

A STUDY OF THE EMERGENCE AND
FUNCTIONING OF ACADEMIC ADVISING CENTERS
WITHIN ACADEMIC UNITS OF MAJOR UNIVERSITIES

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
RICHARD PHILIP BAXTER
1970



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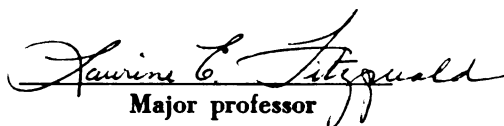
A STUDY OF THE EMERGENCE AND FUNCTIONING
OF ACADEMIC ADVISING CENTERS
WITHIN ACADEMIC UNITS OF MAJOR UNIVERSITIES

presented by

Richard Philip Baxter

has been accepted towards fulfillment
of the requirements for

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ABSTRACT

A STUDY OF THE EMERGENCE AND FUNCTIONING OF ACADEMIC ADVISING CENTERS WITHIN ACADEMIC UNITS OF MAJOR UNIVERSITIES

BY

Richard Philip Baxter

The purpose of this study was to determine the factors responsible for the emergence of centralized academic advising agencies within academic units of certain major universities, and to determine the nature and scope of such agencies' operations. For the purpose of this research a centralized academic advising center was defined as: an office or group of offices which function to assist students with questions on academic curriculum or coursework planning. The offices are staffed with advisers whose total or major responsibility within the institution is to work in the capacity of academic advising for a certain group or classification of students and all advising is done within the center. These advising agencies are considered to be a specialized approach to the functions of advising students on academic coursework programs and are a contrast to the traditional form of academic advising performed by teaching faculty members.

The population of the centralized advising centers was determined by a pro-runner survey conducted for Commission XIV of the American College Personnel Association. The directors of the advising centers within these academic units served as the respondents to the survey questionnaire.

Five basic areas of development for the 62 question instrument were identified. They were: (1) the beginning or history of advising centers,

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(2) the present organization, (3) authority and responsibility, (4) procedures and functions, and (5) special or miscellaneous topics. Among the 71 identified centralized academic advising centers, 51 or 72 per cent of the directors completed a nine-page questionnaire which extensively covered aspects of the advising center, its staff and functioning.

Findings from the study indicate that the concept of centralized advising centers has broad applications to nearly all types of academic units of varying disciplines. During the last five years there has been a strong movement of educational systems and academic units to remedy some of the existing problems in advising students. Enrollment increases within the academic units have played a strong part in this movement.

The majority of directors believed that advising centers were established because of certain pressures operating within the academic unit and on the teaching faculty, not because of a concern for students and their educational, vocational and personal problems. There is little staffing in the professional positions of the advising centers with personnel who have academic preparation in the field of college student personnel work.

The dean's support within the academic unit is judged to be the most critical factor in the establishment and development of an effective centralized advising program.

In nearly all cases the centralized student advising centers studied appear to have developed programs which complement and supplement the instructional programs of their respective academic units.

The advising programs of the centralized advising centers were broad and well-coordinated, bringing many tasks and appropriate functions to aid students in their academic and personal development. A total of 34 conclusions regarding the nature and functioning of centralized advising centers were presented from the survey.

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By

Richard Philip Baxter

A THESIS

Submitted to

Michigan State University

in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Higher Education

1970

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He is grateful to the following people at The University of Tennessee for their assistance and suggestions in the development and completion of the research: Dean Arthur E. Warner, Dr. John M. Larsen, Jr., Dr. Suzanne Larsen, and Dr. Lawrence M. DeRidder. Special thanks are extended to Mrs. Barbara Romeieh for her encouragement and assistance early in the research and to Nancy Bittner for her assistance in the final completion.

To his wife, Jane, and children Beth, Jo Ellen and Richard Jr., whose constant encouragement and understanding, and real assistance made the completion of this study possible, he expresses his deepest gratitude.

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INTRODUCTION

The purpose of this study is to determine the factors responsible for the emergence of centralized academic advising agencies within certain major universities, and to determine the nature and scope of such agencies' operations. The scope of the study will include: (1) the beginning or history of advising centers, (2) the present organization, (3) authority and responsibility, (4) procedures and functions, and (5) special and miscellaneous topics.

This researcher is presently a director of an academic advising program within the College of Business, at the University of Tennessee, Knoxville, and is a member of Commission XIV, "Academic Affairs Administrators", of American Personnel and Guidance Association, and is interested in the aspects of this innovative approach of academic advising for students.

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CHAPTER I

THE NATURE AND PURPOSE OF THE INVESTIGATION

Background Information

In many higher education institutions today the pressures of teaching, research, and service place strong commitments on the faculty. A faculty member's field of study advances with new technology and new research findings, and he carries the responsibility to keep abreast. "The technological age has touched the educator. He has become less of an ambling, shaggy-dog 'do-gooder' and more of 'an organization man'." (Hardee, 1959, p. 3)

The burgeoning enrollments of new students at most colleges and universities have added further pressures to the faculty member's responsibility for teaching and academic advising. There are many "over-reaching consequences for the unusual accelerated growth of a university's undergraduate enrollment." (DeLisle, 1965, p. 44)

An institution's demands for research and publishing, and its demands on the faculty for programs and course development for new or expanding graduate programs may have restricted many well-intentioned professors from devoting an appropriate amount of time to undergraduates for academic advising. (Ciardi, 1965) There is also the general belief among the faculty that there does not exist proper evaluation and promotion recognition for the effort made in academically counseling undergraduates. (Robertson, 1958) (DeLisle, 1965)

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Resultantly, the traditional system of academic advising by teaching faculty members suffers when less time is available to academically counsel students. (Robertson, 1958) "No one, you may be sure, ever made a scholarly reputation by sitting around to talk things over with confused undergraduates." (Ciardi, 1965, p. 13) Further, the involved administrative procedures of class registration and a growing number of campus agencies necessary to coordinate the academic curriculum program of any student may try the patience of the most well-informed adviser. Many faculty in DeLisle's study (1965) voiced their dissatisfactions with having to academically advise students when record keeping becomes burdensome and accurate and complete curriculum information is unknown to them.

In general, the advising programs at such major universities have in common a tenuous, uneven involvement of faculty and a central core of administrative specialists whose advising duties are narrowly conceived. Frequently, many members of the faculty do 'advising', it is true, but usually in a superficial temporary, clerical capacity. (Robertson, 1958, p. 230)

Academic advising should not be viewed solely from the position of faculty involvement, or lack of, but also must be viewed from a concern for students and their problems. Universities have admitted this obligation to students:

Once a student is admitted, the University accepts certain responsibilities for his guidance and placement in order that he may secure the greatest benefit from his university work. (University of Tennessee Record, 1968, p. 22)

and the University's significant functions of:

perceiving each student as an individual with his own particular capacities, abilities, aspirations,

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and problems, so that all students may receive the maximum benefits from their study at The University of Tennessee by being offered personal counsel, advice and encouragement. (University of Tennessee Record, 1968, p. 92)

Students may need a special orientation to a university, including advice in three major areas: (1) specific information about academic requirements and regulations; (2) advice or counsel about curricula, majors, career opportunities and a discussion of general intellectual matters; and (3) some personal relationship with members of the faculty that will contribute to their sense of belonging and being acknowledged as a person in the academic community. (Academic Senate, University of California, Berkeley, 1966) The accomplishment of these meaningful advising experiences are further complicated by "the admission of individual differences, the varying rates of maturation in youth, and the search on the part of each young person for identity and adjustment in these times." (DeLisle, 1965, p. v)

Students require sufficient information and encouragement about curricula and related opportunities to be able to make educational decisions for themselves and to become more self-reliant and responsible regarding their education. (Kirk, 1961) Those students who are not able to receive proper academic advising because their faculty adviser is unavailable or has too many advisees and too little time scheduled to work adequately with his advisees may sometimes grope inadequately for themselves in planning their academic program.

The American college curriculum, in even small institutions, presents an enormous array of courses, programs, and subjects. College catalogs provide some guidance, especially about graduation requirements, but they rarely give enough information either about the content of specific courses or about the professors who teach them to provide students with a reasonable basis for decision.

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Students are thus led by caprice, convenience, or campus reputation to select courses. The result is frequently a poor selection of courses that detour students from reasonable progress toward a degree or completion of program requirements. (Mayhew in Hardee and Maynew, 1970, p. 4)

"The aspect of adjustment to college which most immediately affects students' feeling of success or failure is that of academic performance." (Kirk, 1961, p. 114) The initial academic advising which a student receives as he starts his college career may be of major importance to his academic performance. Advice regarding course selection and academic hours attempted coupled with informal reassurance, comment, and other assistance extended by a faculty member can be very important.

The procedures, principles and experience with academic advising in higher education have been the point of much discussion and criticism, and of some critical writing in recent years. Some institutions, recognizing the difficulties inherent with the traditional adviser system and realizing the continually increasing pressures on teaching faculty, have sought to alleviate some of the problems through a general restructuring of advising responsibilities.

The formation of centralized academic advising centers has been an innovative response in some situations to the problems inherent in traditional academic advising. These advising centers quite often have been formed within academic sub-divisions, i.e. colleges, schools or departments of universities. Little, however, is known of the emergence or the structure and functioning of centralized advising centers.

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Focus of the Study

The purpose of this study is to determine the factors responsible for the emergence of centralized academic advising agencies within certain major universities, and to determine the nature and scope of such agencies' operations. The organization and formal structure of a centralized agency as well as the authority and responsibility that each maintains will be studied. The established policies and procedures used by each advising agency will be studied and this analysis will help to describe how centralized academic advising agencies can be utilized to meet the needs of students, faculty, college or academic sub-divisions, and a university.

Procedure

The research approach utilized a listing of academic sub-units within major educational institutions which had indicated that they maintained academic advising centers. This list was obtained by means of a survey conducted by this researcher to obtain information for Commission XIV, "Academic Affairs Administrators", of the American College Personnel Association, and in conjunction with this researcher's present responsibilities at the University of Tennessee.

The survey for Commission XIV had the purpose of determining the incidence of centralized academic advising agencies in the major educational institutions in each of the 50 states and the District of Columbia. The survey selected the two largest institutions within each of the 51 geographical areas on the basis of total full-time student enrollment, and contacted the third largest institution in each area if its student enrollment exceeded 15,000 students.

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The selection by enrollment was completed by assessment of enrollment figures published within Higher Education, Education Directory 1968-1969, Part 3. An inquiry was mailed to each of 789 deans of a college, school or major academic unit within the selected institutions to obtain an affirmative or negative response regarding the existence of a centralized academic advising agency. From this survey, 71 academic units were eventually identified as operating with a centralized academic advising system.

In addition, each dean or director who responded affirmatively was asked to designate the director or person in charge of the advising center. The individuals identified from this Commission XIV pro-runner study became the sample population contacted for the research of this principal study. An extensive questionnaire dealing with the history, organization, authority and functioning of their center was sent to each person within the sample group to obtain data from which some of the critical elements of the emergence and functioning of advising centers might be determined. By the nature of the data obtained, analysis was limited to frequency counts and summary descriptions.

Definition of Terms

The following is a definition of terms referred to in this study.

Academic unit - This designates an academic unit of a specific academic discipline, such as a college or specialized school or department of one of the major institutions included in the study. Where noted, it may refer to the higher education institution if such an institution has an overall academic advising center.

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Centralized academic advising center - This is an office or group of offices which function to assist students with questions on academic curriculum or course-work planning. The offices are staffed with professional advisers whose total or major responsibility within the institution is to work in the capacity of academic adviser or academic counselor. This office handles all the academic advising for a certain group or classification of students and all advising is done within the center.

Director of advising center - This is the person designated to be supervisor of the personnel and operations of an academic advising center. He may have additional duties as stated in a specific job description or inherent in other responsibilities delegated to him.

Student Academic Counselor - This is a professional staff member who works in the capacity of a curriculum adviser or academic program counselor to students within a specified academic advising office.

Limitations of the Study

Limitations of this study regarding centralized academic advising are imposed by the following: first, a rigid definition of centralized academic advising utilizing special student academic counselors; second, the sample of institutions which constitutes the study group; and third, the method of obtaining the information for this survey.

The restrictions placed upon the specified form of academic advising, advising done in a centralized program, defines the person who is designated to perform the advising more than it defines the process or procedure of academic advising that takes place. The

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academic counselor, as specified in the definition, has his total or major responsibilities with the institution in a centralized advising office as distinguished from classroom teaching. Variations on academic advising between students and faculty who are on a released time basis from teaching or research were not considered to qualify under the definition. Additionally, it was defined that the advising was centralized in one office or group of offices wherein advisers performed their responsibilities, thus permitting some coordination of tasks among those involved.

The second limitation of the study is the sample of institutions selected to be included in the study group. The original survey for Commission XIV was concerned with only the two or three largest universities or colleges in each state based upon their enrollment. The sample for this principal study included all academic units within these institutions that replied affirmatively stating that they had such an operating center. Because of this procedure only centralized advising centers in large enrollment institutions were included in the survey.

The method used for obtaining the information for the survey was by questionnaire mailed to each director or supervisor who is in charge of an advising center within the sample. The questionnaire used was considered to be quite lengthy. Therefore, to minimize the time involved for people to give responses, and in an attempt to personalize the questionnaire since no personal interview procedure was used, an audio tape reel was enclosed with each questionnaire. The respondent was asked to record his comments to the questions on the audio tape.

In Chapter II, the pertinent literature is reviewed. Emphasis is placed on (1) a definition of academic advisement, (2) the importance of a study of academic advising, (3) objectives of academic advising, (4) academic advising problems, and (5) centralized student advising.

In Chapter III the methodology and procedures concerning the population, and the construction and administration of the instrument are discussed.

Chapter IV contains the findings of the research, some in tabular form, and an analysis of the data.

In Chapter V, the summary and conclusions of the study are presented.

General information concerning academic advising will be discussed in the next chapter before reviewing the available literature on centralized academic advising programs.

CHAPTER II

REVIEW OF RELATED LITERATURE

A search revealed that only a small amount of literature was available specifically related to centralized academic advising centers. However, certain studies referring to the general area of academic advising and felt to be pertinent to the background of this research will be reviewed.

First, a definition of counseling and the related field of academic advising will be given. Objectives of academic advising for undergraduate students as represented in the literature will be discussed followed by certain problems found in academic advising. Finally, the literature available on centralized advising centers will be reviewed.

Definition of Academic Advising

In his book, Student Personnel Work in College, C. Gilbert Wrenn (1951) defines that:

Counseling in a broad sense includes all those personal contacts with students by individuals who are consciously attempting to understand and assist them by the specific procedures utilized in personal interviewing. Counseling even in a broad sense, however, must be more specific than mere conversations. There must be a felt need on the part of the student, whether expressed or not, and some intent to help on the part of the counselor. (p. 69)

Hardee (1970) focuses on the responsibilities of the faculty member in her definition of advising:

Faculty advising is a tridimensional activity, consisting of (a) discerning the purposes of the institution in its teaching-learning mission, (b) perceiving the purposes of the student learner, and (c) promoting these possibilities in conference with the student learner. The faculty adviser is here considered to be a coordinator of learning experiences for the students. (p. 9)

DeLisle in her 1955 study proposed a definition of academic advising which represented extended and related discussions of a counseling nature, but did note distinctions of content, purpose, extensiveness of contacts and specialized training of the counselor to be made between faculty advising and psychological counseling. She concluded:

Academic advising, as an educational experience represents both a dynamic, continuing process and a relationship. Thereby, a student and interested capable members of the staff and faculty are engaged in common pursuit of the existing resources of the educational institution to the end that the student may realize his educational and career goals according to his unique capabilities. (p. 169)

Importance of a Study of Academic Advising

The importance and necessity for additional study and concern about academic advising in general and centralized advising programs specifically is pointed up by research and several studies in higher education.

Nonnamaker (1959) in his study indicated that the role of the faculty adviser and his responsibilities and functioning is not clearly defined and therefore leads to conflict situations in the functioning of academic advising systems. In a study of traditional advising systems using teaching faculty members, Robertson (1958) found no evidence of purposeful direction in terms of educational soundness in the advising programs he studied. These studies appeared to point up the need for further information on a definition of the role of an adviser and the educational purposes of programs of academic advising.

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In the recent publication of Hardee's Faculty Advising in Colleges and Universities, 1970, she states:

the decision needs to be made, or reiterated, as to what the advising program is. Is it a single-direction activity that begins and ends with schedule making? Is it an information-giving and information-receiving action? Is it more of records and registration than of values and goal setting? Is it teaching in an individualized setting? What type of interaction is advising? With whom? Where? Under what conditions? With what results? (p. 31)

DeLisle (1965) proposes several alternatives to meet the needs of undergraduate students for advising but says each will have to be studied and judged within a context of the current situation in a complex institution of higher education.

The following alternatives merit evaluation for applicability to the solution of the pressing problems, though each will have its advantages and disadvantages. . . . Eventual choices of alternatives will improve the weighing of a number of factors, including the practical ones of time, personnel and finances. 1., 2., 3. Provide an advisory service to be administered through each college for lower division students and special students. (p. 195)

And finally, from the study Improving Undergraduate Education at Michigan State University the committee found:

That academic advising is not uniformly well provided for in all of the colleges and departments of the University is abundantly clear. In addition to the evidence supplied by recent studies, the Committee has been told time and time again, in open and closed hearings and through a questionnaire sent to members of the faculty, that there are serious deficiencies in our present advising methods.

