4.8	1	0.9	23.8	21	0.01
Music Educ.	35.0	7	7.6	45.0	9	7.6	80.0			20.0	4	3.9	0.0	0	0.9	20.0	20	1.17
Spec. D.A.	25.0	7	10.7	53.6	15	10.7	78.6			17.9	5	5.4	3.6	1	1.2	21.5	28	3.09
Total FO & %	53 = 38.1%			53 = 38.1%			76.2			27 = 19.4%			6 = 4.3%			23.7	139	

Item 15: Perceived Advisor's
Role in Motivating the Border-
Line Student

Statement: You are a border-line achiever who needs motivation;

Your advisor should be able to provide some of that motivation.

While there was a relatively wide spread in the consensus of the majors, 64 per cent of the total sample agreed an advisor should be able to provide some degree of motivation to border-line achievers.

The major most in agreement with the statement was elementary education with 82 per cent. The major least in agreement with that advising function was speech and dramatic arts with 54 per cent.

Even though there was a considerable latitude in the percentages of the majors in agreement with the statement, the differences were not significant at the .05 level.

Item 16: Perceived Advisor's
Role in Assisting the Probationary
Student

Statement: You are a probationary student and are facing possible expulsion if your grade point does not rise to a 2.0 very soon;

Your advisor should relate to your situation and assist you in resolving it.

A considerable majority (86 per cent) of the total sample determined it was a function of the advisor to be able to relate to probationary students and assist them in resolving their grade-point situations.

TABLE 15
PERCEIVED ADVISOR'S ROLE IN MOTIVATING
THE BORDER-LINE STUDENT

	Strongly Agree			Mildly Agree			Sub Total			Mildly Disagree			Strongly Disagree			Sub Total		
	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	Ch12
Major																		
Elem. Educ.	31.8	7	4.9	50.0	11	9.2	81.8			13.6	3	6.2	4.5	1	1.7	18.1	22	3.20
Hist. S.S.	31.6	6	4.2	36.8	7	7.9	68.4			26.3	5	5.3	5.3	1	1.5	31.6	19	1.03
Ind. Arts	34.5	10	6.5	31.0	9	12.1	65.5			27.6	8	8.1	6.9	2	2.3	34.5	29	2.76
Spec. Educ.	19.0	4	4.7	42.9	9	8.8	61.9			28.6	6	5.9	9.5	2	1.7	38.1	21	0.18
Music Educ.	15.0	3	4.5	40.0	8	8.3	55.0			35.0	7	5.6	10.0	2	1.6	45.0	20	0.95
Spch. D.A.	3.6	1	6.2	50.0	14	11.7	53.6			35.7	10	7.9	10.7	3	2.2	46.4	28	5.73
Total FO & %	31 = 22.3%			58 = 41.7%			64.0			39 = 28.1%			11 = 7.9%			36.0	139	

TABLE 16
PERCEIVED ADVISOR'S ROLE IN ASSISTING
THE PROBATIONARY STUDENT

	Strongly Agree			Mildly Agree			Sub Total			Mildly Disagree			Strongly Disagree			Sub Total			Total
	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	
Major																			Chi2
Elem. Educ.	54.5	12	10.4	40.9	9	8.5	95.4			4.5	1	1.6	0.0	0	1.6	4.5	22		2.07
Hist. S.S.	55.0	11	9.4	40.0	8	7.7	95.0			5.0	1	1.4	0.0	0	1.4	5.0	20		1.83
Ind. Arts	44.8	13	13.7	41.4	12	11.2	86.2			6.9	2	2.1	6.9	2	2.1	13.8	29		0.10
Spec. Educ.	42.9	9	9.9	42.9	9	8.1	85.6			4.8	1	1.5	9.5	2	1.5	14.3	21		0.52
Music Educ.	50.0	10	9.4	30.0	6	7.7	80.0			15.0	3	1.4	5.0	1	1.4	20.0	20		2.27
Spec. D.A.	39.3	11	13.2	35.7	10	10.8	75.0			7.1	2	2.0	17.9	5	2.0	25.0	28		4.93
Total FO & %	66 = 47.1%			54 = 38.6%			85.7			10 = 7.1%			10 = 7.1%			14.2	140		

The major with the lowest agreement to the statement was speech and dramatic arts with 75 per cent. Both elementary-education and history-and-social-studies majors indicated 95-per-cent agreement with the statement.

Significant differences at the .05 level between any major and the total majors were not found.

Item 17: Perceived Advisor's
Responsibilities for Knowledge
of Local Agencies

Statement: You have a friend that is having serious problems adapting to the college environment, to the point that you feel your friend may be becoming mentally unbalanced;

Your advisor should have knowledge of local agencies that are equipped to handle such situations.

The responses of the total sample indicated a slight margin of agreement with this statement. A majority of only 59 per cent of the sample felt that an advisor should have knowledge of agencies dealing with mental problems.

Speech-and-dramatic-arts majors had the least agreement (54 per cent) with the statement, and the elementary-education majors had the greatest (68 per cent) agreement.

There were no significant differences at the .05 level.

Item 18: Perceived Advisor's
Role in Assisting Students with
Their Personal Matters

Statement: You have recently had a serious disagreement with your parents;

TABLE 17
PERCEIVED ADVISOR'S RESPONSIBILITIES FOR
KNOWLEDGE OF LOCAL AGENCIES

	Strongly Agree			Mildly Agree			Sub Total	Mildly Disagree			Strongly Disagree			Sub Total	Total
	%	FO	FE	%	FO	FE		%	FO	FE	%	FO	FE		
Major															
Elem. Educ.	27.3	6	4.9	40.9	9	8.0	68.2	27.3	6	5.1	4.5	1	4.0	31.8	22
Hist. S.S.	26.3	5	4.3	31.6	6	6.9	57.9	21.1	4	4.4	21.1	4	3.4	42.2	19
Ind. Arts	17.2	5	6.5	41.4	12	10.5	58.6	17.2	5	6.7	24.1	7	5.3	41.3	29
Spec. Educ.	30.0	6	4.5	25.0	5	7.2	55.0	25.0	5	4.6	20.0	4	3.6	45.0	20
Music Educ.	15.0	3	4.5	45.0	9	7.2	60.0	10.0	2	4.6	30.0	6	3.6	40.0	20
Spch. D.A.	21.4	6	6.3	32.1	9	10.1	53.5	35.7	10	6.5	10.7	3	5.1	46.4	28
Total FO & %	31	= 22.5%		50	= 36.2%		58.7	32	= 23.2%		25	= 18.1%		41.3	138

TABLE 18
PERCEIVED ADVISOR'S ROLE IN ASSISTING
STUDENTS WITH THEIR PERSONAL MATTERS

	Strongly Agree			Mildly Agree			Sub Total		Mildly Disagree			Strongly Disagree			Sub Total		Total
	%	FO	FE	%	FO	FE	%	FO	%	FO	FE	%	FO	FE	%	FO	Ch12
Major																	
Elem. Educ.	19.0	4	1.4	4.8	1	2.0	23.8		33.3	7	5.6	42.9	9	12.0	76.2	21	6.44
Hist. S.S.	5.0	1	1.3	10.0	2	1.9	15.0		40.0	8	5.3	45.0	9	11.4	85.0	20	1.93
Ind. Arts	6.9	2	1.9	3.4	1	2.8	10.3		20.7	6	7.7	69.0	20	16.5	89.7	29	2.26
Spec. Educ.	0.0	0	1.3	15.8	3	1.8	15.8		21.1	4	5.1	63.2	12	10.8	84.3	19	2.36
Muslc Educ.	5.6	1	1.2	22.2	4	1.7	27.8		5.6	1	4.8	66.7	12	10.3	72.3	18	6.30
Spch. D.A.	3.6	1	1.9	7.1	2	2.7	10.7		35.7	10	7.5	53.6	15	16.0	89.3	28	1.50
Total FO & %	9 = 6.7%			13 = 9.6%			16.3		36 = 26.7%			77 = 57%			83.7	135	

Your advisor should be able and willing to advise you on personal matters such as relations with parents, dating, etc.

There was a relatively strong feeling (84 per cent) expressed by the total sample that advisors do not have the responsibility to become involved in the personal matters of their advisees.

The major expressing the lowest disagreement (72 per cent) with the statement was music. The highest disagreement (90 per cent) was expressed by the industrial-arts majors.

There were no significant differences at the .05 level between the expected frequencies and observed frequencies, when comparing the individual majors to the sum total.

Item 19: Perceived Advisor's
Responsibility to Have Knowledge
of Campus Services

Statement: You are just arriving on campus and are both married, and have need of financial assistance. You have been registered and assigned an advisor;

Your advisor should have knowledge of campus services such as married housing, financial aids, etc.

The majority (77 per cent) of all the majors in the study indicated an advisor should have at his disposal, knowledge of campus services such as housing, financial aids, etc., that may be of help to an advisee.

The .05 level of significance was not achieved by any of the majors on this particular item.