The Michigan State committee stated that upper division junior and senior students should be advised in the departments of their declared

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majors, but that:

a complementary system for the first two years would . . . have to be provided, of course. In considering the alternatives open to the University, the Committee is convinced that the most promising model is to be found in the 'college advisement center' idea now variously employed in a few colleges here and in other universities as well. (p. 107)

Properly conceived and staffed by competent academic counselors:

the advisement center can play an important role in improving the quality of academic counsel available to undergraduate students.

Among the largest higher education institutions there have been no broad studies on the procedures and functioning of centralized advising programs and, other than one unpublished research study, little is known of centralized academic advising programs. Research on the innovative concept of centralized advising centers should help to provide information for academic administrators to study and judge the appropriateness of programs of this nature to their respective academic situations.

Objectives of Academic Advising

"With rare exception, colleges and universities have given little thought to the overall purpose and pattern of advising programs."

(Robertson, 1958, p. 234) Though Robertson came to this conclusion in his study of academic advising, he felt that institutions did hold a common, though narrow, view of a principle of advising: that the adviser should provide authoritative information about educational programs so that each student may make accurate decisions by himself. It was his feeling, however, that the nature of advising should go further.

[The emphasis in the advising relationship rests not on problem solving by the adviser, but in helping the student to clarify the issues, gain perspective on his difficulty, get the facts straight, and to work out alternative courses of action, but not in handing him ready made answers. (p. 234)

In approaching the objectives or purposes of academic advising Hardee (1959) and Robertson (1958) stated that consideration must be given to the specific aims of the educational program in the local institution. The special circumstances of the size and quality of the student body, the housing arrangements, and the physical location related to both the geographical and environmental conditions should be considered. There are, however, some generally held objectives for advising programs.

Woolf (1953) emphasizes the counseling responsibilities of the academic adviser in his assessment of the objectives of the advising programs. He feels the student should not only receive information concerning the curricula of the school, but the adviser should also further aid the student in comparing his potential with the opportunities offered by the institution. He feels the academic adviser should extend to a student individual help in understanding himself, defining his goals, and making progress toward them. The objective of having the students work with faculty members outside of the classroom will accomplish the double benefits of having both the student and the faculty member increase their understanding of each other, according to Woolf. Additionally, he feels conscientious advising will help the student become more self directive and acquaint the faculty and the student with services available to students in the institution. Finally, he feels that the exchanges between the faculty member and the student

will facilitate the early identification of a student's problems by an adviser and permit and encourage, if necessary, the referral of the student to a psychological counseling center.

DeLisle (1965), in viewing the advising process as an educational experience, feels that academic advising should help the student in:

- (1) learning more about his abilities, interests and aspirations
- (2) acquiring accurate information about courses, curriculums, regulations, and procedures with their supporting rationale
- (3) understanding the nature and goals of undergraduate education, both liberal and professional
- (4) integrating his educational experiences
- (5) developing a long-range program involving both courses and other relevant experiences, in such a way as to reflect unity, coherence and relatedness to life plans; as well as with sensitivity to the modern world and its significant issues
- (6) exploring the range of possibilities and planning a career
- (7) identifying and selecting additional resources of the university which through consultation will help the student in reaching his goals
- (8) providing him with materials and aids to facilitate the process (p. 170)

In a sub-report of her major study, DeLisle (1965) gave the reactions of a sample of some residence hall student personnel workers to academic advising. The majority viewed the purpose of academic advising to be the same as the objectives listed above; however, they expressed moderate support for the additional objectives of helping students grow in understanding themselves and the various alternatives open to them consistent with their abilities. Associated with this is the objective of assisting in the student's development of judgement-forming, decision-making and problem-solving abilities. The student personnel workers, while not

directly involved with course selection processes, felt that an academic adviser should assist the student with a poor academic record to find the causes for his poor grades and to find possible ways to improve.

Hardee (1970) discusses objectives of an advising system in relation to an evaluation of such a program and its advisers. She states the objectives in behavioral terms by having the adviser discuss the program of general or liberal education and assist a student schedule his courses for the academic term. In completing the task oriented responsibilities of advising, she feels the adviser should initiate a program of exploration into a curriculum field for the student. Finally, the last objective of an advising program she states is to have the adviser act as a faculty friend.

The opportunity for academic advising to serve as a unique educational situation is recognized in the role objectives of the academic adviser. (Berdie, 1949) Academic advising should offer the opportunity for the student to develop a responsible relationship with a respected adult, his academic adviser. Behaviorally, advising should offer the opportunity for a student to recognize his goals and verbalize the processes which resulted in their selection.

In reflecting on the objectives of academic advising programs, regardless of the educational program at an institution, DeLisle (1965) states that academic advising at its highest level should provide a student with a meaningful, enriching, and educational experience.

Academic Advising Problems

Problems inherent in academic advising may or may not be reflected in an inability to attain the objectives of an advising program. The

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objectives of advising may be so limited by its institutional conception that it may not represent the needs of the students. Also, even the most liberally defined objectives cannot satisfy all the concerns expressed by students and faculty. Then too, problems expressed by students or faculty advisers may point up a lack of institutional concern and support for making stated advising objectives attainable.)

Included in DeLisle's (1965) study on advising was a review of student academic records. It revealed certain facts which appeared to be related to academic advising. "In a high percentage of cases, glaring inadequacies were revealed which could be attributed to the quality of academic advising received by the student." (p. 68)

In the same study, students were asked to express what they felt were the problems they had encountered in academic advising. While some problems pointed to the administration and procedures of the advising system, others reflected directly upon the academic adviser and the action or inaction that he took. The students specifically noted that the discontinuity of advisers, being assigned and reassigned, was of major concern, as well as the unavailability of the adviser when the student had a problem to discuss. Students felt that for the most part advisers are dis-interested in working with students and show little interest in students' programs.)

It was felt advisers should be responsible for knowing current curriculum information relevant to the student's major. Students also expressed the problem of few advisers being aware of the resources of the institution and the manner in which resources could aid the student. Many students wanted an adviser who would suggest ways for the student to improve his academic record.

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When the students had the opportunity to suggest improvements, they stated a need for more academic advising of a counseling nature. They wanted more help in understanding their own interests, abilities and goals, and in comprehending the goals of undergraduate education. Explanation of the rationale for the required courses in their particular major was desired. Because students felt that their advisers could suggest career possibilities in their major area, the students wanted more opportunity to discuss career ideas with an adviser.

Hardee (1959) discussed complaints voiced by students which often prevent an honest relationship from developing between a student and an adviser. She states that frequent changes in advisers prohibit any continuity of relationship. In many cases student complaints stated that there was an evident absence of personal interest on the part of the adviser, and similarly, a lack of knowledge regarding the offerings of the university. Students also mentioned that there was a lack of privacy when the adviser is available. Hardee drew additional attention to the importance of having adequate physical facilities for an advising program. The morale of the students and faculty can be greatly affected when rooms are shared and communication becomes restricted. Concern for adequate physical facilities "deserves more consideration than it often receives". (p. 116)

[Students with advising problems seek out a "bootleg" adviser (Donk and Oetting, 1968, p. 402) when they do not want to talk to their assigned adviser because they feel he is not interested in them or is too busy to talk.]

Students and advisers often agree that a lack of time is a chief deterrent to a more effective advising service. (Cameron, 1952) Cameron identified one of the problems in advising as the need for a more effective group of publications on curriculum and advising matters for both students and faculty. Further, she argues that there is the problem of lack of coordination among the advisory programs and the professional services within a university.

While students face problems in obtaining adequate advising, they are only one party to the adviser-advisee relationship. Faculty, too, face dissatisfactions with current academic advising programs. DeLisle (1965) identified several in her survey from interviewing faculty advisers. They feel that there are often excessive numbers of advisees assigned and that the distribution of advisees is not equitable. With their other commitments of teaching, writing and researching, a faculty member is quite pressed and therefore lacks sufficient time to adequately work with advisees. The respondents in DeLisle's survey represented that there was a lack of challenge in certain advising procedures, a lack of complete personal records for advisees and a lack of clerical assistance to prepare such records.

There is a widespread belief among faculty members that effort put into advising is not rewarded to the same extent as teaching and research. (DeLisle, 1965) [Faculty regard advising as an unrewarded intrusion which may contribute to the faculty member's lack of concern for students.]

While advising is regarded generally as a two-party relationship, Hardee (1959) points up that because of problems within an entire educational program of a student, other parties enter into significance at times.

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Centralized Student Advising

Mayhew (Hardee and Mayhew, 1970) comments:

The contemporary college, whether junior, liberal arts, or technical, is a complex institution in which definite organization is necessary if the needs of youth are to be met and if the institution's objectives are to be achieved. . . . There are some problems that perplex the 17 to 21 year old which are relevant to the purposes of collegiate education and in the solution of which faculty advising can contribute. (p. 1)

In her book Hardee (1959) approaches the general area of centralization of advising through a discussion of the coordination of services of an academic advising nature. She answers questions raised on the rationale of unification of information, decision, and action for advising by saying that coordination has the purpose:

of utilizing the whole institution for the whole student. Certain relationships are built in order to facilitate this operation. The central design is that pattern invisioned by the institutional planners for accomplishing this wholeness of operation. (p. 151)

Hardee states that coordination of advising services has several further advantages. It should promote and maintain a spirit of unity or oneness for students and faculty. Bringing together the many services of an institution can better inform the faculty and build understanding between the instructional staff and the professional psychological counselors, she feels. If effective, coordinated advising should decrease or eliminate duplication of effort among the various offices in the institution. Finally, Hardee states that another advantage is improved communication between individuals and groups working together on common tasks for the good of students.

The major survey conducted by DeLisle in 1965 included an evaluation of the centralized advising centers on the Michigan State University campus. The following generalizations were made by DeLisle regarding the experimental aspects of this innovation in academic advising coordination. Faculty and students favorably view centralized advising as an effort to alleviate problems generally associated with academic advising. She felt none of the several systems of centralized advising studied were developed from a primary concern and recognition for the needs of students. Other pressures and concerns operating within the respective college or institution were primarily responsible for the initial establishment of centralized agencies to coordinate or perform the academic advising for students. She concluded from the evaluation results that within these systems of centralized advising the magnitude of effort needed to achieve the proper objectives for academic advising has not been realized. More support will be necessary she felt. The Colleges or academic areas have made an investment of personnel, time and operational support, but an attitude of respect toward the advising task should be more strongly fostered and supported within these same units. DeLisle stated that the chief virtue of a centralized advising and enrolling office was that it provided a student with an academic counselor who is competent in his field and whose advising task is clearly recognized by a university. This counselor can provide a real measure of continuity within the educational development of the student.

The only reference on academic advising found by this researcher which included a study on the operation of centralized advising centers was an unpublished study by Frazee in 1967. Her extensive study included all forms of academic advising from the traditional concept utilizing teaching faculty to centralized academic advising administered by full-time professional

academic counselors. The study was principally conducted among institutions with full-time enrollments ranging from 3,000 to 7,000 students, with some institutions included that had up to 12,000 students because of their unique organization of an advising program.

The various forms of centralized academic advising studied ranged from freshmen programs, in some cases carrying responsibility for freshmen orientation, and university college academic units administering the advising program, to other centralized university-wide programs where a four-year advising program is organized and promoted through one office. In its most refined state, Frazee found centralized advising performed entirely by full-time professional academic counselors in a program that emphasized "continuity, reliability and efficiency" (p. 164) in completing combined curricular-registration advising functions.

The movement toward a centralized academic advising program structure for freshmen is perhaps the single most important major trend in academic advising as modifications are made from traditional, decentralized departmental advising programs. (Frazee, 1967, p. 92)

The philosophy of centralized advising agencies, Frazee states, emphasizes the personalization of education with the advising process being considered a cooperative effort between a student and his academic counselor. Because the student is expected to assume some responsibility for planning his own program the advising relationship and process supports the continued educational development of the student.

The main advantages which Frazee concludes may be found in programs of centralized academic advising are the following: (1) specialized advising is possible for freshmen or other students during periods of adjustment, (2) flexibility may be afforded the student who desires to postpone the selection of a major field of study, (3) continuity, as well as accuracy

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and reliability of information is available in advising relationship, (4) needs for advising may be distributed over a period of time, (5) personnel who act as academic counselors may be carefully selected based on their interests in advising and students, (6) specific recognition for the advising function is given, (7) areas of specialization in advising roles are possible, (8) definite organization of tasks and structure is possible under the coordination of a director, with concurrent (or inherent) benefits arising from same, (9) balanced advising loads are obtainable, (10) teaching faculty have more time for instructional preparation and assisting students with problems related to course work, (11) vested interests of faculty in specialized areas are removed, and (12) a centralized advising structure is adaptable to expansion.

The major disadvantages or problems of centralized programs of academic advising cited by Frazee are that (1) the programs are expensive to operate because a new administrative unit must be created and staffed with special personnel, (2) ratios of academic counselors to students are often difficult to maintain at desirable levels; the staff may become overburdened with student demands for services within their available time, (3) communication with various other college and university agencies may be difficult to maintain, (4) departmental resources, the teaching faculty, may be ignored within a centralized advising program. Also, (5) teaching faculty may not become adequately aware of student needs and coursework scheduling problems and therefore may not move to correct them, and (6) the monotony and volume of advising may become problems for the full-time academic counselor. This may affect the morale of the professional counselor.

Frazee does not give an over-all recommendation or conclusion for a program of centralized advising. She evaluates the entire range of academic advising programs and comes up with recommendations for an advising program

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Summary

In this chapter, the definitions of academic advising represented it as an educational relationship between a faculty or academic counselor and student so that the student might be aided or guided in his educational and personal development. Many advising systems, however, have not achieved these educational benefits for students and have failed to evidence any purposeful educational direction (Robertson, 1958).

Certain studies (Robertson, 1958) (DeLisle, 1965) (Committee on Undergraduate Education, Michigan State University, 1967) have pointed up a need to study and improve academic advising systems. Some have specifically recommended the development of "centralized advisement centers".

Various objectives for academic advising systems were discussed in Chapter II, as were some of the problems revealed by recent studies on advising (Frazee, 1967). Primary among these problems appeared to be (1) lack of continuity of assignment to advisers, (2) the non-availability of an adviser when needed, (3) disinterest indicated by an adviser's attitude, and (4) lack of information or knowledge of academic programs and regulations by the adviser.

Research on centralized advising programs has been limited. DeLisle (1965) studied the results of the functioning programs at Michigan State University; she did not feel that the centralized programs were developed from any primary concern for the needs of students, but did feel that both faculty and students viewed favorably the efforts in this type of

program. She stated the chief virtue of a centralized advising program as providing a student with an adviser competent in his field and whose advising task was clearly recognized by a university.

Frazee (1967) conducted the only major research found which studied the operation of centralized advising centers. She investigated several centralized programs, one responsible for an entire university undergraduate enrollment, which emphasized "continuity, reliability, and efficiency". Frazee stated that the movement toward centralized academic advising programs for freshmen was the single most important trend in academic advising.

In Chapter III, the design of this study and a description of the procedures used in conducting the study will be presented.

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CHAPTER III

METHODOLOGY AND PROCEDURES

Design of the Study

The purpose of this study is to determine the factors responsible for the emergence of centralized academic advising agencies within certain major universities, and to determine the nature and scope of such agencies' operations.

The Population

The population identified for this survey was the directors of centralized advising centers of academic sub-units within major higher education institutions. The population was determined by an earlier survey conducted for Commission XIV of the American College Personnel Association by this researcher. See Appendix A for copy of survey letter.

Commission XIV Study

In this earlier survey, which will be referred to as the pro-runner survey, the two largest institutions based on total student enrollment in each of the 50 states and the District of Columbia were contacted with an inquiry to each dean of a college, school, or major academic unit within these selected institutions. The third largest institution by size of student enrollment, figured by full and part-time graduate and undergraduate students, was selected if its enrollment exceeded 15,000

students. This figure was arbitrarily chosen as representing a large institution with a wide diversity of academic majors.

After the enrollment figure was established, final selection was made by an assessment of enrollment figures published in Higher Education, Education Directory 1968-69, Part 3. Enrollment figures within this publication are based on the total number of full and part-time, graduate and undergraduate students at each institution.

A total of 789 inquiries was mailed in the pro-runner survey to obtain an affirmative or negative response regarding the existence of a centralized academic advising agency within each respective academic sub-unit. A total of 583 replies was received, with 567 returning the completed survey form and an additional 16 responding by letter. This initial survey and responses received are summarized by state and institution in Appendix B. A total of 73.9 per cent returned the survey.

Within the pro-runner survey, each dean or director who responded affirmatively that his respective academic unit had a centralized advising center was asked to designate the name of the director or person in charge of the advising center. A total of 201 affirmative responses was received. Short comments explaining the advising system often accompanied a dean's affirmative reply of having a centralized advising system within the respective academic unit. In many cases, the comments indicated that there was a mis-interpretation of the definition of what constituted a centralized advising center. Therefore, in order to more accurately determine the incidence of advising centers, a survey letter was sent to each designated director. The second survey letter of the pro-runner survey stated the intended definition of an advising center: "This office

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handles all the academic advising for a certain group or classification of students and all advising is done within the center. No further assignment of students is made to a teaching faculty member who acts as an adviser." A copy of the letter and the enclosed reply post card can be seen in Appendix C.

Of the 201 letters sent to individual directors in the pro-runner survey, 174 responses (87 per cent) were returned. Non-respondents were sent a duplicate letter after 30 days. Three additional responses resulted, increasing the total number of returns to 177.

From the total of 177 responses of the Commission XIV pro-runner study, 79 directors (45 per cent) stated affirmatively that their academic sub-unit had a centralized academic advising center.

The individuals identified in this manner became the sample population contacted for the research of this paper's principal study.

Construction of the Instrument for the Principal Survey and Study

Content for items for the principal survey instrument was obtained through use of four sources:

- (1) personal experience of the researcher, gained from the development and coordination of an academic advising program,
- (2) discussions and interviews regarding academic advising with faculty members, counselors, administrators and students,
- (3) professional papers and panel discussions of academic counselors at professional meetings and conventions, and
- (4) a survey of the literature on academic advising.

From the experience gained in the development and coordination of a program of centralized academic advising for the College of Business

Administration, University of Tennessee, it was possible to identify and gather general questions regarding elements of academic advising and centralized advising work. The ideas and advising concepts judged to be generally applicable and appropriate to the study were included within the survey, which was then refined and pretested for clarity and utility.

A series of interviews with more than 30 administrators, faculty members, and psychological counselors and numerous students were held on the campus of the University of Tennessee. Out of these interviews, additional item content was identified.

During the period of time the survey instrument for this principal study was being considered and developed, the researcher took advantage of several opportunities to attend regional and national conferences. Work with Commission XIV of American College Personnel Association, organizationally referred to as Academic Affairs Administrators, provided assistance in reviewing concepts and proposed practices for centralized advising systems. Papers and panel presentations at these professional conferences proved helpful in identifying additional item content for use in the survey. Invaluable suggestions were obtained from personal contacts with the academic counselors and administrators attending these conferences. Some of these people and their respective institutions: Dr. Melvene D. Hardee, Florida State University; Dr. Raymond Williams, University of Illinois, Urbana; Dr. John N. Winburne, Michigan State University; Dr. Arvo Juola, Michigan State University; Dr. Lewis Magill, Washington State University. Such contacts provided useful inputs regarding systems of academic advising at other academic institutions and enabled the inclusion of items in critical areas of concern within the survey.

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Over 100 items were originally identified for consideration for the survey instrument. These items were submitted to four people in the fields of educational psychology, organizational psychology and college student personnel work for their comments and revisions. Utilizing the suggestions made, similarities between items were identified and eliminated, and 62 items were selected. The questions required mixed types of responses such as yes, no, short answer and checklist. Many questions were open ended and permitted the respondent to select the manner and length of reply that best suited him, and which was useful in describing that centralized advising center. Many questions had two or three parts and others as many as 12 different items on a checklist.

Five basic areas of development for the instrument were identified and selected after discussions with a professor of organizational psychology and personnel management at the University of Tennessee, Dr. John M. Larsen, Jr. They were the following: (1) the beginning or history of advising centers at the respective institutions; (2) the present organization structure; (3) breadth and limits of authority and responsibility; (4) details of procedures and functions; and (5) special or miscellaneous topics not otherwise classified.

The instrument consisted of 62 questions separated into the five sections. The final draft of the questionnaire was submitted to two people, one in educational psychology and one in college student personnel work at the University of Tennessee, for them to suggest areas for clarification and sequential arrangement of items. After a review of their suggestions, the instrument was developed into its final form. A copy

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of this questionnaire may be found in Appendix D.

Administration of the Instrument

The instrument for this principal study was sent to the 79 directors of centralized academic advising centers identified by means of the Commission XIV pro-runner study. A letter accompanied each questionnaire for this principal survey. A copy is included in Appendix E.

In addition to the letter and survey instrument, each recipient received a seven (7) inch audio recording tape reel and blank tape. It was suggested that if the director or respondent did not care to write his answer to the questions that might require a long response, he could use the recording tape to reply.

The instrument was mailed the second week of December, 1969 with a letter of communication dated December 12. Respondents were asked to return the completed instrument and recording tape by January 7, 1970.

Results of Responses

Of the 79 directors who received the questionnaire for the principal study, 65 responses were received back. Of this number 51 directors returned completed instruments. A total of 18 respondents (35 per cent) within this group of 51 used the recording tape for all or part of their reply, with an additional two people sending their responses on dictation equipment recording materials.

Of the 14 people who responded, but who did not return a completed instrument, eight now stated that their program did not qualify under the definition of a centralized advising system and that the questionnaire

was not appropriate to their advising program; one director sent materials used in advising but not a completed questionnaire. The dean of another college wrote that their advising director had suddenly died and at that time no one else was available to complete the questionnaire. Four directors responded that they chose not to participate in the survey or supply the necessary information.

No response was received from 14 centralized advising centers. A follow-up letter containing another copy of the questionnaire was sent on February 15, 1970. No additional responses were obtained. Survey results and findings were therefore based on the responses of the 51 directors who returned completed questionnaires. This represents a 72 per cent completion ratio among the 71 identified centralized academic advising programs.

Compiling the various responses on work sheets began as the completed survey instruments were returned.

Summary

The purpose of the study was presented in this chapter. It is to determine the factors responsible for the emergence of centralized academic advising agencies within major universities, and to determine the nature and scope of such agencies operations. The population for this principle study was determined from a pro-runner survey for Commission XIV of the American Personnel Association.

The construction of the instrument for the principle study and the administration of the instrument were discussed in this chapter. Results from the survey were 51 completed questionnaires from directors of

centralized academic advising agencies. The findings from these responses are analyzed and reported in Chapter IV.

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CHAPTER IV

FINDINGS

Introduction

This chapter consists of the presentation and analysis of the data gathered from the survey questionnaire. The questionnaire was mailed to a population of directors of academic advising centers to assess the factors responsible for the emergence and functioning of centralized academic advising centers. Completed questionnaires and responses were received from 51 directors and served as the basis for the findings of this research.

The Emergence and Background

Categories of Academic Units

The centralized student academic advising centers which participated in the survey represented a wide range of academic disciplines within colleges and schools of higher education institutions. The highest frequency of any one type of college is found in the field of education, where a total of 10 colleges or schools were included in the survey. This represented 20 per cent of the total replies to the survey. The field of business was represented by nine responses or approximately 18 per cent. Liberal Arts, a broad category including the general humanities, arts and sciences, was represented by eight replies or approximately 16 per cent.

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The next largest group where centralized advising centers were found was in a "university college" or "general college" category. Generally these colleges consist of the enrollment of the freshmen and sophomore students within the institution. There was a total of seven or 14 per cent of the study in this "university college" category. One advising center had the responsibility for an entire institution with a four year program, and an additional two centers were found in junior or community colleges which had the responsibility for advising students in all two-year programs.

Other types of academic units represented within the survey were the following: nursing - three advising centers or 6 per cent of the total replies; engineering - two, 4 per cent; social work - two, 4 per cent; fine arts - music - two, 4 per cent; home economics - two, 4 per cent; pharmacy - one, 2 per cent; physical education and health - one, 2 per cent; public communications - one, 2 per cent; and architecture - one, 2 per cent.

One rather unique hybrid was found in the survey. Sophomores within a college of liberal arts who were planning on transferring into the college of education at the university were advised in their pre-professional program of education by academic counselors in an advising center in the college of education.

Many of the colleges represented a wide range of majors within their respective fields - 38 per cent of the advising centers had more than 10 majors in which they advised students. The highest frequency for the number of majors, however, was found in those academic units that advised for only one to five majors in their respective college. Nineteen or approximately 41 per cent of the advising centers fell into this category.

The remaining centers, 22 per cent, had a range of from six through 10 majors in which they advised. A summary of this information may be found in Table 4.1.

TABLE 4.1
CATEGORIES OF ACADEMIC UNITS

Academic Units	Frequency of Responses	Per Cent
Education	10	20
Business	9	18
Liberal Arts	8	16
University College	7	14
University-Wide	1	2
Junior College	2	4
Nursing	3	6
Engineering	2	4
Social Work	2	4
Fine Arts, Music	2	4
Home Economics	2	4
Pharmacy	1	2
Physical Education, Health	1	2
Public Communications	1	2
Architecture	1	2

Name of Advising Center

In all cases, with one exception, the student advising center was given a name within its academic unit. The nomenclature used either indicated the services offered to students or it represented the office from which the advising center functioned. The largest number of centers were found to carry the word "advising" or "advisement office" in their title. Forty-four per cent of the centers had such names as Office of Curricular Advising, Academic Advisement Office or Academic Advisers Office; 18 per cent of the offices carried the title of Counseling Office or Academic Counseling Office. The same percentage (18 per cent) of advising centers were located in the dean's office or associate or the assistant dean's office of the college or academic unit, and carried such titles as Office of Student Affairs, or simply Dean's Office. Several of the centers involved the concept of student services in their name and were noted as Student Personnel Services Office or Undergraduate Office of Student Services. This group represented 14 per cent of the centers. The remaining four advising centers or 8 per cent had titles specifically stating that they were the Student Affairs Office.

Year Established

The earliest reported student academic advising office was established in about the year 1900, in a college of engineering. Only two additional centralized offices were established prior to the end of World War II. The vast majority of centralized advising centers, 40 or 81 per cent, were all formed during the period of 1959-1969. The remaining 12 per cent of the advising centers were established during the period of 1948-1956.

Over half of the 51 advising centers were established during the years of 1965 through 1968, with the year of 1968 having the highest incidence of new centers being formed, eight or 16 per cent of the total advising centers in the survey.

Enrollment Growth

Enrollment growth of students within the respective colleges was surveyed for the period of 1964 through 1969. During this time some colleges and academic units had grown tremendously. In certain colleges where freshmen and sophomores were no longer included in the academic unit, data regarding the drop in enrollment of that unit was disregarded.

Calculations were made on the enrollment growth from the period of 1964 through the fall of 1969. The largest enrollment growth for a single academic unit surveyed was over 6100 students. Several colleges or academic units had growths of over 2000 to 2500 students. The largest percentage of increase in enrollment was 330 per cent, with another unit having growth of over 300 per cent.

Considering all academic units in the survey, only two schools were found to have decreases in enrollment during the period of time from 1964 through the fall of 1969. One was a college of business and the other a school of nursing. No information was given that these decreases were caused by reorganization among the classification of students served. In the remaining academic units approximately 23 per cent had enrollment increases in the 1 - 25 per cent range, and 27 per cent of the academic units fell into the 26 - 50 per cent increase category. An additional 21 per cent of the units with centralized advising programs had between 51 and 75 per cent increase. Therefore, 73 per cent of those units surveyed had increases up to 75 per cent in their enrollment. Within

the remaining ranges of enrollment increase 7 per cent of the units had increases from 76 through 100 per cent, 5 per cent had increases from 100 through 125 per cent, 2 per cent had increases from 126 through 150 per cent, 2 per cent from 151 through 175 per cent, 5 per cent had increases from 176 through 200 per cent and finally, 5 per cent had increases above 200 per cent. Therefore, within the colleges and academic units surveyed approximately 19 per cent had enrollment increases of more than 100 per cent during the period studied. A summary of this information may be found in Table 4.2.

TABLE 4.2
ENROLLMENT GROWTH 1964-1969

Enrollment Growth	Frequency of Response	Per Cent
1 - 25 per cent	11	25
26 - 50 per cent	12	27
51 - 75 per cent	9	21
76 - 100 per cent	3	7
100 - 125 per cent	2	5
126 - 150 per cent	1	2
151 - 175 per cent	1	2
176 - 200 per cent	2	5
above 200 per cent	2	5

Circumstances of Establishment

The directors of the advising centers were asked to briefly discuss some of the circumstances under which their respective advising centers were established. The statements generally represented concern regarding problems in the former advising program or within their specific academic units. However, the problems were of a general nature regarding the needs for advising and for establishing this new type of student services program.

A comment occurring frequently from the directors was that the centralized advising approach was required because of the enrollment increase of the students within the academic unit. Many times this was associated with the demands that the enrollment increase had placed on the teaching faculty. Also, several commented that professional interpretation of university rules was required to assist the student in their academic programming and also to aid the students in meeting the graduation requirements for the respective academic unit and institution.

In some instances academic advising centers were established after the college or academic unit had surveyed their undergraduate student body and student dissatisfaction was indicated with the existing academic advising program in that college. Centralized student advising centers were also established when the faculty recognized that many students had no place to go for help on academic questions because many faculty knew only their own respective area and could not properly assist the students with questions over the broad curricula area.

Several responses indicated that the dean of the college originated the idea and moved to establish a centralized advising center. In two

cases, new deans formed advising centers very shortly after assuming their administrative positions.

Some responses from the student advising directors pointed out that the centralized program was established to free the faculty of this responsibility so they could teach full-time or devote more time to other responsibilities. One director stated that the centralized advising program had been started when a new graduate program was developed within the academic unit.

Generally the responses indicated concern for the student, his academic problems outside the classroom and the availability of information for the students on academic and curricula questions. However, the majority of the responses from the directors did indicate that the basic need for the establishment of their centralized advising program came from an acknowledgement and concern of faculty problems or academic problems not directly related to the undergraduates or undergraduate academic programs. One director indicated that the academic unit established the centralized academic advising program in order to meet the standards required by a professional organization.

Background of Academic Units

The directors were asked to briefly discuss or characterize their academic unit within the university. Generally, they responded by stating that their academic unit was a certain fractional percentage of the total university enrollment. In the case of three advising centers surveyed that served the entire institution, the responsibilities of the centers include the enrollment of the entire student body. The largest of these had an enrollment somewhat in excess of 16,000

students and served all the curriculums within the institution. The other advising centers were found in community colleges. Other advising centers had the responsibility to advise all "undecided" or "no preference" students within the entire university.

Certain colleges or schools indicated that their advising center was part of an overall academic program for the professional development of their students. In most cases this was found in colleges or schools of home economics, engineering, pharmacy, or social work.

In the case of one advising center found within a university college which was responsible for the freshmen and sophomore enrollment, half of the enrollment of the entire institution was advised in their centralized program. During the two year period of time a student used the services of the advising center, he was not required to declare any academic major but was encouraged to seek out courses of study from which he could select a major. A junior college responded that its "open door policy" with no selective admissions brought about a heterogeneous student body resulting in a wide diversity of study program and individual student academic problems.

In another specific college which had the responsibility within the institution for the vast majority of students on a provisional registration status approximately 10 per cent of the entire university enrollment was advised through their center. The advising center had the responsibility of working with these students in sophomore, junior and senior academic classifications. Freshmen students were also seen who could not find their regular academic adviser to answer specific questions regarding their registration and academic program.

Two of the academic advising centers mentioned that a large percentage of their academic advising, and in one case their total responsibility for advising, rested with students who were not as yet enrolled in that own specific college or academic unit. All students were directed to use their advising center who intended to major in one of the several curriculums of that academic unit. In both cases the college or school was for upper division junior and senior students.

Aims and Objectives

The directors were queried whether the aims and objectives of the academic advising program and advising center had ever been specified or formally written. Thirty-one, or approximately 63 per cent, of the directors of the advising centers responded that no formal statement of aims and objectives had ever been established. Eighteen, or 37 per cent, of the centers in some way stated the aims and objectives of their advising program as served through a centralized advising office. In the largest number of advising centers with stated aims and objectives, the director of the advising center had prepared and coordinated the final statement. In six of the formal statements, the academic dean of the college or school was the main person instrumental in having the aims and objectives formally written. In an additional three cases, it was a group of the administration of the academic unit which specified the aims and objectives for the centralized program.

In one situation due to the administrative reporting structure, the aims and objectives were established by the main student affairs office on the campus.

In only one response it was stated that the director and his entire staff of academic advisers were responsible for preparing the formal statements. None of the responses indicated that students had in any meaningful way been involved in the preparation of the advising center's aims and objectives, nor did they state that the academic faculty had to any great extent been involved in the formalization and preparation of the advising objectives.

History of Advising Center

The directors responded with information regarding the growth and development of the centralized program within their specific units. Some of the more unique and unusual situations were the following: the advisers within one center had received an excellent reception from the students, who fully endorsed the program. These students felt such appreciation for the services offered that they often brought in friends from other academic colleges or schools for advising assistance.

Many of the centralized centers have grown in recognition within their own academic units as evidenced by new administrative or assistant deans being assigned to further develop the program. In some cases the academic counselors now carry the total advising load for certain majors within the college, even though the center was originally established as a clearing house for academic questions and records.

Several of the centers have been acknowledged within their respective academic units as being extremely successful in enforcing admissions standards and academic regulations while at the same time giving better overall guidance for the undergraduates included in their programs.

Many advising centers were immediately successful when established and have now been physically expanded. One now includes three branch centers in residence halls under the responsibility of one assistant dean. This decentralized approach towards a centralized advising program has also been followed in another academic unit which now has a separate office within each of its various academic departments.

Generally the responses indicated that as their programs and enrollments grew additional authority was given to the director and his academic counselors in working with the academic program and problems. This, the directors reported, indicated greater confidence in the centralized advising program both on the part of the faculty and by students.

Organization and Structure

Advising Center Staff Size

The size of the staff within the advising center was found to vary widely according to the enrollment of the academic unit and the student group served by the center. The directors represented the staff size of their respective advising centers by stating the number of personnel in each of several categories of equivalent full time academic counselors; they were: full time, half time, and other personnel serving as academic counselors in the center.