TABLE 19
PERCEIVED ADVISOR'S RESPONSIBILITY TO HAVE
KNOWLEDGE OF CAMPUS SERVICES

	Strongly Agree			Mildly Agree			Sub Total			Mildly Disagree			Strongly Disagree			Sub Total			Total
	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	
Major																			
Elem. Educ.	63.6	14	10.8	22.7	5	6.1	86.3			9.1	2	3.1	4.5	1	1.9	13.6			22
Hist. S.S.	65.0	13	9.9	5.0	1	5.6	70.0			25.0	5	2.9	5.0	1	1.7	30.0			20
Ind. Arts	55.2	16	14.3	27.6	8	8.1	82.8			10.3	3	4.1	6.9	2	2.5	17.2			29
Spec. Educ.	42.9	9	10.4	23.8	5	5.8	66.7			19.0	4	3.0	14.3	3	1.8	33.3			21
Music Educ.	30.0	6	9.9	40.0	8	5.6	70.0			10.0	2	2.9	20.0	4	1.7	30.0			20
Spch. D.A.	39.3	11	13.8	42.9	12	7.8	82.2			14.3	4	4.0	3.6	1	2.4	17.9			28
Total FO & %	69 = 49.3%			39 = 27.9%			77.2			20 = 14.3%			12 = 8.6%			22.9			140

Item 20: Perceived Advisor's
Role in Interpreting the Role of
the University to Advisees

Statement: You are having difficulty understanding why the university makes many decisions which may be contrary to your beliefs;

Your advisor should be able to interpret the role of the institution in its educational mission.

It was felt by the majority (73 per cent) of the total sample that it was the role of an advisor to be able to interpret the educational mission of the institution to an advisee.

Speech and dramatic arts, the major with the lowest (64 per cent) number in agreement, contrasted sharply with the elementary majors in which 86 per cent expressed agreement to this being a function of an advisor.

The history-and-social-studies majors responded sharply enough on the strongly-agree side of the scale to have established a significance level of .05 on this item.

Item 21: Perceived Advisor's
Role in Explaining Decisions Made
by Administrators and Faculty

Statement: A certain department is presently revising its course offerings and the degrees it is going to grant;

Your advisor should be able to explain the role of the administrators, faculty, and subsequent decisions made by them.

A total of 76 per cent of the entire sample felt an advisor should be able to explain decisions made

TABLE 20
PERCEIVED ADVISOR'S ROLE IN INTERPRETING THE
ROLE OF THE UNIVERSITY TO ADVISEES

Major	Strongly Agree			Mildly Agree			Sub Total %	Mildly Disagree			Strongly Disagree			Sub Total %	Total
	%	FO	FE	%	FO	FE		%	FO	FE	%	FO	FE		
Elem. Educ.	40.9	9	6.4	45.5	10	9.6	86.4	0.0	0	3.9	13.6	3	2.0	13.6	22
Hist. S.S.	55.0	11	5.9	25.0	5	8.7	80.0	5.0	1	3.6	15.0	3	1.9	20.0	20
Ind. Arts	24.1	7	8.5	48.3	14	12.6	72.4	24.1	7	5.2	3.4	1	2.7	27.5	29
Spec. Educ.	19.0	4	6.2	47.6	10	9.1	66.6	28.6	6	3.8	4.8	1	2.0	33.4	21
Music Educ.	20.0	4	5.9	50.0	10	8.7	70.0	15.0	3	3.6	15.0	3	1.9	30.0	20
Spch. D.A.	21.4	6	8.2	42.9	12	12.2	64.3	28.6	8	5.0	7.1	2	2.6	35.7	28
Total FO & %	41 = 29.3%			61 = 43.6%			72.9	25 = 17.9%			13 = 9.3%			27.2	140

*Significant at the .05 level

TABLE 21
PERCEIVED ADVISOR'S ROLE IN EXPLAINING DECISIONS
MADE BY ADMINISTRATORS AND FACULTY

	Strongly Agree			Mildly Agree			Sub Total			Mildly Disagree			Strongly Disagree			Sub Total		
	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	Ch12
Major																		
Elem. Educ.	45.5	10	8.3	31.8	7	8.3	77.3			13.6	3	3.6	9.1	2	1.7	22.7	22	0.69
Hist. S.S.	55.0	11	7.6	30.0	6	7.6	85.0			15.0	3	3.3	0.0	0	1.6	15.0	20	3.47
Ind. Arts	31.0	9	11.0	41.4	12	11.0	72.4			13.8	4	4.8	13.8	4	2.3	27.6	29	1.87
Spec. Educ.	33.3	7	7.9	38.1	8	7.9	71.4			19.0	4	3.4	9.5	2	1.7	28.5	21	0.28
Music Educ.	30.0	6	7.6	45.0	9	7.6	75.0			20.0	4	3.3	5.0	1	1.6	25.0	20	0.96
Spch. D.A.	35.7	10	10.6	39.3	11	10.6	75.0			17.9	5	4.6	7.1	2	2.2	25.0	28	0.10
Total FO & %	53 = 37.9%			53 = 37.9%			75.8			23 = 16.4%			11 = 7.9%			24.3	140	

at the administrative level and the role that administrators and faculty have in making those decisions.

Special-education majors had the fewest students (71 per cent) in agreement to this function, and history-and-social-studies majors expressed the most agreement with 85 per cent.

There were no significant differences at the .05 level when comparing the responses of each major to the sum total responses.

Item 22: Perceived Advisor's
Responsibility for Having
Appreciations for Varying
Student Value Systems

Statement: An advisor recently observed an advisee walking in a picket line;

Your advisor should have an appreciation for student likenesses and differences in terms of varying value systems.

In response to this function of advising, a total of 77 per cent of the sample agreed that an advisor should have an appreciation for the likenesses and differences in students' value systems.

The history-and-social-studies majors were most (90 per cent) in agreement with that statement. The music majors were not as strongly in agreement, responding at a 60-per-cent level.

Even with the relatively broad spread between the majors in their agreement with this function of

TABLE 22

PERCEIVED ADVISOR'S RESPONSIBILITY FOR HAVING APPRECIATIONS
FOR VARYING STUDENT VALUE SYSTEMS

	Strongly Agree			Mildly Agree			Sub Total			Mildly Disagree			Strongly Disagree			Sub Total		
	%	FC	FE	%	FC	FE	%	FC	FE	%	FC	FE	%	FC	FE	%	FC	FE
Major																		
Elem. Educ.	40.9	9	11.2	36.4	8	5.8	77.3			9.1	2	2.7	13.6	3	2.4	22.7	22	1.58
Hist. S.S.	65.0	13	10.1	25.0	5	5.3	90.0			5.0	1	2.4	5.0	1	2.1	10.0	20	2.27
Ind. Arts	41.4	12	14.7	34.5	10	7.7	75.9			10.3	3	3.5	13.8	4	3.1	24.1	29	1.54
Spec. Educ.	42.9	9	10.6	28.6	6	5.6	71.5			14.3	3	2.6	14.3	3	2.3	28.6	21	0.62
Music Educ.	50.0	10	10.1	10.0	2	5.3	60.0			30.0	6	2.4	10.0	2	2.1	40.0	20	7.31
Spch. D.A.	64.3	18	14.2	21.4	6	7.4	85.7			7.1	2	3.4	7.1	2	3.0	14.2	28	2.19
Total FC & %	71 = 50.7%			37 = 26.4%			77.1			17 = 12.1%			15 = 10.7%			22.8	140	

advising, there was no significance established at the .05 level.

Item 23: Perceived Advisor's
Attitudes Toward Advisees'
Goals of Change

Statement: You have developed what you feel are very valid objectives to be achieved in your profession after you graduate. Those objectives involve a substantial amount of change and/or reform;

Your advisor should have attitudes of and appreciations for your goals of changing institutional procedure, the societal structure, and your own personal world.

Of the total sample, 73 per cent responded they agree that advisors should be receptive to specific goals advisees may have for changing their society and their personal world.

The major indicating least (60 per cent) agreement with that function of advisors was elementary education. The history-and-social-studies majors had the highest (84 per cent) agreement with that function.

There were no significant differences at the .05 level.

Item 24: Perceived Advisor's
Attitudes Toward His Role in
the University

Statement: During a recent conference with your advisor, you were quite surprised at his negative attitude about education on the university level, and his involvement in it;

Your advisor should have a positive attitude toward his role in relation to the university.