A total of 15 advising centers had the equivalent staff size of two or less full time academic counselors. This represented 30 per cent of the centers within the survey. Eighteen or approximately 36 per cent of the directors responded that they had the equivalent of three to five academic counselors and an additional 24 per cent, 12, stated that they

were in the range of six through 10 equivalent full time counselors. Only six academic advising centers had staffs in excess of 11 equivalent full time personnel.

In categorizing each advising center on the basis of full or half time personnel approximately 44 per cent, or 22 centers, had only full time academic counselors working on their professional staff. Within this group only three advising centers were found to have one full time acting director/academic counselor.

Five advising centers or approximately 10 per cent had professional staffs where only half time personnel were employed as academic counselors other than the administrator of the center himself. The remaining centers within the survey were found to have a combination of full and half time personnel. This group was 42 per cent, 21 centers, within the survey.

Several of the advising centers utilized people on a unique basis to serve in the advising center. One advising center used three undergraduate seniors as academic counselors. Another large advising center utilized seven full time secretaries in certain areas of advising to assist the students with their problems. This allowed the professional academic counselors to handle the more involved problems as well as the curriculum planning for the students. One advising center used a person as an assistant recorder who had the responsibility of working with the academic requirements and course records of the students within the academic unit. This person was on full time civil service status.

Many of the directors felt that clerical assistance enabled the professional academic counselors to give full attention to the problems and academic programs of students. Nineteen or approximately 39 per cent

of the advising centers had less than two equivalent full time clerical personnel in their office. Twenty advising centers, or approximately 42 per cent, fell in the category of two to four full time equivalent clerical personnel. Finally, nine advising centers or 18 per cent, had full time equivalent clerical staffs of five or more people.

Several of the centers utilized the assistance of associate deans or the dean within their respective academic unit. Certain department chairmen and other faculty members who had a unique background or speciality not held by regular academic counselors occasionally assisted students with their advising problems. These additional personnel added to the scope and services that could be offered by many centralized advising centers.

Advising Center Hours

The general availability of academic counselors to work with students was represented by the number of hours the advising center was open. It was represented that five advising centers for a total of 10 per cent had less than 40 hours a week when they were open. The majority of the centers in the survey, 28, had a 40 hour week when the office was open and academic counselors were available to see students. Those centers falling in this 40 hour a week category account for 56 per cent of the advising centers represented in this survey. Thirty-four per cent, 17 centers, had work weeks of more than 40 hours when some adviser was available to discuss problems with students.

It was found in the survey results that 10 advising centers had hours over the normal lunch period when students could come in and either see an academic adviser or make an appointment. Each director was asked

if his advising center kept evening hours scheduled; one center was open until 7 p.m. two nights per week. Most centers which occasionally kept extended hours were open in the evenings during the registration period at the start of the terms. This group constituted 12 per cent of the centers included in the survey.

The greatest number of those advising centers which kept extended hours, more than 40 a week, were found to be open on Saturday mornings. Some assistance by staff members was available at this time for students who could not otherwise see their adviser during the center's regular hours. Several more directors made the comments that office hours were kept on Saturday mornings by appointment only.

Over 30 per cent of the directors responded that there was special times when, by appointment, groups or parents of students often came to the advising center and had the opportunity to talk to an academic counselor about a specific problem.

Physical Location and Arrangement

The directors in describing the physical arrangement of their respective advising centers generally discussed the space allocated for the advising conferences with students, the reception area, and the area in the office for the administrative and clerical work. Of the total of the 51 respondents in the survey, 11 advising center directors stated that they had good physical facilities for their centralized advising programs. Their academic counselors had private offices in several different types of arrangements. The cluster type of arrangement was mentioned where advisers would have an office directly off the reception area for students. This was stated to lend informality to the office

and advising procedures. Other offices had the academic counselors' areas behind the administrative area. This helped to control the flow of students into the academic counselors' offices.

Several of the directors, in commenting on the physical arrangement of their office stated that it was not totally satisfactory and often presented problems in the proper functioning of the advising program. The main problems mentioned by these advisers concern these aspects: location of the advising center, space allocated for the staff, privacy for conferences, shared offices, and inadequate reception areas.

Nearly all the directors who felt that their physical office arrangement was not fully satisfactory, represented that lack of adequate space was a critical factor. This, of course, would be evident with offices shared by two academic counselors or in situations where a counselor, having no private office, would work with the student at an open desk to one side of the general reception area. There were some centers which had academic counselors in offices immediately off a main corridor. With no reception area immediately available, the students would walk directly into the counselor's office. Often times this would cause confusion and interruptions in the flow of his work.

Many reception or waiting areas for students were reported inadequate during normal times and during the peak times of registration, posed great problems for adequately taking care of the flow of students. One director further stated that the physical facilities of the advising office were inadequately furnished for working with students. His waiting office had only six chairs for working with a total of 600 students.

Some additional aspects noted of satisfactory physical arrangements were the availability of areas for a vocational library which students could use. Materials regarding various occupations, other colleges and universities, and other appropriate reading materials were available for the students to browse through. Some offices were decorated according to the students' taste and it was felt that this greatly contributed to the informality and pleasant atmosphere enjoyed by students. An interesting comment by one adviser stated that the advising center was located in a friendly and homey house located on the campus and surrounded by the new tall campus buildings. The director felt that the students appreciated this contrast and associated with it the helpful nature of the advising program.

In summary, most directors felt that the physical arrangement and location of the office had a definite impact upon the acceptability or limitations of their advising program and was not a minor element of concern in establishing a centralized advising program to serve the needs of the students.

Group of Students Served

The centralized academic advising programs on each respective campus served varying groups or classifications of students which also determined the number of students advised within their main program responsibilities. When asked to characterize the group of students served by the advising center, three directors responded that their centers worked only with freshmen students in the academic unit. A total of 16 or approximately 32 per cent of the centers had the responsibility of advising the lower

division students, freshmen and sophomores, in their college or school. Many mentioned exceptions to this classification by responding their academic counselors worked with some juniors and seniors or students who were principally advised within major departments. Many academic counselors possessed the flexibility of serving a broad range of students outside their main advising responsibility.

In some colleges or universities the sophomore, junior and senior classification students were served through the centralized advising center. This group constituted a total of 6 per cent of the survey. Nine or a total of 18 per cent of the advising centers worked with junior and senior students, and in some cases graduate students of that respective academic unit. Of these nine advising centers, five were located on campuses where a separate university college or lower division centralized advising center had the responsibility of working with students through the freshmen and sophomore academic years. These five centers were then established to work with the upper division students of their respective college or academic unit.

The largest category of academic advising centers were those that had an advising program covering the four years of undergraduate work in one academic unit. Within one certain professional program this covered a period of five rather than four years. A total of 20 or 40 per cent of the advising centers carried broad responsibilities for all undergraduate students within their majors.

The centralized advising program within some academic units had unique responsibilities for only certain majors. Some of these unique situations were: one unit handled mainly the undecided and academically

deficient students and those that had poor departmental advising; one college of engineering had responsibility covering all four years of undergraduate work except the sophomore through senior students in agricultural engineering and civil engineering as well as those students who qualified for the honors college within the major institution. Several advising centers which had responsibilities for lower division advising did permit students in the upper division, on a voluntary basis to use the centralized program office; two of the colleges or schools of business administration had the primary responsibility of advising the junior and senior students within their college; however, both permitted the pre-business students to come to the advising center to be guided in preparing for the upper division academic work. An advising center in a large state university permitted all students interested in any coursework in their academic unit to utilize the services of the center even though it was principally established to serve the junior and senior students within one specific major.

One college of nursing opened its advising center to any high school senior or junior college student interested in preparing for a program within that profession. One university college which had the responsibility of advising the freshmen and sophomore lower division students within the institution carried the additional responsibilities of advising all new transfer students who were in an undecided academic major.

Each director, in addition to identifying the group or classification of students served by the advising center, was asked to state the total number of students that were served through the advisers in

the centralized program. This student enrollment figure was then divided by the number of full time equivalent academic counselors within each respective academic unit and a ratio of students per full time academic counselor equivalent was then derived. These ratios were then grouped into six categories. It should be noted that this ratio designates the number of students who are advised by an academic counselor who has approximately eight full working hours each day to work with his or her advisees.

In the first classification of one through 99 students per academic counselor, only two advising centers had such a favorable ratio. The greatest frequency of advising centers, approximating 32 per cent, was found in the next range of 100 to 299 students per academic counselor. The next largest group of advising centers, 14, had a ratio of 300-499 students per academic counselor. They constituted approximately 30 per cent of the advising centers. In the first of the three remaining categories, five advising centers with 500-699 students per academic counselors were found for 10 per cent; 7 or 14 per cent of the advising centers fell in the next ratio category with 700-899 per academic counselor; and five centers were found to have students/academic counselor ratios of 900 or more to one. A summary of this information may be found in Table 4.3.

Academic Counselor Turnover Rate

In an attempt to identify the turnover rate of the academic counselor within the centralized advising system, the directors were asked the number of advising personnel who had quit or were no longer with the advising center covering a period from 1967 through the start of the 1969

TABLE 4.3
STUDENTS PER FULL TIME ACADEMIC COUNSELOR

Students	Frequency of Response	Per Cent
1 - 99 students	2	4
100 - 299 students	15	32
300 - 499 students	14	30
500 - 699 students	5	10
700 - 899 students	7	14
More than 900 students	5	10

academic year. The directors were asked for this information over the three year period so that a one year average turnover rate might be based on a broader historical record of the advising center and therefore, be less dependent upon any unique or unusual turnover experienced within a relatively small advising personnel group. Four categories of annual turnover rate for advising center personnel were established. In the one through 10 per cent turnover rate the majority of the advising centers, 31 or approximately 62 per cent, had only slight personnel changes. Of this total of 31 centers, 19 centers had no turnover whatsoever, losing no personnel over the three year period of time surveyed. Twenty-eight per cent or 14 of the advising centers had turnover rate averages from 11 through 25 per cent. Only six advising centers had one year turnover rate averages in excess of 25 per cent. Four centers or 8 per cent fell between 26 and 50 per cent turnover rate, and two centers had rates that exceeded 50 per cent. However, in four of these last six advising centers, the personnel staff size did not exceed two and in one case there was just one academic counselor, whose departure reflected a 100 per cent turnover rate. Graduate students who had served on the staff of the advising centers accounted in many cases for the higher rate of turnover, but they were considered to be members of the professional academic counseling staff for the period of time they were concurrently working on their own academic programs.

The directors of the advising centers were also asked to give the approximate turnover rate of the faculty for the last academic year if known. Only 25 responded, about half of the respondents to the entire survey. Within this number, a total of 21 or approximately 84 per cent

stated that their faculty turnover rate was very small or under 10 per cent. Only four or 16 per cent of the directors responded that their respective academic units had faculty turnover rates in excess of 10 per cent and none were higher than a 20 per cent turnover rate.

Directors' Titles

The directors were asked their official title as head of the centralized advising system. The most common titles used were those of Assistant Dean and also the title of Director. Sixteen, or 32 per cent, of the respondents stated they carried the title of Assistant Dean and fifteen, or 30 per cent, stated they carried the title of Director. Two persons responded that they carried the title of Assistant or Associate Dean and Director of an advising center. The title Coordinator was given to six or approximately 12 per cent. Three of the people responding stated they carried the title of Counselor. Two people responded that their responsibility within the academic unit gave them the title of Dean and within these responsibilities they carried the immediate supervisory duties over the centralized advising program. In three or 6 per cent of the advising centers the title carried by the supervisor was that of Administrative Assistant to the Dean. Table 4.4 contains a summary of the directors' titles.

Directors' Faculty Ranks

Each director was asked to state whether he carried academic rank within the respective academic unit. Only nine respondents stated that they carried no faculty rank whatsoever. The remaining 41 respondents

TABLE 4.4
DIRECTORS' TITLES

Titles	Frequency of Response	Per Cent
Assistant Dean	16	32
Director	15	30
Coordinator	6	12
Associate Dean	3	6
Counselor	4	8
Administrative Assistant to the Dean	3	6
Dean	2	4
Assistant or Associate Dean and Director	2	4

or 82 per cent stated they carried some title of faculty rank ranging from full professor to instructor.

The faculty rank carried by most directors of centers was generally evenly distributed among the major academic ranks. Ten people or approximately 20 per cent responded that their title was that of full professor; another 10 or 20 per cent of the respondents stated their title was that of associate, while 11 or 22 per cent responded that they were an assistant professor. Twenty per cent or 10 respondents stated they carried the academic rank of instructor. Two respondents stated their title was that of specialist; in one institution this was considered to be equivalent to an instructor's faculty rank and in another institution the specialist ranking carried no academic status. Table 4.5 contains a summary of the directors' faculty rank.

TABLE 4.5
DIRECTORS' FACULTY RANK

Faculty Rank	Frequency of Responses	Per Cent
No Rank	9	18
Full Professor	10	20
Associate Professor	10	20
Assistant Professor	11	22
Instructor	10	20
Specialist	2	4

Directors' Academic Fields; Highest Degrees

Each director was queried in the questionnaire as to his academic field of preparation and the highest degree that he had attained within that field. The greatest number of directors stated that they were of the academic field of the basic discipline of the academic unit. If the advising center was found in a college of engineering, the director had his last degree in one of the fields of engineering; in home economics, the director had his or her degree in an academic field of that discipline. A total of 18 or 36 per cent of the directors fell into this category.

Seventeen or 34 per cent of the directors responded that their academic field was other than the specific discipline of the academic unit.

There were a total of 10 directors or 20 per cent of the respondents who had the field of guidance and counseling as their academic preparation. An additional five or 10 per cent stated that they had the specific field of college student personnel work or higher education administration as their preparation.

Considering all academic fields of directors, irrespective of the academic unit in which they were working, a total of 23 or 46 per cent of the directors had their academic preparation in one of several of the education fields.

The directors were also asked to respond by stating what their highest degree was in their own academic field. A total of 24, 48 per cent responded that they held a doctorate, another 23 or 46 per cent responded that they had earned the masters or M.B.A. degree,

and only four or 8 per cent had less than an advanced degree in their academic preparation.

Directors' Supervisor

A total of 32 or 71 per cent of the directors of advising centers stated that they reported directly to the Dean of their academic unit; with an additional five or 11 per cent of the directors reported to a chairman or director. A total then of 37, 82 per cent, of the heads of the advising centers reported to the main academic administrator within their respective unit. As was stated earlier, one supervisor of a unit carried the title of Dean of the entire academic unit and had full responsibilities for all academic programs. Seven directors or supervisors for the centralized advising program reported to the Associate or Assistant Dean within their respective unit. Only two or 4 per cent of the directors reported to the Student Personnel Dean in the college or university.

One director of an advising program reported to the Director, Division of Registration and Program Services in the university; the one Dean of an academic unit who had direct responsibility over the advising center reported to the Vice President of Academic Affairs for the institution.

Responsibilities of the Director

The percentage of time spent in several categories of work responsibility was asked of each director in the survey. The five classifications that were listed for the director to choose from were the following:

- (1) advising with students,
- (2) administrative responsibility of advising

center, (3) other administrative responsibilities, (4) teaching responsibilities, and (5) other responsibilities.

In the first category of "advising with students," the responses of each director were categorized as to the percentage of his time that was spent in advising. Only one director spent no time advising students. Sixteen or 32 per cent of the directors spent 25 per cent or less time with students on advising matters; 20 or 40 per cent between 26 and 50 per cent; 11 or 22 per cent worked with students between 51 and 75 per cent of their work time; only two or 4 per cent spent more than 75 per cent of their time with students.

In the second category of "administrative responsibilities of the advising center" the majority of the advisers, 28, spent 25 per cent or less of their time. In the range of 26 to 50 per cent, 13 or 26 per cent of the advisers felt that this represented the amount of time spent on administrative matters of the center. Eight directors stated they spent more than 50 per cent of their time on administrative responsibilities dealing directly with the operations of the advising program.

In the third category, "other administrative responsibilities" carried by the director, it was found that 40 of the directors or 80 per cent carried administrative responsibilities for their academic unit or institution that were not directly associated with the operations of the advising center. Most of the other administrative responsibilities were noted to require approximately 10 to 30 per cent of a director's time; however, in seven cases directors stated that their other administrative responsibilities involved them between 50 and 75 per cent of their total working time.

The fourth area, "teaching responsibilities," showed that 24 or 48 per cent of the directors were involved with some teaching responsibilities in a classroom. Most of the teaching responsibilities indicated a 20 to 30 per cent time involvement; however, several noted involvements of 5 to 10 per cent, indicating limited lecturing or carrying partial responsibility for a course.

The directors were asked to cite the "other responsibilities" that they held and in the vast majority of these cases the directors specified work on various university and college committees. One director mentioned he was involved with group counseling; another specified that he was involved to some minor extent with research work; and another specified that approximately 45 per cent of his time was involved with preparing teaching program certificates and granting certification of students. One director also carried the responsibilities of directing the undergraduate academic program and spent approximately 30 per cent of his time with these responsibilities. A summary of this information is found in Table 4.6.

Student Academic Counselors

The directors were asked to state if any of the former or present academic counselors were teaching faculty members. Twenty-two of the directors stated that no teaching responsibilities were performed by their academic counselors. Twenty-four directors stated, however, that some of their advising center personnel did teach; in seven of these 24 cases all or 100 per cent of these academic counselors have some teaching responsibility.