TABLE 23

PERCEIVED ADVISOR'S ATTITUDES TOWARD ADVISEES' GOALS OF
BRINGING ABOUT INSTITUTIONAL CHANGE

	Strongly Agree			Mildly Agree			Sub Total			Mildly Disagree			Strongly Disagree			Sub Total		Total
	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	
Major																		
Elem. Educ.	27.3	6	7.0	31.8	7	9.0	59.1			13.6	3	3.6	27.3	6	2.4	40.9	22	6.24
Hist. S.S.	42.1	8	6.0	42.1	8	7.8	84.2			10.5	2	3.1	5.3	1	2.1	15.8	19	1.62
Ind. Arts	31.0	9	9.2	48.3	14	11.9	79.3			13.8	4	4.8	6.9	2	3.1	20.7	29	0.92
Spec. Educ.	23.8	5	6.6	47.6	10	8.6	71.4			19.0	4	3.5	9.5	2	2.3	28.5	21	0.74
Music Educ.	35.0	7	6.3	40.0	8	8.2	75.0			20.0	4	3.3	5.0	1	2.2	25.0	20	0.84
Spch. D.A.	32.1	9	8.9	35.7	10	11.5	67.8			21.4	6	4.6	10.7	3	3.0	32.1	28	0.60
Total FO & %	44 = 31.7%			57 = 41%			72.7			23 = 16.5%			15 = 10.8%			27.3	139	

TABLE 24
PERCEIVED ADVISOR'S ATTITUDES TOWARD HIS
ROLE IN THE UNIVERSITY

	Strongly Agree			Mildly Agree			Sub Total			Mildly Disagree			Strongly Disagree			Sub Total			Total		
	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	Ch12
Major																					
Elem. Educ.	63.6	14	9.7	13.6	3	7.4	77.2			13.6	3	3.1	9.1	2	1.7	22.7				22	4.51
Hist. S.S.	30.0	6	8.9	45.0	9	6.7	75.0			15.0	3	2.9	10.0	2	1.6	25.0				20	1.82
Ind. Arts	51.7	15	12.8	31.0	9	9.7	82.7			10.3	3	4.1	6.9	2	2.3	17.2				29	0.77
Spec. Educ.	61.9	13	9.3	33.3	7	7.0	95.2			0.0	0	3.0	4.8	1	1.7	4.8				21	4.73
Music Educ.	35.0	7	8.9	45.0	9	6.7	80.0			15.0	3	2.9	5.0	1	1.6	20.0				20	1.38
Spch. D.A.	25.0	7	12.4	35.7	10	9.4	60.7			28.6	8	4.0	10.7	3	2.2	39.3				28	6.68
Total FO & %	62 = 44.3%			47 = 33.6%			77.9			20 = 14.3%			11 = 7.9%			22.2				140	

Seventy-eight per cent of the total sample was in agreement with this statement. They felt that an advisor should maintain a positive attitude toward his role within the university.

However, there was a spread of over 34 per cent between the majors. Special-education majors were the major most (95 per cent) in agreement. Speech and dramatic arts were the major least (61 per cent) in agreement.

Even with the broad spread between the majors, there were no significant differences at the .05 level.

Item 25: Students' Perceptions
of Which Faculty Should Advise

Question: Which ONE of the following persons should handle the advising of students?

- (A) A nonteaching member of your major department
- (B) A teaching member of your major department
- (C) A person outside of your major department
- (D) A person from general academic advising

Ninety-three percent of the total sample favored a member within their major department for advising; and of the 93 per cent, 63 per cent of the total felt the advisor should also be a teacher.

In the elementary-education major, 46 per cent favored a teaching member within their department; and 37 per cent preferred a nonteaching member for advisement. The balance (18 per cent) favored a person from general academic advising.

TABLE 25
STUDENTS' PERCEPTIONS OF WHICH FACULTY SHOULD ADVISE

Major	Non-Teaching Dept. Member			Teaching Dept. Member			Sub Total	Person Outside Dept.			General Advisor			Sub Total	Total
	%	FO	FE	%	FO	FE		%	FO	FE	%	FO	FE		
Elem. Educ.	36.4	8	6.6	45.5	10	13.8	81.9	0.0	0	0.3	18.2	4	1.3	18.2	22
Hist. S.S.	25.0	5	6.0	60.0	12	12.6	85.0	0.0	0	0.3	15.0	3	1.1	15.0	20
Ind. Arts	17.2	5	8.7	75.9	22	18.2	93.1	3.4	1	0.4	3.4	1	1.7	6.8	29
Spec. Educ.	42.9	9	6.3	57.1	12	13.2	100.0	0.0	0	0.3	0.0	0	1.2	0.0	21
Music Educ.	25.0	5	6.0	75.0	15	12.6	100.0	0.0	0	0.3	0.0	0	1.1	0.0	20
Spch. C.A.	35.7	10	8.4	60.7	17	17.6	96.4	3.6	1	0.4	0.0	0	1.6	3.6	26
Total FO & %		42 = 30%		88 = 62.9%			92.9	2 = 1.4%			8 = 5.7%			7.1	140

Significance between the responses of any one major and the total sample was not established at the .05 level.

Item 26: Students' Perceptions of Hours/Term Needed With an Advisor

Question: Expressed in hours per semester, how much time do you feel you could productively spend with an advisor?

- (A) 0-1 hour
- (B) 2-3 hours
- (C) 4-5 hours
- (D) Over 5 hours

Fifty-seven per cent of the total sample felt they could productively spend two to three hours per semester with an advisor. Adding those responding to the zero-to-one-hour option, eighty-two per cent of the total sample indicated between zero and three hours could productively be utilized.

No significant differences were found for any one major at the .05 level.

Item 27: Methods Preferred by Students in Selecting Advisors

Question: After being on campus for a term, should students be assigned to advisors rather than being able to select their own advisor?

- (A) Yes
- (B) No

Sixty-four per cent of the total sample felt they should be allowed to select their own advisors.

The industrial-arts majors had the strongest negative response to the question, with 76 per cent

TABLE 26

STUDENTS' PERCEPTIONS OF HOURS PER
TERM NEEDED WITH AN ADVISOR

Major	0-1 Hours			2-3 Hours			4-5 Hours			Over 5 Hours			Sub Total		Total	
	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%		FO	Ch12
Busi. Edu.	40.9	9	5.5	45.5	10	12.5	86.4	9.1	2	2.1	1	1.9	13.6	22	22	3.09
Hist. S.S.	5.0	1	5.0	70.0	14	11.4	75.0	10.0	2	1.9	3	1.7	25.0	20	20	4.79
Ind. Arts	21.4	6	7.1	57.1	16	15.9	78.5	10.7	3	2.6	3	2.4	21.4	28	28	0.35
Comp. Edu.	14.3	3	5.3	66.7	14	11.9	81.0	9.5	2	2.0	2	1.8	19.0	21	21	1.37
Radio Edu.	30.0	6	5.0	65.0	13	11.4	95.0	0.0	0	1.9	1	1.7	5.0	20	20	2.60
Arch. S.A.	35.7	10	7.1	42.9	12	15.9	78.6	14.3	4	2.6	2	2.4	21.4	28	28	3.00
Total FO & %	35 = 25.2%			79 = 56.8%			82.0	13 = 9.4%			12 = 8.6%		18.0	139		

TABLE 27
METHODS PREFERRED BY STUDENTS
IN SELECTING ADVISORS

	Advisor Assigned				Selected by Advisee				Sub Total					Sub Total			
	%	FO	FE		%	FO	FE		%	FO	FE		%	FO	FE	%	Total
Major																	Ch12
Elem. Educ.	36.4	8	7.7		59.1	13	14.1		95.5	4.5	1	0.2	0.0	0	0.0	4.5	22
Hist. S.S.	35.0	7	7.0		65.0	13	12.9		100.0	0.0	0	0.1	0.0	0	0.0	0.0	20
Ind. Arts	24.1	7	10.2		75.9	22	18.6		100.0	0.0	0	0.2	0.0	0	0.0	0.0	29
Spec. Educ.	42.9	9	7.4		57.1	12	13.5		100.0	0.0	0	0.2	0.0	0	0.0	0.0	21
Music Educ.	50.0	10	7.0		50.0	10	12.9		100.0	0.0	0	0.1	0.0	0	0.0	0.0	20
Spch. D.A.	28.6	8	9.8		71.4	20	18.0		100.0	0.0	0	0.2	0.0	0	0.0	0.0	28
Total FO & %	49 = 35%				90 = 64.3%				99.3	1 = .7%				0 = 0%			

of these students indicating they should be able to select their advisors. The least negative response was within the music majors, and they were split 50 per cent and 50 per cent.

One student marking response "C," which was not a valid option on the instrument, caused the responses of the elementary majors to be significant at the .05 level. This significance level was not considered valid because one student in the elementary major represented 4.5 per cent of that major and was sufficient to create the .05 level of significance.

Item 28: Methods Preferred by
Advisees in Scheduling Advising
Appointments

Statement: Advising appointments should be scheduled by; (check only one)

- (A) Advisors posting hours available, or
- (B) Students contacting advisors to make appointments, or
- (C) Both A and B

Eighty-six per cent of the total sample felt that advisors should both post hours available for advising, and also be willing to make appointments when contacted by their advisees.

The major with the percentage lowest (76 per cent) in agreement with option "C" was industrial arts. The major most (100 per cent) in agreement with option "C" was special education.

TABLE 28
METHODS PREFERRED BY ADVISEES IN SCHEDULING
ADVISING APPOINTMENTS

	Advising Hrs. Posted			Contacted by Advisee			Sub Total			Combination of A & B			Sub Total			FO			Total
	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	%	FO	FE	Ch12
Major Elem.	9.5	2	1.1	0.0	0	1.7	9.5	19	18.1	0.0	0	0.2	90.5	21	2.69				
High Elem.	0.0	0	1.0	5.0	1	1.6	5.0	18	17.3	5.0	1	0.1	95.0	20	6.35				
High Elem.	6.9	2	1.5	17.2	5	2.3	24.1	22	25.0	0.0	0	0.2	75.9	29	3.96				
High Elem.	0.0	0	1.1	0.0	0	1.7	0.0	21	18.1	0.0	0	0.2	100.0	21	3.33				
High Elem.	10.0	2	1.0	15.0	3	1.6	25.0	15	17.3	0.0	0	0.1	75.0	20	2.69				
High Elem.	3.6	1	1.4	7.1	2	2.2	10.7	25	24.2	0.0	0	0.2	89.3	28	0.37				
Total FO & %	7 = 5%			11 = 7.9%			12.9	120 = 86.3%			1 = .7%		87.0	139					

Again, as in table 27, an error in responding to the instrument caused a significant differentiation in the responses of the history-and-social-studies major. This level of significance was not regarded as valid because that single response was sufficiently divergent with the responses of the total sample to create the .05 level of significance.