TABLE 4.6
RESPONSIBILITIES OF THE DIRECTOR

Responsibilities	Frequency of Response	Per Cent
<u>(1) Advising with students</u>		
No time advising	1	2
25 per cent or less	16	32
26 - 50 per cent	20	40
51 - 75 per cent	11	22
More than 75 per cent	2	4
<u>(2) Administrative responsibilities of advising center</u>		
25 per cent or less	28	56
26 - 50 per cent	13	26
More than 50 per cent	8	16

The directors were asked to state the teaching specialities of those academic counselors involved in active teaching responsibilities. Of the academic counselors in the 24 advising centers which have counselors that do teach, the counselors teach the discipline of their respective unit in 17 cases. Only one counselor was found to teach in the guidance and counseling area and an additional three counselors taught somewhere in the broad field of education. Some academic counselors taught subjects such as business, freshmen orientation, reading, and other counselors supervised student teachers. Others taught physical education and, in one large academic advising unit, the academic counselors taught in 14 various departments within the institution.

Highest Degree of Academic Counselors

The academic counselors within the respective advising centers were found to hold a broad range of academic backgrounds and degrees. In some of the large advising centers with large personnel staffs, the director did not specify the breakdown among the various degrees of his academic counselors. However, among those directors who did indicate the highest degree of the academic counselors, it was noted that 25 of the counselors within the units held doctorate degrees, a total of 89 academic counselors held masters degrees and 28 held B.S. degrees. It was stated that in one advising center one academic counselor held no college degree.

Approaching the number of graduate degrees held in each respective advising center, there were 28 advising centers which had between 75 and 100 per cent of their academic counselors holding graduate degrees. In 20 of these 28 cases all academic counselors had graduate degrees. In 23 per cent of the advising center, less than 75 per cent of their academic

counselors had graduate degrees.

The directors were also asked to state the disciplines of the academic degrees held by the academic counselors. In 21 of the advising centers their counselors had their final degree in the discipline of the academic unit. In 10 advising centers some academic counselors had their last degree in the guidance and counseling area. In other academic advising centers, the academic counselors had academic preparation in the following fields: psychology, educational business, public administration, student personnel administration, and in any of the humanities or social science.

Still considering preparation for the academic counselors, the directors were asked to state if their academic counselors held any prior academic work experience. Twenty-seven directors stated the prior work experience of their counselors. With only few exceptions teaching was considered the major work experience prior to doing academic counseling work. Other work experiences which did not involve teaching responsibilities mentioned by 17 directors were: test and measurements work, computer research work, undergraduate admission, nursing administration, military work, counseling, and social work research. Nursing was also mentioned as the prior work experience for academic counselors in the schools of nursing surveyed.

Required Qualifications of Job Applicants

The formal requirements of degree and/or work experience expressed to job applicants were stated by the directors of the advising centers. In six or 12 per cent of the cases academic counselors were required to hold doctorate degrees as preparation for working in the advising center.

In 25 or 50 per cent of the advising centers a masters degree or the equivalent was considered necessary; however, in 38 per cent, 19 advising centers, only a B.S. degree was required of any job applicant. Some directors further specified that the field of academic work should be the discipline of the respective academic unit or it should be educational counseling. One director specified a preference for people with preparation in the field of student personnel work. The directors were also queried as to work experience if any, necessary for an academic counselor applicant. In a total of 25 or 50 per cent of the cases no specific work experience was required. In six or 12 per cent of the advising centers some teaching experience was required. Generally work experience was strongly preferred but not specifically required.

One director stated that any academic counselor must be permanently located for his application to be given serious consideration. This requirement generally applied to the half-time academic counselors who were wives of faculty members within the total institution or whose husbands were permanently located within the community. Another institution required that their academic counselors had attended that university at one time or another. Other directors only stressed that any job applicant be familiar with the respective advising program or university academic programs in general. Several centers required prior work experience with young people, which could be of the nature of counseling or teaching. Several of the professional nursing schools desired that their academic counselors have some experience in nursing programs.

Faculty Rank of Academic Counselors

In the majority of cases, 33 of the advising centers, some academic counselors were found to hold faculty rank. In 22 of the centralized advising centers, however, some academic counselors were found to hold no faculty rank, and in 14 of these centers no counselor was found to hold any academic rank.

Among the 33 or approximately 66 per cent of the advising centers which did have counselors holding academic rank, nine of the centers had counselors with the title of full professor. Fourteen of the advising centers had members of their staff with associate professorship ranks and in 18 centers counselors held assistant professorial rank. The instructor rank was held by academic counselors in 18 centralized academic advising centers. Twenty-four of the total of 33 advising centers having staff members with some academic rank had their entire professional staff holding some academic rank from instructor through full professor.

Committee Membership

The director or one or more of the academic counselors in 33 or approximately 66 per cent of the advising centers was found to have membership on the curriculum committee within their academic unit or the broad institution. No one in the remaining 18 or approximately 35 per cent, had membership on any curriculum committee.

The academic counselors did attend faculty meetings in the various academic departments of the respective units in 38 of the 51 advising centers. Fifteen directors stated that none of the academic counselors attended faculty departmental meetings. In three advising centers attendance at departmental meetings was not consistent, with some advisers

permitted to attend certain departmental meetings and no representation from the advising center personnel present at other meetings.

In addition to membership on the curriculum committee, many advisers held membership on other college and university-wide committees.

Many directors stated that their academic counselors were placed on university-wide committees. Some of those cited were the following: (academic nature) university senate, teaching evaluation committee, public relations and publicity, academic affairs; (student personnel) student activities, student financial aid, freshmen orientation, student affairs, student disciplinary; (records and administration) scholarship committee, admissions committee, calendar, student entrance, undergraduate policy, commencement, records and registration, administrative counsel, graduation advisory, board of advising, readmissions committee, grading committee; (university planning committees) building, institutional development, instructional resources; (institutional committees of unique nature) honors committee, disadvantaged students, student-faculty alumni colloquium, institutional history, equal opportunity, student-faculty interaction.

A major number of the directors also responded that their counselors served on various committees within the academic unit, college or school. Among committees most often mentioned were the dean's executive council, the administrative executive, or the dean's council, development committee, undergraduate policy, student-faculty planning committee, teacher education advisory, curriculum field and methods, teaching assistant committee. Certain academic counselors also served on academic committees which administered federal title grants or special developmental committees.

Some interesting aspects noticed by directors were that some counselors were assigned to various committees on a rotational basis to give many of them an opportunity to work and contribute in the broad fields of the total institution or the academic unit. One noteworthy comment regarded the appointment of academic counselors to the new faculty orientation committee within an academic unit.

Due to the large size of their staff some directors did not enumerate all of the committee memberships and assignments for their academic counselors. However, statements were made that the memberships were quite numerous and broad throughout the entire institution and respective academic unit.

It was also noted that no director made comment of any counselor's appointments to institutional or academic unit research groups or committees. While some planning committees were mentioned, they were of an academic curriculum, building, or academic standards nature.

Characteristics of Academic Counselors

Each director of an advising center was asked to state two essential characteristics that he felt each academic counselor should have. Generally the characteristics fell into two general areas: (1) skills in interpersonal relationships that the academic counselor exhibited and (2) the personal attributes of the individual academic counselor that reflected his or her own personality. The characteristic and attitudes were felt by the directors to be identifiable in working with students.

Of the six most commonly mentioned characteristics, the three predominant were skills that the academic counselor should possess and represent in his interpersonal relationship with students. They were

(1) empathy, and an ability to relate to students (2) a desire to help and assist students and (3) patience. The latter is also represented as a personal attribute within the individual himself. Another personal characteristic mentioned often was that of intelligence.

Two other essential characteristics or attitudes that were among the six directors felt were most important were: an understanding of and a belief in college students, and accuracy in detail and paper work.

Numerous other traits reported by directors were all felt essential to the work of the academic counselors. Those mentioned in the area of skills and interpersonal relationships were an ability to interpret the needs of students and represent these needs properly, to express an open-door attitude for involvement with students, to be regarded as a good listener, and to be aware of his, the counselor's, own limitations.

Many more personal traits or attributes were mentioned by the directors. These were: to have a cheerful attitude in working with students and their problems, to be honest and represent integrity to the students, to express sincerity in all dealings, to possess a willingness to work long hours if necessary to accomplish the goals of the center or meet the needs of students, to have mature judgement and to express enthusiasm and be energetic in one's work. General character traits that academic counselors should be thought to have were: courage, compassion, objectivity and resourcefulness.

Several directors mentioned the extremely important position held by the receptionist in the advising center, because this person meets the student first and may set the entire mood or attitude for the student in working with academic counselors.

Several directors considered a knowledge of curricula and procedures and administrative requirements within the institution essential. This was thought, however, to be knowledge acquired by an academic counselor and not necessarily a personality characteristic or personal attitude.

Involvement with Teaching Faculty

Each director was asked to respond to the question of the involvement of teaching faculty with the academic advising center. The director was asked to characterize the amount or type of involvement with the faculty of the respective academic unit.

Many directors made short comments regarding the activities and/or information that was shared with the teaching faculty. In some cases the directors merely stated that there was minimal or no contact with the teaching faculty. Eighteen or approximately 41 per cent of those responding to the question stated that minimal or no contact existed between the advising center and the faculty. Some directors stated that contact was made very rarely and only to assist faculty members when there was registration information that the faculty desired. Another stated that their relationship with the faculty was of an indirect type. Assistance was given with administrative procedures and requirements of the university to those faculty members who took little interest in the advising process of upper division students. One director stated that the involvement with the faculty was only during orientation when the faculty presented information to students regarding the wide range of possibilities for certain curriculum majors.

Forty-three per cent or 19 of the directors of centralized advising programs stated that they had close contact with the teaching faculty of their academic unit. An additional seven directors or 16 per cent responded

that they had some contact with their teaching faculty. In the case of those advising centers working closely with or having some contact with their faculty, comments indicated that academic counselors sought out the involvement of faculty with various advising programs and general programs which represented the academic unit.

Some comments that reflected this participation and cooperation between the faculty and staff of the advising center were the following: the academic counselors and faculty discussed certain academic problems and exceptions to be made to the normal procedures; academic counselors covered certain areas of the majors within the academic unit and met regularly with that department to keep appraised of the needs and changes in the department and students in that major.

One director stated that various departmental faculty served as advisers to upper classmen, which necessitated cooperation and coordination of procedures and informational materials to be used by students in planning their academic program. Certain directors said their primary contact with the faculty came through the department chairmen and that follow-up procedures were then initiated with the teaching faculty. Where the advising center principally served to work with the freshmen or lower division students in the academic unit, faculty in the various departments were called upon to serve as faculty advisers to the students in the upper division programs. In these cases the advising centers usually served to coordinate the advising and registration procedures within the academic unit for all students.

Some advising centers appeared to have excellent rapport and liaison established with the academic faculty. As problems arose these directors

said they received the full cooperation of the faculty in resolving problems. Other directors, who because of their position as an associate or assistant dean within the academic unit, expressed the feeling this bettered their relationship with the faculty on advising matters also. It was noted that in a few situations the academic advising center coordinated the over-all curriculum program of the student but the teaching faculty actually scheduled the students for their classes each successive term.

Other Responsibilities for Academic Counselors

In addition to the advising responsibilities for each academic counselor within the centralized advising program, it was stated that some academic counselors had responsibilities outside the advising center. The directors were asked to state some of the typical or specific responsibilities delegated to staff members in the academic unit or institution as a whole.

Thirteen directors stated that their staff members had no official responsibilities or duties outside the advising center that did not stem directly from their position as academic counselor or a committee membership assigned to them representing the centralized advising program. This constituted approximately 26 per cent of the advising centers responding to this question.

However, 74 per cent of the directors of advising centers responded that their academic counselors were involved in certain responsibilities outside the academic advising center. These responsibilities, while related to the concern for students and the academic programs of the institution, normally would not be considered part of their responsibilities in the advising center program. Academic counselors were found to work

with alumni affairs personnel and some served on admissions committees and establishing credit hour policies for the institution.

Many academic counselors taught in one of the departments or disciplines of the academic unit in which the centralized advising program was functioning. Some other counselors worked in a separate tutoring office, with the public relations department of the institution, or with the registrar's office in checking and up-dating catalog copy.

In the cases where the directors of the advising centers were also assistant or associate deans of their respective academic units, they also had broad responsibilities within the unit involving them in the coordination of general curricula and academic work in the institution.

In certain cases where an academic counselor was a part-time member of the advising center, he occasionally worked in another office within the institution or held other responsibilities within the academic unit when not in the advising center. One such adviser served in another capacity as a certification officer; others assisted in administrative units within the institution, working part-time in both offices. Some academic counselors served as admissions recruitment personnel in the high schools of the nearby communities.

Authority and Responsibility

Authority of Director

Each person responding as a director was asked what authority did he or she carry on academic advising matters. The responses were then categorized and grouped under full, complete authority and partial authority carried. A total of 35 or approximately 72 per cent of the directors responded that as director they carried full and complete

authority on all academic advising matters for the students handled through the centralized advising center. Twenty-eight per cent or 14 of the directors responded that they did not carry complete authority to act in all academic advising matters; substitution of coursework was handled through the academic faculty of the unit or college, or in some cases only the dean or associate dean could sign on certain drop and adds or academic procedure matters.

The directors were also asked to respond to the question of what special authority they carried within the academic unit. Several responded that they acted on certain academic matters in place of the dean when he was absent; others stated that they carried the authority of evaluating credits for transfer students and accepting students into upper division work from lower division programs. One director responded that he acted as a department chairman for the approximately 2400 students who had an undecided major. Another mentioned that he served as the head of an educational foundation.

Certain directors were designated authority over portions of the academic unit's budget while a few others acted as curriculum coordinators for certain graduate programs within the college or school. Some directors represented the academic unit on institutional policy boards; in one case this was the assistant dean's committee which established certain basic operating procedures to coordinate programs among the respective academic colleges and schools in the institution.

One director stated that he carried special authority regarding registration procedures in working with class schedules and closed sections of courses. Many directors carried authority for reinstatement action on dismissed students.

As a final part to the general area of authority carried by the director, the question was asked whether or not the director shared with the academic counselors any of the authority of the advising matters, such as approving drop and adds for coursework, approving substitution coursework, evaluating other academic credits from other institutions. Twenty-five directors stated that all or nearly all of the authority within the advising center was shared on a similar basis with other professional staff members. The exceptions noted generally related to the special authority carried by the director or head of the advising center. Only 10 or less than one-third of the directors responded that their academic counselors did not share much or any of the director's authority.

Working With Parents

The directors were asked to respond as to what responsibility their advising centers had for working with the parents of students enrolled within their respective academic units. Only one director stated that his advising center did not handle requests or work directly with the parents. All other respondents to this question stated that they did carry the responsibility of communicating with the parents in certain situations. From past experience, the relationship between the advising center staff and parents was considered minimal by 17 of the directors.

The greatest involvement of the academic counselors with parents appeared to occur during the summer or fall orientation programs for new freshmen students. Other than at this time, involvement with parents generally occurred with correspondence and phone calls. Advisers stated that they were available to counsel with the parents on the academic progress and problems of students. One director stated his involvement

with parents generally arose at the time that dismissal procedures were brought against the son or daughter by the academic unit. Personnel of the advising center generally were in a reaction capacity, supplying information as requested by the parents, but not initiating action with the parents on academic matters. In several instances, however, the directors stated that the advising center invited the cooperation and involvement of the parents. This was done not only during the freshmen orientation program but also was carried out in one or two instances by letter or direct communication with the parents. It appeared from the general comments of the directors that much of the contact with the parents occurred while the students were freshmen or when they were encountering various academic difficulties or problems in their curriculum programs.

Disciplinary Matters

All directors were asked to respond to the question of whether they served on a committee or were they given individual special authority to impose discipline on academic matters such as cheating, academic probation, or academic dismissal.

The great majority of the advising centers directors, 66 per cent, stated that they carried no special authority or served on any disciplinary committee to work with students. Fifteen directors stated that they did carry some authority on academic probationary matters; however, this authority was subject to the final approval of the dean or other academic officer of the college or school within their university. In certain matters the directors also stated that there was an appeal procedure to the judgement of the discipline so enforced. This would represent

that the authority for discipline carried by the advising center director or committee on which he served did not carry final authority within the institution.

Some directors differentiated between various types of academic or probationary action that could be taken by the university. They stated that they worked on matters of academic probation or academic deficiencies; however, matters of cheating were referred to a university-wide judiciary committee or an academic standards committee.

Procedures and Functioning

Functions of Academic Counselors

The next question asked for response to 12 statements of functions possibly performed by the academic counselors in their relationships with students. Each director was asked to state his interpretation of: the student expectation of receiving such services through the advising center, the director's expectations of performing these responsibilities, and the institutional viewpoint regarding the appropriateness of these tasks being part of the advising function. The summary of the responses appears in Table 4.7.