Discussion

The discussion of the results of this study has been presented separately from the data section of this chapter. This discussion is centered around the surveyed perceived advising needs of students and points out major needs of students that should be considered in designing academic advising models.

Relating the First Two Years of College to One's Major

An editorial in the Eastern Echo (1, p. 2) contained the following statement: "Caution and planning in your freshman and sophomore years will have saved you both time and money by your senior year. . . ." In the editorial it was advised that a student be sure his advisor is someone he can trust and is knowledgeable in his field of study.

The results of the present study showed that 81 per cent of the total sample were aware of the importance of having an advisor capable of clarifying and

explaining the relationships of a student's first two years of college classes to his declared major. All six majors in this study agreed with this need.

Planning Long-Range Objectives

In the same editorial previously cited (1, p. 2), it was also stated that careful advisor selection will provide "a better chance to find the job you want when you graduate."

An advisor, as indicated by a majority (86 per cent) of the total sample, and as viewed by the majority of all six majors, does have the responsibility of being able to discuss long-range goals as well as immediate objectives.

In-Depth Exploration of One's Major Field

A relatively important task of an advisor, as perceived by 94 per cent of the total sample, is to be able to provide guidance in finding experiences that assist students in obtaining more in-depth experiences within their major fields.

Advisors need to be able to interpret printed information to advisees and also to refer them to other necessary personnel.

The advisors also should be able to recommend extra-class activities and assist advisees in finding part-time work experiences.

This need by advisees means that an advisor must be well versed in the total university operations.

Resolving Concerns About One's Studies

A relatively low (54 per cent) portion of the total sample felt advisors should function as what is sometimes called an "ombudsman" and attempt to resolve problems related to their classwork.

Both music and history-and-social-studies majors were in disagreement with advisors performing that function.

An Advisor as a Personal Friend

A conscientious effort must be made to make the student feel his advisor, who may be his only link with the administration, is capable, sincere, and more than just someone who says "yes" or "no" or "let's check the catalog." (2, p. 58)

Eighty-six per cent of the total sample did feel an advisor should take a personal interest in his advisees. This percentage of agreement reinforces the findings of DeLisle (2).

Providing Philosophical Bases for General Education

Only 62 per cent of the respondents felt their advisors should be able to provide philosophical bases for liberal or general education programs. Special education did not feel such discussions were an advisor's responsibility. It would seem that students are more

concerned about "getting through the system" than how and why the system functions.

Admissions and Retention Requirements

The majority (91 per cent) of the sample did feel an advisor should be able to explain admission and retention requirements to students considering transferring into the university. All six majors were in agreement with this function, although the percentage in agreement in the music sample was only 75.

The high degree of interest in this function of advising is possibly due to relatively larger numbers of transfer students entering the universities each year. It seems that articulation between many departments at Eastern Michigan University and the community colleges is not as strong as it might be; and as a result, many students become very concerned about not only the admissions and retention requirements, but also about the number of transfer credits that will be accepted.

Provision of Course Descriptions

While 80 per cent of the total sample agreed an advisor should be able to provide information about course objectives and content, the range of the majors in agreement was from 60 per cent of the music majors to 94 per cent of the special-education majors.

Attributing to this relatively broad degree of need may be the varying quantity and quality of the written descriptions provided in the university catalog, in the departmental brochures, and other printed materials provided for students.

Utilization of High School and College Test Scores

In recent years there has been considerable discussion among student personnel workers, and students, regarding the use of past achievement records. The diversity of opinion on this matter is reflected in the data collected in the present study. Fifty-four per cent of the total sample felt that an advisor should utilize students' past test scores in advising.

Variables affecting this division of opinion may be the quality of the individual's scores, the relative weight those scores may carry, and the varying degree to which students feel those scores should remain confidential.

The fact that speech-and-dramatic-arts students did not agree with the utilization of those scores may indicate that if an effective advising program is to be implemented, it is necessary to gain a true perspective of the perceived needs of the students within each major.

Scheduling and Registration

It would seem, as indicated by 76 per cent of the total sample, that one function of an advisor is to provide advisees with the procedures for scheduling and registration. Unfortunately, many advisors become upset because they find themselves repeating information that may already be printed in various college publications.

The data would suggest that many students simply don't read as much as necessary. This does not, however, negate the fact that this perceived need of advisees does exist.

Referral to Special Services

There was a relatively small margin (67 per cent) of agreement on the question of referral to special services. It is quite possible that since such a small percentage of college students have a need for medical treatment at the university, a proportionally small percentage felt it was the function of an advisor to refer students to special services on campus. Possibly a greater number of students would have been in agreement with this advisor function if more had experienced needs related to these services.

Explaining the Value of Extra-Class Activities

The only major that did feel it was the function of an advisor to relate extra-class activities to a

student's college experiences was industrial arts. The majority (56 per cent) of the total sample did not feel this was a function of advising. The music majors were split at 50 and 50 per cent.

It would seem the majority of the sample felt either such an explanation was not necessary or they could determine the value of such activities by themselves. They also may have felt someone else could assist them or they may not be sensitive to the potential of such experiences.

Assistance in Academic Achievement

The majority of the students sampled felt an advisor should be of assistance in their academic achievements, whether it meant working with the high-ability student having difficulty, the border-line student needing motivation, or the probationary student trying to stay in college.

Interestingly enough, while a majority was concerned about the high-ability and the border-line student (76 per cent and 64 per cent, respectively); 86 per cent of the sample favored the advisor working with the probationary student. One may only speculate as to the reason why the differentiation between these three types of students. It may be attributed to an outgrowth of a cultural mos that seems to favor the "underdog." This

perceived need of the majority of the sample does have implications for the preparation of potential advisors!

Advisor's Knowledge of Local Agencies

It is quite probable that a relatively small percentage of college students either have, or aware they have, need of the various local agencies. This was evident in the fact that only 59 per cent of the sample felt an advisor should have referral knowledge of agencies working with the mentally unbalanced.

It should be noted a majority (59 per cent) of the students expressed this need. It could be of utmost importance to those individual students confronted with related problems.

Advisement on Personal Matters

The responses of the majority (84 per cent) of the sample would indicate that Borland (3, p. 213) was correct when he said, "Faculty advising should be limited to career and educational development aspects." A large percentage of the sample did not expect an advisor to be able and willing to advise on personal matters, such as relations with parents, dating, etc.

This should not be interpreted to mean that an advisor may never be confronted with an advisee having such a need. It only indicates that the majority of the sample did not feel this was a function of an advisor.

Advisor's Knowledge of Campus Services

When questioned about campus services, the majority (77 per cent) indicated an advisor should have knowledge of services such as married housing, financial aids, and other like services of the university. This need of students would suggest advisors be well informed about the service aspects of the university.

Interpreting the Role of the Institution

The results of the data in the present study were consistent with the results of Friedenbergs study (4, p. 547) done on academic advising:

Of particular interest was the extent to which students conceived the Advisory System as playing an important role in interpreting the purposes and values of the University . . .

With the exception of history-and-social-studies majors, the total sample did feel that an advisor should play a role in explaining the purposes of the university.

In light of the sharp criticism leveled at universities in the past few years, this perceived need throws a heavy responsibility on academic advisors.

Explaining Decision Making by Administrators and Faculty

While the history-and-social-studies majors did not feel an advisor needed to interpret the role of the institution, they did strongly feel advisors should be able to explain decisions made at the administrative

level; and the role that administrators and faculty have in making decisions.

The other five samples in the study were in agreement with the history-and-social-studies majors in this function of academic advising.

This need by advisees may place the advisors in very difficult positions.

Appreciating the Various Value Systems of Students

There was considerable latitude within individual majors when the students were asked if an advisor should have an appreciation for student likenesses and differences. While the history-and-social-studies sample had 90-per-cent agreement with this function, the music majors had only 60-per-cent agreement. It would seem music majors are less concerned than the history-and-social-studies majors about this function of an advisor.

Advisor's Attitudes Toward Advisee's Goals of Bringing About Institutional Change

The history-and-social-studies majors, 84 per cent, felt that an advisor should be appreciative of an advisee's goals for change.

The other five majors were also in agreement with this function of advising, although to lesser degrees.

The responses of the majority of the samples indicated an advisor needs to be tolerant of differing

attitudes and relatively stable in his own value systems and perceptions of change.

Advisor's Attitudes Toward His Role in the University

All the majors, and 78 per cent of the total sample, felt an advisor should maintain a positive attitude toward his role within the university.

One may only speculate as to why the students felt as they did. It may be an extension of the philosophy of "If you can't stand the heat, get out of the kitchen," or it may simply be that students want their advisor to be a person who appears to be "happy in his work" and who could serve as a positive role model.

Who Should Advise

Eighty-nine per cent of the total sample felt an advisor should be a faculty member from their major department; and of the 89 per cent, 63 per cent felt their advisor should also be a teacher.

The response of the majority of the sample indicated agreement with Shelton's (5, p. 7) definition of an advisor:

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

Hours Needed by an Advisee With an Advisor

Fifty-seven per cent of the total sample indicated they could productively spend 2-3 hours per semester with an advisor.

Based upon an advising load of 30 advisees and an average of 2.5 hours per advisee, per 18-week term, an advisor would have advising responsibilities an average of 4.2 hours per week. However, tradition would indicate that seldom are advising appointments spread evenly over the entire term. The most heavy periods of advising usually fall immediately before the end of a term, when students are registering for the following term, and during the first few weeks in the beginning of a term.

Selection of Advisors

Discuss with student friends who have also chosen the same field of study that you have to find out who they would suggest as a good counselor. Finally get that person's permission and get a request for a change of advisor. (1, p. 2)

This advice in the Echo editorial seems to echo the feelings of the majority (64 per cent) of the total sample. With the exception of the music majors, who were split 50-50 per cent, the students felt that they should be allowed to select their own advisors.

This method of assignment of advisors does present the obvious problem of dealing with advisor overloads. one option might be to allow the students to indicate first, second, and third choices.

Scheduling Advising Appointments

A strong (86 per cent) majority of the total sample felt appointments should be made with advisors by both "signing up" under posted hours, and by contacting the advisors in person for an appointment.

Flexibility of this nature implies that advisors should feel a real concern for making themselves available for advising.

In DeLisle's study (2, p. 56), reference was made to the availability of advisors:

What is needed is an academic advisory staff . . . who have the time to give careful attention to the student.

Summary

When compared with the sum total responses of all the samples, there were four statements on the instrument to which the responses of a specific major were significant at the .05 level. In only one instance was one of the four significant responses in disagreement with the other samples. This has been illustrated in table 29, on page 107, in which the level of disagreement of the history-and-social-studies majors was significant at the .05 level. The history-and-social-studies majors did not feel an advisor need serve as a go-between for a student having problems with his studies.

On the three other items in which there were significant levels at .05 or above, the majors having those levels of significance were in agreement with the other majors. This held true for the music majors responding to item 1 regarding an advisor explaining the relationship of an advisee's first two years of college classes to his major; and on item 7 regarding the advisor explaining the admissions and retention requirements of the university.

In response to item 20, the history-and-social-studies majors were in agreement with the other five majors in believing an advisor has a definite responsibility in interpreting the role of the university to his advisees. These three items have been illustrated on pages 47, 57, and 79.

There were several instances, although not significant at the .05 level, where individual samples within the study differed with the consensus of opinion of the rest of the samples. These differences in perceived needs, as determined by the majority of the students within each sample, have been illustrated in table 29 on pages 107-108. It has been shown in this table that students in specific majors do have varying needs, when a simple majority of the students within a major is used as the criterion. In the table, "A" indicates agreement with the need and "D" represents disagreement.

TABLE 29
 RESPONSES OF THE MAJORITY WITHIN
 THE INDIVIDUAL SAMPLES

Item #	Elem. Educ.		Hist. S.S.		Ind. Arts		Spec. Educ.		Music Educ.		Spch. D.A.	
	A	D	A	D	A	D	A	D	A	D	A	D
1	X		X		X		X		X*		X	
2	X		X		X		X		X		X	
3	X		X		X		X		X		X	
4	X			X*	X		X			X	X	
5	X		X		X		X		X		X	
6	X		X		X		X		X			X
7	X		X		X		X		X*		X	
8	X		X		X		X		X		X	
9	X		X		X		X		X			X
10	X		X		X		X		X		X	
11	X		X		X		X		X		X	
12	X		X		X		X		X		X	
13	X			X	X			X	-	-		X
14	X		X		X		X		X		X	
15	X		X		X		X		X		X	
16	X		X		X		X		X		X	
17	X		X		X		X		X		X	
18		X		X		X		X		X		X
19	X		X		X		X		X		X	
20	X		X*		X		X		X		X	
21	X		X		X		X		X		X	
22	X		X		X		X		X		X	
23	X		X		X		X		X		X	
24	X		X		X		X		X		X	

*Significant at .05 level - - Split 50-50 per cent

TABLE 29--Continued

	Elem. Educ.				Hist. S.S.				Ind. Arts				Spec. Educ.				Music Educ.				Spch. D.A.			
Item #	Response				Response				Response				Response				Response				Response			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
25		X				X				X				X				X				X		
26		X				X				X				X				X				X		
27		X				X				X				X			-	-				X		
28			X				X				X				X				X				X	

- - Split 50-50 per cent

It should be noted the data indicate there may be as many differences between students within each major as there are between majors. This is critical when an advisor carries out his advising responsibilities. While the advisor may generalize as to the needs of the majority of his advisees, he also has to be sensitive to the needs of the individual advisee as well.

This study was not designed to use the majority as the criterion for including or excluding the various advising functions. The needs of the majority have, however, been included because of a traditional concern on the part of many people with regard to the principle of majority rule.

The results of the study required a rejection of both hypothesis 1 and hypothesis 2. It was not possible to differentiate the perceived advising needs of each sample of majors, when those needs were compared with the total perceived needs of all six majors.

The data also indicated separate advising models were not required for each of the six majors involved in this study.

It was possible to construct a general model for academic advising and to incorporate into that model the perceived needs of the industrial-arts majors. It needs to be emphasized very few significant differences were found between the needs of each of the majors.

The data obtained through this study have, however, provided significant information about academic advising as perceived by the students within each respective sample. In one sense, the purposes of this study have been achieved. The study has resulted in a survey of students' perceived advising needs, and it has been determined if those needs are related to the students' respective majors.

The data also have contributed to the fulfillment of the secondary purpose, that of utilizing the students' perceived advising needs in the development of an advising model. Chapter 5 is centered around the construction of this model.

References

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4. Friedenbergl, E. Z. "The Measurement of Student Conceptions of the Role of a College Advisory System." Educational and Psychological Measurement, Vol. 10, 1950.
5. Shelton, Joe B. "A Comparison of Faculty Advising and Academic Advising by Professional Counselors." Final Report: Johnson Community College; Shawnee Mission, Kansas. Washington, D.C.: Bureau of Research, DHEW, February, 1972.

CHAPTER V

MODEL DEVELOPMENT

This study has, in effect, been a tabulation of academic advising needs. The perceived advising needs of the majority of the industrial-arts majors, based upon the data collected, have been incorporated into a general "model" for academic advising. This model development has been in direct response to the "need for the study" as described in chapter 1, and in response to the "purpose."

Rationale for Model Development in Academic Advising

Through the development of models it is possible to represent structures or behaviors. These kinds of models, scientific in form, are not intended to simulate the reality of any structure or behavior. Attempting to construct a model identical to reality would certainly lead to needless frustration and not result in what otherwise would be a successful model. As Toulmin (1, p. 165) points out: "The heart of all major discoveries . . . is the discovery of novel methods of representation."

The following model has been designed to present a series of ideas or perceptions, in an orderly arrangement. Underlying the development of this model was

an acceptance of many of the humanistic concepts presented by Arthur Combs (2, p. 54), and others, pertaining to basic beliefs about teachers and teachers' concepts about people: "Only when the teacher's perceptions about student behavior are accurate and available when he needs them can we be sure his attempts to teach will be effective." The same may be said for an advisor and his effectiveness. Actually, many faculty members consider advising to be an extension of their teaching responsibilities.

Theoretical Model

- If A) one accepts perceived needs of another
 to be valid concerns which must be
 satisfied for the perceiver to function
 closer to his potential,
- And B) if the person with authority or power
 over the perceiver is able to identify
 those needs,
- Then C) it becomes the responsibility of that
 person with authority to satisfy those
 needs to the maximum degree that is
 allowable,
- When D) the conditions prerequisite to the
 fulfillment of those needs are beyond
 the control of the perceiver, and within
 control of the person with authority.

This model has been constructed at a relatively high conceptual level and is comprehensive enough to encompass not only the advisor/advisee relationship, but also the relationships of the doctor/patient, the policeman/citizen, the lawyer/client, and many others. However, for purposes of this study, model development has been directed toward the advisor/advisee relationships. The reality of this type of relationship was recognized by Stefflre and Matheny (3, p. 8):

Counseling may be defined as a professional relationship, between a counselor and a client, in which the counselor helps the client to understand himself and his life space in order to make meaningful and informed choices consonant with his essential nature in those areas where choices are available to him.

The model developed on page 112 is designed to provide for maximum utilization of the professional relationships between the advisor and advisee. From this model have been extrapolated six basic statements.

Statement 1

$$P_s + N_p = P_1$$

Statement 1 asserts that a subordinate person, P_s (advisee), with perceived needs, N_p , has a performance potential of 1, P_1 .

The levels of "P" are only arbitrary and imply base levels (P_1) of performance potentials. The base levels vary from advisee to advisee. The numbers affixed

to "P" represent ascending or increasing levels of performance potential, i.e., P_1 , P_3 , P_5 , etc.