There was common agreement that the function of curriculum planning and registering students term by term should be performed by the academic counselors within the centralized advising program. Similar agreement was held on the function of assisting students in the procedures of dropping and adding coursework to complete student registration. In the matter of an academic counselor changing course sections to permit the student to change times or instructors, the directors felt the students

TABLE 4.7

DIRECTORS PERCEPTIONS OF
FUNCTIONS OF ACADEMIC COUNSELORS

Functions	Student Expectations		Director's Views		Institutional Views	
	Yes	No	Yes	No	Yes	No
A. Curriculum planning and registration with students term by term	93%	7%	91%	9%	93%	7%
B. Assisting in procedures of drop and add for coursework	98	2	94	6	98	2
C. Change of section to another time or instructor	77	23	66	34	65	35
D. Making program adjustments through:						
1. proficiency or waiver exams	76	24	67	33	68	32
2. course substitutions	93	7	94	6	94	6
3. evaluation of transfer credits	77	23	77	23	73	27
E. Long range curriculum program planning (one year, two semesters, or three quarters)	87	13	87	13	96	4
F. Referring students to other agencies on campus	98	2	100	-	100	-
G. Helping superior students develop individualized programs	84	16	88	12	87	13
H. Helping students with poor academic achievement to develop individualized programs and to improve	87	13	92	4	88	12
I. Working with all students to have them become more independent and prepare themselves for personal development	49	51	83	17	80	20
J. Encouraging and motivating students to realize their potential	69	31	92	8	86	14
K. Developing career plans with students	85	15	89	11	82	18
L. Helping students learn of the total resources of the institution and select those that might aid them in developing themselves	90	10	96	4	98	2

held a somewhat higher expectation of an adviser assisting in this manner than the view expressed by the director himself or his interpretation of the institutional viewpoint.

It was stated that the students held a somewhat higher expectation of an academic adviser making program adjustments through recommending proficiency tests or waivers than an academic counselor's view of their responsibilities or an interpretation of the institutional policy. A much closer agreement and stronger belief was that counselors should work with students in course substitutions. The student views, advising center director views, and institutional views were represented as being very similar on this matter. Similar agreement was found on the function of an academic counselor evaluating transfer credits from other institutions; however, this was not judged by some directors as appropriate a responsibility as was the case in handling course substitutions.

Long range curriculum program planning for approximately one year was interpreted as being an appropriate function for advisers by all three viewpoints: student expectations, academic counselor expectations, and institutional expectations.

Nearly perfect agreement was found on the functional matter of referring students to other campus agencies because of an expressed need or concern on the part of the student. Only one director felt that students did not view this as an appropriate function. However, all directors stated that it was viewed as proper procedure by the institution, as well as by the directors themselves. Strong agreement was felt to have occurred by the directors on the matter of helping superior students develop individualized academic programs to satisfy their needs

as well as to challenge their abilities. Nearly similar appropriateness was felt for the functioning responsibility of helping a student with a poor academic record and achievement to develop programs which might assist him in improving his academic record.

While the directors held that in their views as well as in the institutional viewpoint it was appropriate for the academic counselors to work with all students to have them become more independent and prepare themselves for personal development, the directors believed many students did not feel this was an appropriate task for an academic counselor. About as many students would feel it was an appropriate task as other students would feel this should not be within the responsibilities or interests of an academic counselor. The directors held a slightly stronger view that academic counselors should encourage and motivate students to realize their full potential than they felt the institution would characterize the same responsibilities. The directors further felt that the students would not necessarily hold as strong a view towards this responsibility, but felt that in a strong majority of the cases students would accept this as an appropriate role to be concerned within academic advising.

Developing career plans with students was held to be a commonly accepted view on the part of the students, advising center's directors and on the part of the institution. A strong sentiment was also shown on the part of the expectations of all three parties for helping students learn of the total resources of the institution and helping them select those resources that would aid students in developing themselves and their potentialities.

Advance Registration

When the directors were asked about advance or pre-registration procedures for enrolling students in their coursework only 6 per cent, or three directors, responded that no procedures existed on their campus for any pre-registration. The remaining 94 per cent stated that their academic units or institutions did have some form of pre-registration procedures.

In discussing the role that the advising center and academic counselors played during this pre-registration period, 50 per cent of the directors responding answered that their advising centers were involved in only the coursework advising and did not further participate in the enrollment process for the student. Another 50 per cent, 20 respondents, stated that their advising center did play a role in coursework scheduling as well as planning curriculum programs with students.

In a few situations the directors mentioned that the advising center's role with the registration procedures was in coordinating and organizing a faculty advising pool for registration and that the advising center further assisted the faculty by making available student records and other information.

Procedures with "No-Preference" Student

Mention was made earlier that certain advising centers were established to deal with only those students in the academic unit which were in a no-preference or undecided category. The directors were asked whether there were special procedures established within the advising center to work with the no-preference or undecided student in making an academic choice of a major within the academic unit or institution. Twenty-one per cent, nine directors, stated that no formal procedures

were established for working with undecided or no-preference students. Informal procedures by individual academic counselors may be used in assisting students gain greater information regarding the majors offered within the academic unit. Twenty-nine advising centers or 64 per cent of those responding stated that the student was assisted in the advising center in gaining a greater perspective on majors offered as well as the student's own individual strengths.

Some of these measures of assisting students were listing various courses that the student might take for further information or experimentation, informally discussing career opportunities with the students, providing special open houses within the various majors for the student to understand the opportunities available, and organizing group sessions of students interested in various majors with those students and faculty members in that respective area of the academic unit. In several cases academic counselors enrolled students in certain courses for them to gain a greater perspective of their abilities, their interests, and their chances for success.

In 12 per cent of the cases the advising centers referred students to the counseling center on the campus. Students would have specialized tests there, as well as vocational library materials available to help decide an appropriate choice of a major.

Some special procedures offered by advising centers to assist students in selection of an academic major were found when special advisers were appointed in the advising center to work with any undecided student. In one academic unit a special orientation class for all students is organized and the students learn of the various majors and occupations

available. During this time they also go through a self-analysis to help prepare them to make an appropriate choice of a curriculum major. Several advising centers mentioned that they established a series of individual conferences with the student who was in an undecided classification in an attempt to give him further information about his own interests and the availability of appropriate majors.

Freshmen Orientation Program

The time of the first involvement between academic counselors and new freshmen generally occurred during a freshman orientation program. Each director was asked to respond to whether there was an orientation program on their campus established for new students, either freshmen or transfer students. Forty-six or 92 per cent of the directors stated that their campus did have an orientation program for new students. Only four stated that a program did not exist on their campus. In the latter group, some stated that students are invited to come to the campus and informally orient themselves. Personnel in the advising centers would talk to them at that time.

Of the 46 directors that stated that orientation programs were carried out for new freshmen, 10 directors stated that the academic advising center played little or no part in the general orientation program or in discussing the academic programs of the university.

Most of the orientation programs were organized during the summer months. Procedures used were described in many cases to be group advising followed by individual advising, where course and program planning might be discussed with each student. In certain cases the registration or enrollment function was also completed with the students. Also,

parents often accompanied the students to the campus and had a period of time to discuss their questions with representatives from the various colleges or academic units.

The range of participation in summer orientation programs by advising centers ranged from a small or minimal role, as discussed previously, to a major role, and even further to the point that an advising center carried the total responsibility for the orientation program of its new students. In one university the advising center actually had the full responsibilities for coordinating the summer orientation program for the entire university. In certain other institutions, academic units carried on their own program of summer orientation exclusive of the university and its own possible orientation program.

Academic Counselor Assignment

Some definite approaches were discussed by the directors of advising centers regarding the assignment of students to one specific academic counselor. The directors were asked what procedures and principles were used in assigning students to a specific academic counselor. Further, each director was asked whether students specifically assigned to one academic counselor were permitted to see other counselors, and when and how the students were permitted to change counselors. Thirty-one or approximately 66 per cent of the advising centers had the policy of assigning a specific academic counselor to each student. Sixteen centers, however, stated that the students were not assigned to one counselor but were either allowed to see counselors of their own choice or were directed to see a counselor available at the time that the student requested information or assistance. Some directors noted that these procedures of assigning students

to academic counselors or in not assigning students to counselors changed as the student progressed through his academic major. In some cases the students were assigned to a specific academic counselor in the upper division after not having a specific assignment during his freshman and sophomore years. In other cases the students, after being assigned a specific academic counselor who could assist them in working out major difficulties and curriculum choices, were permitted to either self-advise or see any teaching faculty member within their major department as juniors and seniors.

Within the group of academic advising centers which had established the policy of assigning students to specific academic counselors, 41 per cent of the responding directors stated that the students were permitted to choose the counselor they desired to be assigned to. In 59 per cent of the cases, however, the students were matched or assigned to academic counselors based upon their major, certain classifications, or matched special interests. Other assignments of academic counselors were made on a purely random basis in an attempt to equalize the advising load among the available counselors.

The philosophy that was stated by the directors in permitting students to choose their own counselor was on the basis of granting freedom to the student and an attempt to permit the student to establish rapport with an academic counselor the student might feel would be of greatest assistance.

The assignment to an academic counselor done on the basis of random or alphabetical assignment or by major was an attempt, the directors stated, to equalize the advising loads and to identify a counselor who

would be best informed to assist the student with particular information regarding a special area within the academic unit. Other directors commented that assigning an academic counselor to a student avoided confusion.

Despite the assignment of students to a specific academic counselor, 97 per cent of the directors stated that students were permitted to see any other counselor upon student request. This would appear to permit students extreme flexibility in securing necessary information or having their questions answered to meet a student's specific and immediate need.

Unless an academic counselor was assigned to a student based totally on the student's choice of major, all academic advising centers had the student's simple request. Other changes were automatically made as the student changed from one major to another within the academic unit.

Contacts with Freshmen

Each director was asked to specify the points of contact that the advising center or the academic counselors had with each freshman from the point of the student's admission to the university to the completion of the first term. In those cases where an advising center was established to work principally with the upper division junior and senior students in the academic unit, it was understood that no contact would be appropriate with the student while he was considered a freshman.

Four directors stated that initial contact was made with newly admitted students by correspondence shortly after the student was admitted by the university. This correspondence preceded the student's actual arrival on the campus and in some cases literature, pertinent to the academic unit, was enclosed to familiarize the student with his choice of a major.

Thirty-five of the academic advising centers had a series of contacts with the freshmen. Of this number 27, or 77 per cent, of the centers responding had contact with the freshmen students during the university or college orientation program. Eighty-three per cent of the advising centers had contact with their freshmen students for curriculum discussions relating to a student's academic choice. However, only 37 per cent of the advising centers discussed registration procedures with students. Fifty-seven per cent of the advising centers did register freshmen students during their first academic term.

Only one director responded that the information program of the advising center included discussions of the rules and regulations within the academic unit or the broad institution. One institution stated that contacts were made through the advising center's program for freshmen students to meet student leaders or organizational club presidents for discussions regarding curriculum choices or college life in general.

Four of the centralized advising centers, 11 per cent included some form of testing for a student during his first term's contact with the academic advising center.

Many directors stated, in addition to the contacts mentioned with the students, a student was free at any time to come to the advising center and initiate course changes, withdrawal procedures, and obtain referral information to other campus agencies. These latter contacts, however, were done on an informal basis and left to the discretion of the student as his needs arose.

In certain cases special contacts were initiated with a student in an attempt to better inform him of certain services or to assist

a student during his initial quarter of adjustment. One advising center called students in during the mid-term period to discuss the need for dropping and adding courses, as well as other assistance the advising center could offer.

Another advising center had the procedure of calling in freshmen who on a predicted basis might be expected to have academic difficulties, or during his initial term of adjustment to college because of poor high school academic records might have problems. Several directors commented that once mid-term grades were available, conferences were made with those freshmen who had received unsatisfactory marks. Vocational interest tests were given to students by two centers after their first week on the campus and special events or procedures with freshmen were carried on by his university's psychological center. The summary of the responses appears in Table 4.8.

Communication of Curriculum Information

Curriculum information to keep academic counselors continually aware of changed and new course offerings is important if they are to be able to assist students and transmit accurate information. All directors were asked to explain the procedures used by their centralized advising program to insure that new curriculum information would be communicated to the staff of the center. The comments from a majority of the directors indicated that generally there was little problem in securing accurate and up-dated information on new curricula offerings within the university. Other directors stated, however, that at times this was a difficult area and that the channels of communication could be improved upon so that the personnel within the centralized advising

TABLE 4.8
CONTACTS WITH FRESHMEN

Contacts	Frequency of Response	Per Cent
Correspondence before campus arrival	4	11
University or college orientation	27	77
Curriculum discussions	29	83
Discuss registration procedures	13	37
Register students	20	57
Discuss rules and regulations	1	3
Meet with student leaders	1	3
Testing	4	11

center could have the current information for the entire university or institution.

Of those advising centers which had established communication procedures, 21 of the advising centers stated that their information principally came through brochures and catalog supplements. Only six directors stated that they must principally rely upon word-of-mouth communication for the necessary information to properly advise students.

Twenty-one advising center directors reported information was communicated regarding new coursework offerings through membership on curriculum committees or by having either the director or a member of his staff attend special curriculum meetings. The largest number of directors, 25, stated that in addition to other communication channels, memorandums were frequently circulated by all academic units which offered coursework for the students advised in the center. This information was then coordinated and supplied to the appropriate personnel or to all staff members in the advising center.

In those cases where the advising center was an integral part of a dean's office, information regarding curricula changes in many cases had to pass through the dean's office in preparation for final university approval. After appropriate approval had been secured, information was then easily passed on to the academic counselors through memorandums or supplements to the general catalog.

Meetings with the department heads in the academic unit and the teaching faculty often supplied early information regarding possible course changes and new course offerings. In a few cases the director of the advising center was also the person responsible within the academic unit for initiating the procedures and having the course change

approved through the proper channels of the university.

No advising center director commented that this was an extreme problem or that little cooperation was obtained from the proper authorities or channels on the campus in having this information available for the advising center personnel.

Registration Requirements

Registration and enrollment procedures which are necessary so that a student may register in a subsequent quarter of college work may require varying involvements of a student's academic counselor. Each advising director was questioned as to whether the academic counselors were required to approve and sign registration forms for students during this enrollment or registration period. Thirty-six or approximately 71 per cent of the academic units required the signature or approval of an academic counselor on a student's registration form. Thirty-two per cent or 16 of the colleges or schools answered that there was no mandatory signature or approval required of a counselor for a student to sign up for the following term's academic work. In a few cases these procedures differed for the various classifications of students. Freshmen and sophomore students were often required to see their counselor while additional freedoms were granted to juniors and seniors, upper division students, in having their coursework approved.

Each director was further asked whether there were other aspects of academic advising that were mandatory for students. Twelve directors stated that no other mandatory advising procedures existed; however, the majority of the directors responding, 19, stated their academic units did have certain mandatory approvals that the student must secure from

his academic counselor. The mandatory procedures existed on matters of withdrawal, drop and add forms, change of major or in some cases approval of all elective courses taken by students.

In one academic unit seniors at the start of their last year of academic enrollment were required to have approval of academic counselors of their course enrollments, course changes, and other procedures in fulfilling the final requirements for graduation. One academic unit required students who were withdrawing to have a mandatory exit interview.

In several cases mandatory advising procedures were instituted only for those students who were placed on academic probationary status. Other students were granted additional freedoms for self-advising and completion of degree requirements.

Scheduling Student Contacts

Various approaches were utilized by the centralized advising centers in scheduling students for advising contacts with the center. The greatest number of the advising centers relied upon the students themselves to originate the necessary contacts with academic counselors or other personnel of the advising center. Twenty of the directors stated that this was the principle form of initiating contact between students and academic counselors.

Sixteen academic advising centers used a form of written communication, letter or post card, to request students to come to the advising center to handle certain procedures.

When it was necessary for some advising centers to contact students to schedule appointments, five directors replied this was done by telephone calls to a student's campus residence. Three directors stated that general

campus announcements, by means of student newspapers or bulletins, were the principle methods relied upon. Three advising centers additionally used announcements in classes through teachers to have various student groups report to the advising center for processing.

Most advising center directors stated that the contacts between the academic counselors and students generally were handled on an informal basis or at the discretion of the student. However, many stated that some of the scheduling procedures were necessary at periods when all students had to report to the advising center for processing, or when a specific student had to be contacted to report to the center.

Student Records

A check list of various items possibly kept on students was given to each director for him to indicate what, if any, information was kept in his respective advising center on the students served through advising procedures. In two cases the advising center director replied that all records as such were kept by the registrar and no further information was maintained in the advising center on each respective student.

The following information was indicated to be maintained in the advising centers: 96 per cent of the advising centers kept basic information on the student, i.e., name, student number, date admitted, home address, campus address. Sixty per cent of the advising centers maintained records on a student's high school grades. Eighty-four per cent had information on the scores of the college entrance tests taken by the students before his initial enrollment.

Only 44 per cent of the advising centers maintained personal inventory information on the students. This might be obtained from the student

himself or from various testing agencies which supply the institution with a student's initial interest survey and high school background information.

Twenty-five per cent of the directors stated the advising center maintained a record of the student's vocational interests; however, 44 per cent reported that a statement from the student regarding his educational objectives was available.

Curriculum or coursework planning information was maintained in 94 per cent of all the advising centers.

Sixty-eight per cent of the advising centers maintained some type of historical record of student contact with the advising center. In a few additional cases only significant contact of a student with the advising center was recorded for future reference.

In 82 per cent of the advising centers, procedures had been established for recording the personal comments of academic counselors or teaching faculty members for future reference. Some advising directors commented that this information was often kept on a separate sheet or maintained in a file that was not available to students. Current course enrollment was maintained by 86 per cent of the advising centers and 92 per cent maintained a record of courses taken or attempted, along with the earned grades of each student. College activity information was maintained by only 28 per cent of the advising centers.