Statement 2

$$P_s + (N_p + N_{na}) = P_1 \text{ or } P_{-1}$$

Statement 2 asserts that when an advisee has perceived needs, in addition to needs not attainable, N_{na} , his performance potential shall be one or below. It is because of the frustration resulting from unattainable needs that the performance potential may drop below one.

Statement 3

$$P_s + (N_p + N_{na}) + E = P_3$$

Statement 3 asserts that with the exertion of effort or energy, E (the advisee) may be able to resolve many of his needs and achieve a performance potential of three. Hanlon (4, p. 206) stresses that "Energy is released in proportion to perceived situational involvement." Therefore, " E " is heavily dependent upon " N_p " or the advisee perceiving he in fact has some need, yet to be identified.

Statement 4

$$P_s + (N_p + N_{na}) + E + (P_p) = P_5$$

Statement 4 asserts that with the addition of a second person having authority or power, P_p (advisor), the advisee has a performance potential of P_5 . The

advisor (P_p) may be very instrumental in the identification of advisee needs.

Statement 5

$$P_s + (N_p + N_{na}) + E + (P_p) + (SN_i) = P_7$$

In statement 5, it is asserted that when the subordinate's, or advisee's, needs are identified (SN_i); there exists a performance potential of P_7 . It is only when the needs are identified, not resolved, that the performance potential may not exceed P_7 .

Statement 6

$$P_s + (N_p + N_{na}) + E + (P_p) + (SN_i + SN_s) = P_{9+}$$

As shown in statement 6, it is only with the inclusion of the component of the subordinate's needs being satisfied, SN_s , the performance potential may reach or exceed P_9 .

Surveyed Advising Needs

The advising model is heavily dependent upon the identification of advisees' perceived needs. Therefore, the surveyed needs of the majority of the total sample within this study have been listed for review.

The advisee needs someone to:

1. relate the first two years of college to his major field of study (N_{p1})
2. assist in planning long-range objectives (N_{p2})

3. help with in-depth exploration of his major field (N_p3)
4. resolve problems with courses (N_p4)
5. become personally interested (N_p5)
6. discuss, philosophically, general or liberal education (N_p6)
7. explain admission and retention requirements of the university (N_p7)
8. provide course descriptions (N_p8)
9. utilize high school and college test scores in course planning (N_p9)
10. provide the procedures for scheduling and registration (N_p10)
11. explain or provide the procedures for dropping and adding courses (N_p11)
12. provide referral to special campus services (N_p12)
13. assist with problems in academic achievement (N_p13)
14. refer him to local agencies (N_p14)
15. share knowledge of services such as married housing, financial aids, etc. (N_p15)
16. interpret the role of the university (N_p16)
17. explain roles of administrators and faculty in decision making (N_p17)
18. appreciate varying value systems (N_p18)

19. appreciate students' goals for change (N_p19)
20. reflect a positive attitude in regard to his own role in the university (N_p20)
21. have teaching responsibilities as well as advising duties (N_p21)
22. have two to three hours available per term for advising (N_p22)
23. have been selected by that advisee (N_p23)
24. have posted advising hours, as well as being willing to make appointments when personally contacted by an advisee (N_p24)
25. explain the value of extra-class activities (N_p25). (This perceived need is unique only to the industrial-arts major. It has been listed only because of its later inclusion in model development.)

Industrial Arts Advising Model

Based upon the preceding perceived advising needs, the advising model for the industrial-arts majors would be constructed as follows:

$$P_s + (N_p1-25 + N_{na}) + E + (P_p) + (SN_i1-25 + SN_s1-25) = P_{9+}$$

The enablers, as defined and discussed following this model, are a crucial aspect of academic advising. When added to the model for academic advising, they would appear as follows:

$$P = (N_p + N_{na}) + (P_p) + (SN_i + SN_s) + (E_n) = P_{9+}$$

Enablers for Advising Models

Enablers, E_n , provide the necessary conditions required in programs of academic advising. They constitute the framework within which academic advising may be conducted, and when added to the model, constitute a model for advising which may be responsive to the needs of college students.

The following enablers support the activity of academic advising and imply intensive involvement on the part of the faculty members. Enablers are not automatically present. They require a conscious effort on the parts of both the advisor and advisee.

The Home (E_{n1})

Students and faculty, consciously or unconsciously, tend to become associated, in varying degrees, with their departments. There is an affiliation established, and it may be either affective or cognitive in nature. Feldman (5, p. 227) made reference to this affiliation:

Typically, each of the departments and curricular divisions of a college is sort of "home" to faculty and student alike.

Within a college, the various academic "homes" provide different environments for students . . .

The degree of this affiliation may be greatly influenced by the quality and quantity of relationships established between an advisee and his advisor. It is necessary the advisor make a conscious effort to establish

positive relationships. This kind of effort will aid in providing "homes" for the students.

Privacy (E_n2)

Privacy is more than an office with a closed door. It is a shared confidence between the advisee and his advisor. It is a feeling of mutual trust.

Counseling literature, the burgeoning statements on professional preparation and standards, and the instructional manuals in various large programs refer to the need for privacy . . . (6, p. 278)

Privacy is a component in any advising model that, once violated, is very difficult to regain. Privacy is also a prerequisite to successful advising.

Relatively Independent Practice (E_n3)

There are those persons who feel advising may be unnecessary and shortcuts should be employed. They feel advising is much the same as it is in industry, production can be stepped up, and little variation should be present in the quality of the end product. Fortunately, there are those who feel otherwise:

Out of his successful socialization in the occupation, he sets a number of implicit expectations for his working situation. These . . . range through relative independence of functioning . . . (6, p. 278)

As in other types of human relationships, it is most imperative that an advisor be allowed considerable latitude in advising methodology. He must be bestowed with the trust of his superiors. He is capable of

determining the perceptions and needs of his advisees. An advisor is the best person to judge the techniques to be employed in meeting those needs. There is a check-and-balance system to this independent practice. It is contained in a following enabler called evaluation.

Evaluation (E_n4)

Evaluation involves, and is in itself a form of, decision making. In discussing student participation in formal decision making, Morison (7, p. 60) stated, "There is little or no doubt that inclusion of students will have good effect on both the decisions and on the students."

The formal decision making referred to by Morison did not exclude making decisions about academic advisement. If students were allowed to evaluate and make decisions about academic advising programs, as well as about the quality of advisors, data could be obtained for upgrading advising functions and systems. The data could be used in the check-and-balance system mentioned previously in discussion of the enable, "independent practice."

Inservice (E_n5)

John E. Ravekes (8, p. 240) felt faculty advisors desired in-service training. He indicated they directly felt this need in their role as advisors, and they wanted to update their information regarding transfer regulations.

It should be noted that knowledge of transfer procedures was one of the expressed needs of the samples in this study.

Implied within the enabler of "inservice" is the subcomponent of time. For an advisor to accommodate the multitude of expressed needs of advisees, considerable time needs to be allocated for an advisor to upgrade his advising knowledge and abilities.

Part of the difficulty in getting released time for inservice seems to lie in the fact that the results of good advising are not as tangible as other types of activities. Also, in many institutions, academic advising does not count as part of a faculty member's workload. "Many administrative personnel are convinced that when the counselor doesn't have a person at his desk, he is goofing off." (6, p. 278)

Desire (E_n6)

Even though desire may be an overworked word, it is a most important component of any successful advising program. It is a component to which students become quickly sensitized. Students are quick to determine when the advisor is interested, not only in them, but also in his job. It is for this reason the enabler "desire" has a direct impact on the quality of the "home" enabler previously discussed.

. . . several faculty members said they were not interested in serving as advisors, especially to undecided students or to students outside their field.

Numerous students also expressed dissatisfaction, some claiming their faculty advisor was either uninterested and/or was uninformed. Other students felt their faculty advisor was difficult to find during "advising week." (8, p. 244)

Many advisees are sensitive to this enabler.

The methods employed in many universities in assigning faculty members as advisors may explain this sensitivity. As mentioned in the introduction to this study, many times advisors are assigned to their task only as a "condition of employment." This method of assignment is not one that necessarily provides advisors who are dedicated to doing a good job.

Summary

The first part of this chapter has centered around the presentation of a theoretical model for academic advisement. Six key statements were then extrapolated from the model.

Following the model, the surveyed advising needs of the majority of the students within the six majors have been listed. Then, in fulfillment of the purposes of this study, one model was constructed for the industrial-arts majors.

Six enablers were then added to the model. The enablers provided the catalyst needed for establishing academic advising programs best meeting the perceived

needs of the students. It is the advisee who receives the greatest benefit from academic advising--not the university, not the departments, and not the faculty members:

Students majoring in the field in question have the greatest stake in the results and the greatest familiarity with the subject and with the faculty personnel. (7, p. 62)

If the objective of academic advisement is to provide for rational behavior by students while pursuing their academic studies:

The individual can be rational in terms of the organizations only to the extent that he is able to pursue a particular course of action, he has a correct perception of the goals of the action, and he is correctly informed about the conditions surrounding his actions. (9, p. 241)

The model development conducted in this chapter is but the first step toward that type of rational behavior; rational behavior not only on the part of the advisees, but also on the part of the advisors.

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CHAPTER VI

SUMMARY AND CONCLUSIONS

One objective of this research study was to determine the relationship between students' majors and their perceived advising needs:

Within the broad limits imposed by reality, research establishes that what is heard and seen is related to the needs of the perceiver. Thus far from being set apart, need, perception, understanding, and judgments are all parts of one process. (1, p. 427)

Therefore, hypothesis 1 stated:

Using, as the variable, the majors of students in six selected fields of teacher education, it is possible to find significant differences in the students' perceived advising needs.

To prove or disprove hypothesis 1, it was necessary to survey the perceived advising needs of junior- and senior-level college students within six selected departments at Eastern Michigan University.

The second objective of this study was to utilize the perceived needs of the students in the construction of an academic advising model for the industrial-arts majors. Also, if hypothesis 2, as stated below, had been proven valid; this study would have provided the data necessary for later construction of advising models for the additional five majors.

Hypothesis 2:

Separate advising models are required for each of the six majors listed in hypothesis one, with each model being dependent upon both the similarities and the differences of the perceived advising needs of the students within those majors.

However, as has been indicated in the statements of significance on page 44, hypothesis 2 was not proven valid.

Summary

As indicated previously, the purpose of this study was to answer two basic questions: (1) is it possible to differentiate between the perceived advising needs of college students by using their major as the variable, and (2) is it necessary to construct several differentiated advising models based upon differing advisee needs?

In the initial stages of this study it was found quite difficult to determine which descriptors would be most useful in reviewing the literature. The terms; faculty advising, advising, guidance, counseling, higher education, student personnel services, college teaching, and students' needs; were accepted as being the most valuable.

Several studies on academic advising were reviewed. Many of these studies were directed at determining what complaints students had about their past advising experiences. Few studies seemed to be involved with determining

if and how the major of a student may be related to his advising needs.

The only study that statistically verified differences in advising needs of students, based upon their majors, was DeLisle's (2) study. DeLisle found when students were studied collectively, by college affiliation, there were significant differences in advising needs at both the .05 and the .01 levels.

Evidence was found, while reviewing the literature, of many special groups spending considerable time in evaluating advising programs. Little more than "armchair speculation" seemed to result from these efforts.

The literature also indicated students are greatly concerned about their academic advising. Their pleas were found in past research studies, in magazine articles, and in the editorial sections of campus newspapers. Unfortunately, there seemed to be little sensitivity by advisors to these cries for improvement in the academic advising processes.

In the design of this present study, every attempt was made to construct a survey instrument that (1) would reflect students' basic perceived needs, and (2) was stated in a fashion that would make it easy for students to relate to their current situations. The resulting survey instrument contained thirty-one items. The first three items were used to determine the class level and the major of the students. The following twenty-four

items stated basic functions of academic advisors and asked the students to indicate their perceptions about each of the statements. Their responses reflected the degree they agreed or disagreed with the various tasks an advisor may perform. The last four items provided opportunity for the students to express (1) whom they preferred for an advisor, (2) how much time they could productively spend with their advisor, (3) whether or not advisors should be assigned to advisees, and (4) through what method(s) appointments should be made with advisors.

In the analysis of the data, the responses of one sample of majors were compared to the responses of the total sample. Chi square was used to measure the significance levels of any discrepancies between observed and expected frequencies. Through this type of analysis it was possible to determine whether the sample of any one major had perceived advising needs significantly different, at the .05 level, from the perceived advising needs of the total samples.

Hypothesis 1 (p. 8) stated there were differences in the advising needs of all six samples and that these differences could be related to the respective majors of the samples. It was found there were only two majors having significantly different advising needs.

On four items in the instrument, the history-and-social-studies and the music samples were differentiated

from the other four majors. Their respective perceived advising needs were not identical with the total sample.

The first instance was when the history-and-social-studies majors did not feel an advisor should serve as a go-between for a student having problems with his studies. The music majors, also, did not feel this need; although their level of responses was not significant at the .05 level.

The other areas of significance were found when specific majors were in agreement with the total sample. For example, the music majors were in agreement at a significantly low level with the statement that an advisor should be able to explain the relationship of students' first two years of college classes to his declared major. The music majors, again at a significantly low level, agreed with the total sample in that an advisor should be able to explain the admissions and retention requirements of the university.

The fourth area of significance involved the history-and-social-studies majors. They agreed with the total sample in that an advisor should be able to explain the role of the university in its educational mission.

It should be noted that these differences in perceived advising needs, while relatively few in number, are very important when constructing advising programs.

These differences may indicate a need to further investigate the specific needs of students within these majors.

It was also found in this study that a majority of the total sample did not feel an advisor has the responsibility of trying to relate the value of extra-class activities to an advisee's college experiences. The one exception was the sample of students majoring in industrial arts.

The majority of the total sample also did not feel an advisor has a responsibility to become involved in the personal matters of his advisees. This also held true for the majority of majors within each sample.

It is important to emphasize at this point that while the major of the students was used as the variable in the analysis of the data, the major was not viewed necessarily as being instrumental in a "cause and effect" situation. In other words, it should not be implied that the major of the respective students caused them to respond in any particular fashion. On the other hand, it should also not be implied that the major of the student has no effect upon his perceived advising needs. It simply is a question which remains to be answered.

The results of the study may be interpreted as indicating there is some type of relation, correlation, association, or connection between a student's major and his perceived advising needs in specific circumstances

or instances. The quality or quantity of impact a student's major directly has upon his perceived advising needs requires additional research.

The model developed in chapter 5 for the industrial-arts majors was based upon a theoretical model for academic advising (p. 112-113). The theoretical model was then expanded to include the perceived needs of the majority of the students majoring in industrial arts (p. 117). In addition, the model includes the advisee, his unattainable and attainable needs, effort, the advisor, and a number of enablers. The model is designed to aid in the identification and satisfaction of advisee needs and to assist him in attaining maximum performance levels.

There were found to be twenty-five advisee needs, and these were integrated into the model. These needs ranged from relatively basic items such as providing course descriptions and procedures for scheduling, to relatively involved needs such as having the roles of administrators and faculty participation in decision making explained. These needs have been listed in greater detail in chapter 5 on pages 115-117.

Discussion

The public outcries by advisees pertaining to their need for productive advising programs were founded. The samples in this study showed students have many basic concerns about their university experiences; and

these concerns may be resolved, at least in part, through consultation with their advisors.

The needs expressed by many students in other research studies were again expressed by the students in this present study. In Witter and Miller's (3) study it was found students expected an advisor to maintain regular office hours, advise about future careers, and provide information about registration procedures. Identical results were found in this study.

In Morrison's study (4), students indicated it was necessary to work out a four-year program with an advisor to determine what lies ahead of them. The present study indicated students needed to be able to discuss, with thier advisors, long-range objectives as well as immediate goals.

In DeLisle's study (5) students indicated their advisor should be able to define the entire curricular resources of the university and be able to provide help for the improvement of their academic records. The present study indicated students wanted an advisor who could provide course descriptions and assist them when they were having difficulty in achievement.

Friedenberg's study (6) indicated students were concerned about an advisor's ability to explain the purposes and values of the college. The present study indicated students agree an advisor should be able to interpret the role of the institution.

When comparing the needs expressed by the students in this study with the needs expressed by students in the majority of past similar research studies, there were found to be a few basic differences.

One key concern remaining at the completion of the present study was stated very well by Morison (7, p. 63):

It seems inevitable that the final form of student interaction with faculty and departments must be left to the participants themselves.

Academic disciplines tend to develop internal criteria of what is important (and fashionable) and sometimes this may lead them in directions farther and farther from the felt needs of students.

Conclusions

The conclusions derived from this study are:

1. History-and-social-studies majors have perceived advising needs that are significantly different at the .05 level when compared to the needs of the total sample.
2. Music majors have perceived advising needs that are significantly different at the .05 level when compared to the needs of the total sample.
3. All six majors have definite needs related to academic advising, although it was possible to determine levels of significant differences for only two of the six majors.

4. It was possible to construct an advising model based upon the perceived needs of the students within the industrial-arts major.
5. Individual perceived needs of students within any particular major may be as varied as the perceived needs between the majors.

Implications for Future Research

Based upon the results of this study, it is suggested further research be conducted in the following areas:

1. Surveying the perceived advising needs of students within majors other than the majors used in this study to determine if the same, or differing, needs are perceived.

This type of research would serve the purpose of providing inputs useful in either expanding or modifying the theoretical model for academic advising. It would also serve the purpose of sensitizing advisors to the perceived advising needs of their advisees.

2. Determination of whether or not the needs perceived by students are, in reality, being met by existing programs of academic advising.

One benefit of this type of research would be first in the determination of the needs of advisees. Secondly, the burden of providing fruitful academic advising would be placed upon the shoulders of the advisors and possibly lead to a higher degree of accountability.

3. Surveying the perceived advising needs of students at freshman and sophomore levels and contrasting those needs with the needs expressed by junior- and senior-level students.

Research of this type would also lead to the determination of advisee needs. It would also indicate whether or not there is some type of maturity factor that should be incorporated into an advising model or program.