Several other categories of information were kept by certain advising centers. One academic advising center continued to maintain records on each person after he graduated. Any petitions on coursework substitutions made by students were also recorded on a student's record; the same advising center maintained copies of all correspondence between the

center or an academic counselor and a student.

Any scholarships received by the student were usually recorded, and in another case an advising center had the students write a short autobiography, a copy of which was in the student's folder. Table 4.9 summarizes information on student records kept.

TABLE 4.9
STUDENT RECORDS KEPT

Records	Frequency of Response	Per Cent
Basic information	48	96
High School grades	30	60
Entrance test scores	42	84
Personal inventory information	22	44
Vocation interest	13	25
Educational objectives	22	44
Curriculum or coursework information	47	94
Record of student contact	34	68
Personal comments of counselors or faculty	41	82
Current course enrollment	43	86
Record of courses taken and grades	46	92
College activities information	14	28

Confidential Material

If confidential material was retained in a student's advising record, each director was asked to state the nature and use of such material in the advising center. Of those responding, 27 per cent said that no confidential material was maintained on students. If information or comments from the academic counselors or faculty was maintained in these centers, it was not regarded as confidential material to be kept from the student but was considered privileged between the student and an academic counselor or the advising center. Some directors stated that this information was not released unless the student granted his permission.

The great majority of advising centers, 72 per cent, did retain some confidential material on students. Generally, the nature of this information was the high school counselor's recommendation for admission to college, disciplinary record information from the dean of students office or an action taken within the academic unit itself, as well as any record of a student's academic dishonesty. Psychological reports or testing results were often retained when confidential material was collected.

The academic counselor's personal notes or any reference on the student from the faculty were often kept but in filing systems other than the general record and curriculum information folders for each student. In certain cases counselors maintained their own file on students or placed the material in sealed envelopes in the general folders. In the latter cases a student knew the confidential information existed to protect or help the student but was held in this way so that only proper use of the information by approved personnel was permitted.

Several directors made the comment that all confidential information was destroyed when a student graduated or had not enrolled for a long period of time.

Group Advising Procedures

Due to the large numbers of students advised through the centralized advising centers, especially during periods of freshmen or new student orientation programs, 67 per cent of the responding advising center directors stated that some group procedures are used in working with the students. Sixteen or 33 per cent of the directors replied, however, that no group advising was done within the center or by the academic counselors.

The advising centers which utilized group procedures stated that in most cases the groups consisted of 11 or more students. Of the advising centers using group procedures, approximately 87 per cent utilized large group advising. There was an extremely broad range for the size of the groups and in many cases this was dependent on the nature of the advising that was done. In some cases a small group of 15-30 students discussed major or curriculum questions and were advised on curriculum matters. When program planning procedures or coursework scheduling sessions were handled during group advising, the groups usually averaged about 30 students. Larger groups, ranging up to 400-500, generally were used only during the freshmen or new student orientation programs.

Four directors stated that their academic advising unit had student group sessions ranging in size from 1 through 10 participants. The material covered during these sessions concerned course advice

and discussion of study skills.

Of those advising centers utilizing group advising, a great majority, 75 per cent, of their directors stated that they felt their procedures were effective in working with students. Twenty-five per cent of the directors stated that their group advising was unsatisfactory. A few directors indicated that group advising was only partially satisfactory, but that they continued to utilize the group procedures. A few commented that regardless of some of the unsatisfactory nature of the large groups, little flexibility was allowed for using alternative means of working with the students within the time allotted or limitations of staff personnel.

Advising Appointments

Each director was asked how much time was allotted by an academic counselor for talking with a student in routine advising appointments. In 20 advising centers, policy was not to set any specific time limit for routine matters. Students would be seen and appointments given for any amount of time that was needed by a student to obtain the necessary information or assistance desired. Three directors added, however, that roughly one-half hour was found to be the time period most frequently used by students. A similar response was made by six additional advising center directors when they stated that the time limit varied greatly. Some of these directors specified a range of times dependent on the nature of the advising interview. One center was organized to grant 15 minute interviews for coursework scheduling, 10 minutes for changes of courses, five minutes for withdrawals, and 30 minutes or more for general discussion.

No advising center had the practice of generally limiting the routine advising appointments to less than 10 minutes.

In the range of 10 to 20 minutes, however, 10 advising centers found that routine advising matters could be taken care of within this time limitation. Should additional time be necessary the appointment could be lengthened or the student could be requested to return to the advising center for another appointment.

The greatest number of advising centers operated with advising center appointments of 21 minutes or more, with the greatest majority finding that 20 or more minutes was sufficient to meet the needs of the students. Summary of the responses on advising appointments appears in Table 4.10.

TABLE 4.10
ADVISING APPOINTMENTS

Appointments	Frequency of Response	Per Cent
No set time limit	20	40
Time limit varied greatly	6	12
Limited to less than 10 minutes	0	0
Limited to 10-20 minutes	10	20
20 minutes or more	25	50

Special Assistance

Each director was asked to answer the question of what students or group of students, if any, were identified for special assistance in the advising center. Students with low ability or low achievement as well as black students or foreign students were suggested as possible examples to receive special attention from academic counselors. Twenty advising center directors responded that neither were special groups identified nor were programs of special assistance developed to aid any unique group of students among those served by the centralized advising program. Many of these directors stated that providing individual attention for each student according to his or her needs had proven satisfactory without the establishment of any special programs.

Thirty of the advising centers or 60 per cent did have some type of assistance program for a special group of students within those served by the advising center. Of those responding affirmatively that some program did exist for a special group of students, one-third of this group said that foreign students were grouped for special assistance in their academic programs and in other adjustments to the academic requirements of the respective school or college. Low ability or academic probationary students were identified by 66 per cent of those advising centers as a group given special assistance.

Special advising programs were developed for two closely related groups. Black students, or Afro-American, were identified in 15 advising programs for a total of 50 per cent of those advising centers having special programs for individual groups. An additional 10 per cent or three of the advising centers had programs for student groups termed

economically deprived, culturally disadvantaged, or just disadvantaged, many of which were stated to consist basically of black students. A total then of 60 per cent of the advising centers had special assistance programs directed to help black students and the culturally deprived.

Only three or 10 per cent of the directors said that any programs were prepared for the superior students. The directors did not elaborate whether these students were permitted greater flexibility within the curriculum of the academic units or if other special attention was given to them.

Academic Probationary Status

For those academic units which have an academic probationary status (status for those who are academically delinquent but are not recessed from the university), the advising center directors were asked if there were mandatory advising procedures for these. Seventy per cent, 35 academic advising units, had no mandatory attendance or other procedures required of students in this classification. A total of 21 per cent of the advising centers did have some form of procedures or processing that a student on academic probation must comply with. In certain cases this was stated as additonal advising sessions where a student would be called into the advising center or where a student's academic course load might be reduced unless he would talk with his academic counselor.

In addition to the 21 per cent of the advising centers which had some form of mandatory procedures, an additional five advising centers represented that students on academic probation received strong recommendations to come to the advising center to discuss academic matters with their academic counselor.

Special Handouts

When the advising center directors were asked as to whether there were special handouts, booklets, or curriculum planning sheets that were distributed to students, 36 or approximately 70 per cent of the directors responded that special material was prepared and distributed to students. The distribution sometimes took place during the summer orientation periods for new or freshmen students, while in other cases distribution of the information was through the advising center itself.

Nine advising centers responded that no special materials or curriculum guides were distributed to students.

Material that was distributed to students was generally of an informative nature and in some cases was in the form of a work sheet. Certain advising centers prepared special student manuals or program planning guidebooks which contained information about the specific requirements of the academic unit where a student was enrolled, as well as in some cases information of the institution's general guidelines on registration, dropping and adding courses, and information from the departments within the respective academic unit. Other information available to students included: check-off sheets regarding requirements within certain majors; information of career possibilities and occupations related to the majors that the students had elected; pre-professional curriculum information as well as general information on the professional career students were planning to enter. Often, special brochures prepared by the major departments within the academic unit were distributed to students.

Relationships Between Faculty and the Advising Center

The question of what link exists between the teaching faculty and the advising center was presented to each director. He was further asked if it existed on a formal or informal basis. Sixty per cent of the directors responded that a relationship existed only on an informal basis. Eighteen directors stated that there was an informal plus formal basis between faculty and the advising centers. In many cases the latter relationship was established because most of the academic counselors did teach at least one class and therefore were members of the faculty. They participated in faculty meetings and therefore hoped to establish communication between the advising center and their respective faculty department.

One director responded that only a formal basis existed between the advising center and faculty within his academic unit. Another stated that the relationship between the staff of the center and the faculty was "practically non-existent." In most cases further elaboration on the type of link that existed between the advising centers and the faculty was not made.

Involvement With Other Campus Agencies

Directors had acknowledged earlier in the questionnaire that referrals were often made between the advising center and other campus agencies. They felt that students often needed additional information in order to integrate their academic program, and the academic counselors helped coordinate the various agencies available on the campus to work for the betterment of the students. Each director was asked with what agencies does the advising center have a working relationship or close cooperation. A short list

of various campus agencies was given and the directors were asked to respond which of these, plus others, on their own respective campus were used by the academic counselors in working with students. A summary of this information may be found in Table 4.11.

TABLE 4.11
INVOLVEMENT WITH OTHER CAMPUS AGENCIES

Agencies	Frequency of Responses	Per Cent
Counseling Service	44	88
Registrar	44	88
Dean of Students Office	39	78
Other academic units within university	32	64
Residence Halls Office	16	32
Athletic department	15	30
Fraternities and Sororities	8	16
Other academic units outside university	8	16
Admissions	5	10
Health Service	4	8
International Students Office	3	8
Student Activities Organizations	3	8
Financial Aids Office	2	4
Student Placement Office	1	2

The highest percentage of contacts made by the academic counselors with other campus agencies is shown to be with other administrative and service agencies which work directly with the student and his academic record on the institution wide level. These were the registrar's office, the psychological counseling office, and the dean of students office.

The next highest involvement as indicated by the directors came with the other colleges or schools within the overall institution. Well over half of the advising centers responding indicated that they worked with these academic units in order to supply needed information to students either in the form of curricula information or majors that the student may elect elsewhere within the institution.

Educational-Occupational Information

Regarding any educational-occupational information and material available for students in the advising center, only five directors or 11 per cent responded that no information was basically available. Sixty-two per cent stated that some or little information was available to students in the advising center, but some qualified this by stating that space limitations were the only deterrent to offering students more information of this type.

Twenty-seven per cent of the advising centers were stated to carry extensive educational and occupational information for students. This often consisted of college catalogs, vocational booklets from professional organizations, and occupational information both from governmental agencies and private corporations or firms. In one or two responses the directors further stated that this extensive information was actually in the form of open browsing libraries.

Many advising center directors stressed that extensive occupational and educational material was available in the psychological counseling centers on their campuses. Since the latter agency was responsible for the testing on each respective campus and because the psychological counselors carried on long term counseling sessions, the directors felt this vocational information was properly placed in this agency.

In-Service Training

In only two advising centers the directors replied that they had no form of in-service training for their academic counselors or that the in-service training was done on a totally informal basis. Response from all other advising centers on this question stated some form of in-service or specialized training was provided for staff members.

The most frequently mentioned form of in-service training was attending faculty meetings of the respective academic unit and attending joint staff meetings with other campus agencies or personnel such as: university activities office, professional counseling center, admissions office, dean of students office, orientation program representatives, and the registrar's office. Both of these kinds of meetings, those with faculty and with other agencies, were mentioned by 33 of the directors of the advising centers or 66 per cent of the total responses. Seventy-six per cent of the advising centers held staff meetings within their own advising center; these served as in-service training sessions.

Ten advising center directors, 20 per cent, responded that special studies and reports pertaining to their academic unit or general campus environment were considered methods of in-service training. In 26 per cent of the responses the directors stated that consultants, either

representatives from campus agencies or visiting specialists, were invited to meetings of the academic counselor staff.

Seventeen of the advising centers, 34 per cent, used case conferences as a method of in-service training. Also, in 40 per cent of the advising centers, the academic counselors were encouraged to attend state and national conferences or conventions of certain professional groups. A summary of this information may be found in Table 4.12.

TABLE 4.12
IN-SERVICE TRAINING

In-Service Training	Frequency of Response	Per Cent
None or informal training	2	4
Attending staff meetings in unit or agency	33	66
Attending advising center staff meetings	38	76
Studies and reports on campus	10	20
Consultants at center staff meetings	13	26
Case conferences	17	34
Attend state and national conventions	20	40

Special And Miscellaneous Areas

Cooperation With Other Campus Agencies

Each director was asked to respond and characterize the relationship and cooperation of other university or college agencies such as the

registrar's office, the dean of students office, and others with the staff of the academic advising center.

Of those that responded, only two said that the cooperation with these other agencies was of merely an adequate nature. All other directors stated that the academic advising center and academic counselors had good to excellent relationships with other agencies. Forty-three per cent of the directors characterized them as very good or good and another 25 of the directors, 53 per cent, stated these relationships were excellent. On several occasions the directors stated that this working relationship was definitely of a reciprocal nature, with each agency assisting the other in serving the needs of the student.

The only problems with other campus agencies that were mentioned by any director involved his relationship with the office of computer programming, or computer data operations. This problem was found on several campuses.

Recognition of Student Problems

The directors were asked to state their agreement or disagreement with this statement: "It is felt by some educators that advisers or academic counselors who work closely with students should be able to recognize certain student problems, often psychological." Total agreement by 100 per cent of the responses from the directors was achieved.

In the comments of the advising center directors, many expressed the point of view that the role of the academic counselor extended considerably beyond the responsibilities of a registration clerk who would perform only administrative tasks. They felt that the academic counselor in working closely with students should be able to recognize

psychological problems and refer students to other appropriate campus agencies that could be of greater assistance to a student with problems. Most often these campus agencies were the professional counseling center or psychiatrist who was attached either to the counseling center or to the student health clinic.

Certain directors stated that some training is necessary for the academic counselors to recognize these problems, but the role of the academic counselor was not to undertake extensive or extended professional counseling with the students. An academic counselor's training was felt to be of a nature to help him recognize student needs but not to prepare the academic counselor to either diagnose or treat the student and/or his problem.

Use of Information Derived From Advising Program

The questionnaire suggested that information or insights on topics of curriculum, course pre-requisites, rules and regulations is often gained from the academic advising program within the academic unit. Each director was asked the means used to refer information of this nature to the academic unit administration.

Various means were employed by most advising centers in referring this information to the appropriate people within the academic unit. Most often noted were general informational meetings with the responsible people; 24 directors stated this as one of the main procedures used. The meetings were of the nature of academic councils, curriculum committee meetings, committees of the appropriate nature for the information that was available, dean's executive meetings, or special meetings called to present materials. The next most frequent form of conveying information

to others outside the advising center occurred on an informal basis. Conferences might be held with the appropriate personnel in the academic unit, the academic dean or an appropriate department chairman.

Thirteen directors stated that reports prepared by personnel within the advising centers were circulated throughout the academic unit or sent to the person who could best use the information. Six directors said that information took the form of memorandums.

Annual reports were also mentioned as a means of communicating information from the advising center to the academic dean or administration.

Research

More than half of the responding directors stated that there was no research on advising matters presently in progress or that there had never been research completed within the academic advising center. Twenty of the directors or 40 per cent responded that either some research was in progress or that research was of a continuing nature within the advising center.

Topics reported basic to research projects within the advising center were the following: grade point average trend, distribution of grades within business and non-business courses, academic progress of transfer students, service course load to students from other colleges or schools within the institution, student opinions, and evaluations of services available in the advising center. In certain cases academic counselors were enrolled as students in various graduate programs within the institution. Many of these counselors conducted research projects within their academic unit to complete certain requirements in their graduate program.

Other studies listed were conducted on black student preference to black or white counselors, studies on academic probationary students, characteristics of scholastically suspended students, information on electronic data retrieval systems, predictions of student success and placement information relevant to students from the academic unit.

Several directors stated that cooperative research projects were completed with other research agencies on the campus. One director stated that seven unpublished doctoral dissertations had been completed by academic counselors while they were on the staff of the academic advising center.

Published Literature

The directors were asked whether they or any other academic counselor had published any articles describing the work in the advising center or research projects that had been completed. Only three directors stated that any type of article or literature had been published by a member of the advising center staff.

One of the directors responded that these articles appeared in a local newspaper. One article written by the director of a home economics advising center concerned choosing a profession within the home economics field. Another article appeared in the publication, College Management, December, 1968, and concerned the selection of faculty wives as advising center personnel.

Student Organizations

Student clubs or professional student organizations often exist within the academic units. The directors were queried as to the relationship that was established by the advising center or certain members of the

staff with these clubs or organizations. Sixteen of the directors responded that no relationship existed between the advising center and organizational clubs. Some relationship did exist in 22 cases as reported by the directors. This took the form of one of the academic counselors being a sponsor or an adviser to a professional club or group, advisers assisting some of the organizations in the coordination of their activities, or the academic counselors or the director himself speaking at some of the meetings of these student clubs. In some cases the student advising center provided grade-point-average information for student honoraries within the academic unit. Only two directors stated that they had a very close relationship with the student clubs and organizations.