4. Evaluating the type of in-service preparation required of an advisor attempting to meet the perceived advising needs of students.

In addition to the identification of advisee needs, this type of research would provide the inputs for a model designed for in-service preparation of advisors. This is one area which seems to be constantly neglected and one needing a relatively large amount of improvement.

5. Implementing the advising model developed in this study and conducting a follow-up study to determine its value in meeting the perceived advising needs of the students.

There is no substitute for field testing, modifying, and retesting. Only through this type of research is it possible to gain the necessary information for the continual revision of college programs. This is none the less true for programs of academic advising than it is for any academic objectives pursued by the university.

Closing Statement

Max Siegel (8, p. 39) made the following statement in reference to the counseling of college students:

"For the time being, it is humanistic research rather than reductive research that is useful for guidance."

If more humanistic research on academic advising is done in the future, it is quite possible that Hester (9, p. 2) won't be written about in the college newspapers:

A confused first year student named Hester
Bemoaned with a dramatic sad jester
"I've tried Art and Med Tech, Special Ed, and Home
Ec.,
It's my fourth major and my second semester."

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APPENDIXES

APPENDIX A

EASTERN MICHIGAN UNIVERSITY

Undergraduate Student Advising Questionnaire

Purpose

For some time the adequacy of advising systems has been under serious discussion with concern shared by students, faculty, and administrators. As a result, a research plan has been developed which involves the gathering of data from students directly involved with advising.

This questionnaire represents an attempt to elicit information from the junior and senior undergraduate students in teacher education at Eastern Michigan University as to what perceived advising needs they may have and if those needs are correlated with their major.

The investment of a few minutes will be necessary in order to share your perceived advising needs. No signature or student number will be required. Each individual response data form will remain completely confidential and anonymous.

For these reasons, it is hoped that you will feel free to respond with completely frank and sincere responses. Your cooperation in this endeavor will make a distinct contribution to the assessment of advising systems and to serious consideration of ways in which improvements can be made to the ultimate benefit of students at Eastern Michigan University.

Thank you.

BEFORE proceeding with this questionnaire, please write in your major in the top left hand corner of the answer form above the word "department."

Part I

As indicated in the cover sheet, it is hoped that the anonymity of your responses will insure your complete accuracy and frankness. However, it is desired that large groups of different classifications of students be identified. Therefore, you are asked to classify yourself according to the following questions. Please make no responses directly on the questionnaire itself.

1. What is your major at Eastern Michigan University?

- A. Business
- B. History & Social Studies
- C. Industrial Arts
- D. Physical Science

2. Continuation of question #1 regarding your major:

- A. Music
- B. Speech & Dramatic Arts
- C. None of these

3. What is your class level?

- A. Freshman (0-24 hours)
- B. Sophomore (25-54 hours)
- C. Junior (55-84 hours)
- D. Senior (85 or over)

Part II

You are asked to place yourself in the role or the situation described in each of the statements below and then respond to each statement based upon your perceptions of the faculty and their role in advising. Respond to each of the statements with one of the following categories:

RESPONSE	CODE
Strongly Agree	A
Mildly Agree	B
Mildly Disagree	C
Strongly Disagree	D

Sample: You are having difficulty determining the number of hours of course work that is considered a full time load.

It is the responsibility of your adviser to provide this information. (A) (B) ~~(C)~~ (D) Your answer is "C".

The response made in the preceding sample question would indicate that you mildly disagree that it is the responsibility for your advisor to provide information as to the number of hours of course work that constitutes a full time load.

Now please proceed to answer the following questions in the same fashion.

<u>RESPONSE</u>	<u>CODE</u>
Strongly Agree	A
Mildly Agree	B
Mildly Disagree	C
Strongly Disagree	D

4. You are having difficulty understanding the relationship of your first two years of college classes to your declared major:

It is the responsibility of your adviser to be able to clarify that relationship for you.

5. In planning your schedule of courses, you tend to think only about those courses required for the degree.

Your adviser should discuss with you possible courses to enable you to achieve long range objectives as well as your immediate goals.

6. You are concerned about exploring your major field in much greater depth:

Your adviser should be able to interpret printed information, refer you to other advisory personnel, and recommend extra-class activities or part-time work experiences to assist you in your exploration.

<u>RESPONSE</u>	<u>CODE</u>
Strongly Agree	A
Mildly Agree	B
Mildly Disagree	C
Strongly Disagree	D

7. It is sometimes difficult for you to approach certain members of the faculty and other university personnel with concerns you may have about your studies:

It is the responsibility of your adviser to coordinate your educational experiences, working in the company with the teachers, department head, and others who observe or interact with you as to assist you in resolving those concerns.

8. You are seeking someone on the faculty to take a personal interest in you as a student and as a person:

An adviser should be that kind of person.

9. You have had many philosophical discussions with friends concerning education, its means and ends:

Your adviser should be able to provide philosophical bases for your liberal or general education program.

10. You are considering transferring to this university at the junior level:

Your adviser should be able to explain the admissions and retention requirements of the university.

11. A friend has recommended a particular course to you and you are still not sure of what the objectives of the course are or what is covered in terms of content:

Your adviser should be able to provide such course descriptions.

12. Your high school and college test scores are on file at the university:

Your adviser should utilize those scores in helping you plan your schedule.

<u>RESPONSE</u>	<u>CODE</u>
Strongly Agree	A
Mildly Agree	B
Mildly Disagree	C
Strongly Disagree	D

13. Winter term registration is approaching and you shall be enrolling for your courses:

Your adviser should provide you with the procedures for scheduling and registration.

14. Winter term began a week ago and you feel it is necessary for you to drop Fishology 231.

Procedures for dropping and adding courses should be provided by your adviser.

15. Recently you have become concerned about possibly having a hearing deficiency:

Your adviser should know how to refer you to special services on campus that could assist you.

16. In a week there is a field trip being sponsored by your department and you are undecided whether or not it is worth your time and effort to participate:

Your adviser should be able to assist you in your decision by explaining the relation of extraclass activities to your college experience.

17. You are a high-ability student but just not achieving in college:

Your adviser should be able to relate to you and assist you in confronting the situation.

18. You are a borderline achiever who needs motivation:

Your adviser should be able to provide some of that motivation.

<u>RESPONSE</u>	<u>CODE</u>
Strongly Agree	A
Mildly Agree	B
Mildly Disagree	C
Strongly Disagree	D

19. You are a probationary student and are facing possible expulsion if your grade point does not rise to a 2.0 very soon:

Your adviser should relate to your situation and assist you in resolving it.

20. You have a friend that is having serious problems adapting to the college environment, to the point that you feel your friend may be becoming mentally unbalanced:

Your adviser should have knowledge of local agencies that are equipped to handle such situations.

21. You have recently had a serious disagreement with your parents:

Your adviser should be able and willing to advise you on personal matters such as relations with parents, dating, etc.

22. You are just arriving on campus and are both married and have need of financial assistance. You have registered and been assigned an adviser:

Your adviser should have knowledge of campus services such as married housing, financial aids, etc.

23. You are having difficulty understanding why the university makes many decisions which may be contrary to your beliefs:

Your adviser should be able to interpret the role of the institution in its educational mission.

24. A certain department is presently revising its course offerings and the degrees it is going to grant:

Your adviser should be able to explain the role of the administrators, faculty, and subsequent decisions made by them.

<u>RESPONSE</u>	<u>CODE</u>
Strongly Agree	A
Mildly Agree	B
Mildly Disagree	C
Strongly Disagree	D

25. A advisor recently observed an advisee walking in a picket line.

Your adviser should have an appreciation for student likenesses and differences in terms of varying value systems.

26. You have developed what you feel are very valid objectives to be achieved in your profession after you graduate. Those objectives involve a substantial amount of change and/or reform:

Your adviser should have attitudes of and appreciations for your goals of changing institutional procedure, the societal structure, and your own personal world.

27. During a recent conference with your adviser, you were quite surprised at his negative attitude about education on the university level, and his involvement in it:

Your adviser should have a positive attitude toward his role in relation to the university.

Part III

This portion of the questionnaire is directed toward basic mechanics of advising. Respond in the same fashion as you did for Part I.

28. Which ONE of the following persons should handle the advising of students?
- (A) A non-teaching member of your major department
 - (B) A teaching member of your major department
 - (C) A person outside of your major department
 - (D) A person from general academic advising

APPENDIX B

Eastern Michigan University
INTER-OFFICE CORRESPONDENCE

TO: Drs. Ristau, Wheatley, Rokusek
Hause, Barnes, and Murray

DATE: July 23, 1973

FROM: Bruce K. Nelson
Vice President for Instruction

SUBJECT: Study of perceived academic advising needs of college students.

This is to authorize and commend to you for your cooperation the doctoral study of Mr. Harry Smith, a member of our Industrial Education Department.

Mr. Smith will be investigating an area of considerable interest, I am sure, to your department and to the University's office of Academic Advising. His study has to do with the perceived academic advising needs of junior and senior college students majoring in education. The essence of the proposal and the ways in which you may be of assistance to him are explained in his accompanying letter.

We look forward to the completion of the study and its implications for improvement of our advising function in identifying and meeting the needs of our students more effectively.

BKN:slh