Evaluation of Advising Center

Only 13 of the directors responding to this question stated that no form of evaluation method or procedure was used within the advising center. Twenty-four of the directors commented that some form of evaluation was used, with the most common type, the questionnaire, being used in 58 per cent of the advising centers. Interview was the next largest method of evaluation; nine directors or 38 per cent of those responding stated this procedure had been used in past evaluation. Twenty-five per cent of the directors stated that a survey approach was utilized, often in addition to other forms of evaluation.

The source of this evaluation data in 23 out of 24 advising center responses came largely from students. Ninety-six per cent had some form of student evaluation or response to the services of the advising center. Thirty-eight per cent of the advising centers involved the faculty in a

method of evaluation and 12 per cent of the evaluation procedures involved administrators either within the academic unit or the institution as a whole. Deans of other schools or colleges on the campus were the subject of an evaluation survey or interview conducted by one advising center.

Most of the advising center directors stated that the center depended upon informal feedback from the students who used the advising center. In this manner services of the center underwent continual evaluation, change and restructuring.

Recommended Modifications

Each director was asked to state which two changes would have the highest priority if he could make any modifications in the advising program or the operation of the advising center. Thirty directors responded that they would make some changes. Of this group 56 per cent responded that an enlarged staff of academic counselors would receive greatest consideration. An enlarged or improved physical office space or relocation to other buildings more accessible to students was mentioned in 30 per cent of the cases. Only 10 per cent or four of the advising center directors desired more faculty assistance and cooperation in working with the advising program.

The other area of modifications recommended by some directors fell into two broad categories: those changes that concern procedural aspects of a centralized advising system, and a broad category of recommended changes concerning the philosophy of the program and its acknowledged responsibility and authority to carry out these philosophical changes.

Certain advising centers recommended an expansion of the advising program within their respective academic units. In some cases this move

would then also include the junior and senior students into the program in the centralized advising center. Another director in his desire for an enlarged space for the advising center desired a student resource room which might make materials available for a student to find out information on occupational or vocational areas. This director's desire for more publicity about the center so it could be of service to a greater number of students was shared by several other directors.

Also recommended within the procedural changes category was the development of a centralized record system for the advising center; another director desired to revise the self-advisement process which certain students within the academic unit presently used. Similarly, another director desired to establish special advising processes for seniors.

Several directors expressed dissatisfaction with lack of follow-up on the students who had used the advising center or the graduates of the academic unit. This was a research modification that some directors wanted to further develop within their advising center program. Another procedural change mentioned by an advising center director was to discontinue having a student change advisers when he declared his major or advanced to upper division status as a junior.

The final category of changes recommended concerned the philosophy of the program and the authority and responsibility granted to the center. Certain directors expressed concern that the advising center had not been properly recognized by the faculty or administration of the academic unit for the program's importance to students. One director stated that the advising center was considered the step-child within the academic unit, while others expressed the need for more time to advise and need of respectability of advising as a faculty function. Directors desired more interaction

with the faculty and an ability to share ideas through attainment of faculty status and an ability to attend faculty meetings.

One director, concerned with the policies that the advising center must implement, stated his desire to free the advising center of the "policing" function of the university with students.

The directors next were asked their opinion on the limitation of execution of these modifications. Eighty per cent of those responding to the questions stated that they felt the main limitation or restriction was the availability of proper financing or monetary resources. Ten per cent of the directors felt that additional time was necessary on the part of the academic counselors in order to improve the services and the remaining 10 per cent of the directors expressed their interpretation of the limitations as being a lack of faculty cooperation in working with the staff of the advising center.

Several other directors responded more generally to the question by stating their desire for additional space and other resources, the main one being additional personnel which might also be interpreted as lack of financial support. Other directors were concerned with the lack of cooperation and coordination among the offices within the academic unit and within the institutional agencies with which the advising center had to work. Another director expressed dissatisfaction with the lack of authority given to the advising center to properly implement the programs; final decision on academic advising problems rested in the hands of other people within the academic unit. Lack of coordination and communication was expressed in another way by a director's comment of not adequately knowing the programs within the academic unit because the

academic counselors did not have teaching responsibilities.

Since some advising centers had been established recently within academic units, the directors were hoping that within a short period of time students as well as faculty would more fully accept the importance of good advising. One director made the comment that most faculty were still suspicious of administrative staff personnel and this hindered the further development of a centralized advising center concept to improve upon traditional procedures of advising.

Several advising center directors desired an improved and integrated system of advising within the concept of a centralized program. These directors hoped to develop new procedures and systematize the administration of the advising center. One director suggested this could be done with the assistance of computerization techniques and certain computerizing equipment.

Priority of Concern for Students

The following statement was made in the questionnaire, "It has been stated that an institution of higher education finds its expression for its existence through its students. From your perception, what priority does concern and assistance for students have in your institution?"

The response to this question expressed certain philosophies within the academic unit and the entire institution of which it was part. In 81 per cent of the responses, concern for the student was believed to be very high or to be of upper-most importance. Certain numbers of these directors replying in this manner stated that it was in some cases number two on the institutional priority list, after such things as concern for research, and concern for the development and further expansion of the

graduate program and the graduate student themselves.

Eight directors conditionalized their response or stated that while there was a concern for students, there was a great lack of assistance directed toward helping the undergraduate in solving his problems or improving his general educational environment. Some of these directors stated that it was a very sensitive area, with the institution paying lip-service or recognizing that undergraduate problems were a concern, but they did little in attempting to solve some of the problems that faced students.

Of the institutions which had more than one centralized advising center operating on its campus, general agreement was found in most director's comments that the institution did give high priority to the concern and assistance for its undergraduate students. In three institutions which had multiple centralized programs on its campus, some difference of opinion was found between the evaluations of the directors on the subject of institutional concern for students. Certain directors qualified their comments to apply only to the concern for students within their respective academic area.

References on Academic Advising

The list of books and periodicals appearing in Table 4.13 indicates the director's response to the question of the books, professional journals or references most helpful in establishing or working in the advising center. Half of the total number of the advising center directors responding to the questionnaire either stated that there were no resources that they had identified for assistance in their advising programs or they omitted this question.

MOST HELPFUL REFERENCES ON ACADEMIC ADVISING

Books:

Bureau of Labor Statistics - "Outlook Handbook"

Encyclopedia of Social Work

Frazee, M.M. Recommendations for a New Design for the Academic Advising Program of the Montclair State College, unpublished dissertation, Columbia University, 1967.

McGlothlin, William J., Patterns of Professional Education, G.P. Putnams and Sons. 1960.

Mueller, Kate H. Student Personnel Work in Higher Education, Houghton Mifflin Co., 1961.

Sanford, Nevitt, The American College, John Wiley, 1962.

The Student in Higher Education, Report of the Committee on the Student in Higher Education, 1968, The Hazen Foundation.

Wiche, The Individual and the Systems - Personalizing Higher Education, College and University Self Study Institute - Ninth, University of California, 1967, Western Interstate Commission for Higher Education, Boulder, Colorado, 1967.

Zaleznik, Abraham and David Moment, The Dynamics of Interpersonal Behavior, John Wiley and Sons, Inc., 1964.

Periodicals:

American Journal of Education	Journal of Engineering Education
Chronicle of Higher Education	Journal of Higher Education
Journal of College Student Personnel	Personnel and Guidance Journal

Articles:

Reprints of programs of: Commission XIV, "Academic Affairs Administrators"

"Selection and Recruitment of Nurses and Nursing Students - A Review of Research Studies and Practices", Taylor, Nahm, Loy, Harms, Berthold, and Wolfer, University of Utah Press.

Studies by Western Interstate Commission for Higher Education

Integration of Services of Advising Center
and Instructional Programs

Several directors responded that there is a definite need for further integration and cooperation between the staff of the advising center and the teaching faculty of the academic unit. The directors expressed the desire to be of further assistance to the academic faculty by serving as a consulting service and furnishing information. In return they hoped for more cooperation in obtaining faculty interpretation of courses and programs within the various academic departments.

The directors commented that the advising center, in integrating its services with the work of the faculty, generally required advising center personnel presenting the needs of students for special information, services, or assistance to the faculty. Integration came through the orientation of new faculty members, or pre-college counseling sessions in which new faculty members were involved. Other approaches expressed were orientation programs where various departments presented their programs and special information to students, and the staging of open houses where students and faculty gained exchanges of ideas and insights into the programs and opportunities of the academic unit.

Certain advising centers had developed beneficial working relationships with the student personnel services offices of their campuses in providing them with administrative information and in asking for their assistance with the problems of individual students. Intra-college meetings were scheduled by one director to bring the staff of the advising center together with the faculty involved with students served by the center.

Several advising centers offered services to the faculty and were available to consult with faculty members on their questions about individual students or the program of the center. Student folders were open to the faculty and academic counselors were available to discuss specific problems with the faculty as they arose. Certain informal aspects of committee meetings within the academic unit were expressed as an aid to the integration of the student personnel services of the advising center and the instructional program of the academic unit. One school of social work stated that special programs accomplishing the integration between the advising program and the academic coursework program were found to exist in the field work which is required of all social work undergraduate students in that specific school.

Special Aspects

In addition to the above questions that were included in the basic survey instrument each director was asked if he had further comment on any special aspect of his respective advising center that had not previously been discussed in his responses. Some of the directors took this opportunity to explain their programs or the philosophy behind the operations of the advising center.

A major problem, as commented by one director, is the contrast between the permissiveness and the authoritarian role of the advising center. The question remains, he stated, as to how aggressive an academic counselor should be and what freedoms should be granted to students to administer and direct their own programs. A student who can handle the responsibilities and freedom in deciding his own program it was felt,

should have the proper authority to do so. An academic counselor should not have to assume the same role with every student.

The same director commented that it is difficult to know the long-run effect of this system of academic advising. The director was assured that it would succeed with some students but was of the opinion that the program would not harm any student. Generally he considered a non-directive approach to be the most effective means of working with the student individually or as a group.

At another large state institution in the middle west the student advising program operated under the concept of academic advising by undergraduate, junior and senior students, to advise freshmen and sophomore students. The program operated under the direction of an assistant dean for the college. The director stated that a program similar to this was now being planned for the undergraduates within another academic unit on this campus.

On another mid-western campus within a college of liberal arts, the director represented that they had an outstandingly competent staff. It was felt they had a great service to offer students because of the degree of excellence as well as the informed nature and understanding approach taken to student problems. The director of the liberal arts advising center interpreted the events happening on campuses across the country as making it perfectly clear that the advising service is not wanted by most students. This director believed the students wanted only pass-fail, or incomplete grades given for the knowledge or educational experience acquired in the classroom. Articulate students expressed the view, the director felt, that they knew what was best and therefore felt that all forms or procedures of academic advising were not appropriate or

necessary. The students were extremely concerned and dissatisfied with the red tape of advising and academic planning.

It was on this same campus in the college of liberal arts that various forms and programs of academic advising were offered to the students. One method permitted self-programing and self-advisement; however, it was found that few students took advantage of this method. The director commented that many intelligent students knew that they could get into difficulties because of not knowing the regulations for registering or changes often occurring within the academic program. Most students elected "fast track" advising if eligible. During a one and one-half day period, a student would register for the next term by making a 15 minute appointment. At that time a student makes out his own class schedule, goes to an appointed station where an academic counselor checks his form, signs the form, and he is permitted to go to the sectioning or registration office to officially enroll in the courses and pay his fees.

Another director of an advising center in its eighth year of operation felt that his program was probably the most effective of any academic advising system in education across the country. It was expensive to operate he said; however, the academic dean of the college believed in the student and felt that this form of assistance was extremely necessary as well as beneficial. Other schools and colleges within the same university had started similar programs. Also many from outside the institution had inquired of its effectiveness. The director of this advising center stated that they definitely had the cooperation from other student personnel services on the campus and these were coordinated to benefit the students served through the advising center.

A director who held a doctorate degree in the student personnel services area of educational administration commented on aspects of an advising center's operation by posing certain questions he felt were important to the definition of the overall program and services offered to students. He asked if all student personnel services, i.e., housing, counseling and testing, student activities, placement, financial aids, etc. should be centralized and, if not, how were they coordinated? Should the services be organized on a centralized university-wide basis or be decentralized administratively for each college or academic unit? He felt that the answer to these questions could be defined by how the needs of the students could best be met. Another aspect of this same director's questioning related to the people who could best serve the student and his problems. He asked, "Can students' needs to relate closely with some member of the faculty be met most effectively through teaching faculty or student advisers (professional academic counselors)?"

Other directors made comments in regard to special aspects of their respective advising center programs. One director stated:

We feel our strength is in helping the student solve his own problems. As nurses and teachers we feel we are role models for the students and feel a climate of give and take, and interest in student problems helps the student see how the nurse can also assume this role with the patient.

One director was rather critical of the lack of authority and responsibility delegated to that respective advising center. The director stated that the administration of the academic unit considers the advising center office as a "respository for files and completion of collecting data". This same director also coordinated the academic advising program of graduate

students within the centralized advising center. Because of certain problems that existed in this coordination, the director commented:

Students are not adequately advised and are directed towards completion of programs for degrees by means of rumors of what has happened to "foul up" some students' graduation plans more than by professional goals of academic growth and personal enrichment. I feel that our students, as a result, pursue a degree program with dogged determination to "better themselves", and rarely enjoy the pleasure of being stimulated for honest educational experiences which produce enthusiasm for higher education.

The advising center can do nothing to change this situation except in the few contexts when students do consult us or come in for assistance to alleviate their dissappointments.

Certain directors had worked out their organization and procedures within the advising center program. A director of an advising center in a large mid-western institution stated:

In my view the basic plan that we have of hiring faculty wives on a half-time basis is superior to attempting to provide advisement through released time of instructors. Faculty wives have proved to be reliable, competent, and more than anything else, free to give their undivided attention to the advisement function. Even though there certainly are some professors who function well in the advisement program, by and large, they are not intellectually or emotionally interested in this kind of work.

In general, consensus of opinion is that the decentralized advisement plan does provide more of a personalized approach to advisement than the centralized form. I agree with this in that the (college advising) unit, which is physically based in the same building with the (college), does have close working relationship with faculty, staff, and administration resulting in what I feel to be a coordinated program.

Finally, one director of a university college advising program supported the concept of a centralized system with the following:

The two chief advantages of a university college centralized advising center are: (1) freshmen and sophomore students can consult with their advisers at any time during the day because advisers are always available and (2) a small advisory unit enables the

coordination of advising procedures and the speedy dissemination of information relevant to matters of university policies, programs and curricula through advisers who are responsible for the welfare of their students.

Costs of Centralized Advising Program

In a final question each director was asked to make an estimate of the total expenses incurred in providing the services for the students in the respective academic unit. Several categories of costs were provided and the directors were asked to divide the total expenses by the number of students served by the advising center. The directors then stated their findings by checking the appropriate range of cost per student. This information is summarized in Table 4.14.

TABLE 4.14

COSTS OF CENTRALIZED ADVISING PROGRAM

Range of Costs Per Student	Frequency of Responses	Per Cent
\$0 - \$4.99	2	4
5.00 - 9.99	-	-
10.00 - 14.99	3	6
15.00 - 19.99	4	8
20.00 - 24.99	3	6
25.00 - 29.99	4	8
30.00 - 34.99	5	10
35.00 and above	10	20
No response	19	38

Nineteen advising centers failed to respond to this question. Several directors stated that they were unable to answer this appropriately as in many cases they maintained no budgetary responsibilities over the operations of the advising center or that in many cases it was too difficult or complicated a question. Other directors stated that due to their shared responsibilities and those of the academic counselors within the center an appropriate estimation of costs would be difficult to obtain.

Rather than responding to the general ranges of costs per student for a period of one academic year, one advising center director responded that their costs are estimated as one dollar per student per visit. This, the director stated, represented the expense or total cost of academic counselors' salaries within the advising center.

Two advising centers responded that the estimated total cost during the academic year when divided by the number of students served by the advising center was calculated at a figure somewhat in excess of \$60.00 per student. This represented the upper range of costs and did take into consideration all aspects of operating the advising center, its shared costs within the academic unit, and the appropriate salaries of the administrative officers or the director within the advising center.

Summary

In Chapter IV the findings of the survey were analyzed and reported. They covered the areas of (1) emergence and background, (2) organization and structure, (3) authority and responsibility, (4) procedures and functioning, and (5) special and miscellaneous areas.

The findings of the study generally indicate that centralized academic advising programs are found working effectively in different types of academic units and in many kinds of disciplines. The advising center in its program of academically advising students appears to offer a wide range of appropriate services for students in attempting to integrate their educational experiences. Many innovative techniques have been used by various advising centers to adapt the advising program to a respective academic unit or student body.

The advising center programs in the majority of cases have been developed in the last few years, but it was felt that they were generally established because of problems and pressures not directly relating to a primary concern for students and their educational problems. Centralized advising programs are felt by most directors to solve some of the major problems found in traditional academic advising systems.

In only a few cases has there been a recognition of the field of college student personnel work as an appropriate preparation for the professional positions of director or academic counselor within centralized advising programs.

The academic dean of the college or school is generally regarded as a key factor in the establishment and development of an academic advising program.

Academic counselors are not considered to be glorified clerks responsible only for certain clerical tasks, but have much broader functioning responsibilities. In the vast majority of cases, directors of advising centers are neither aware of college student personnel professional organizations and literature nor have they developed a means of communication to share information and assist other centralized advising programs on a

wide basis.

Centralized advising systems were found to help integrate the many student services on the various campuses; they appear to have developed programs which complement and supplement the instructional programs to aid in the development of the individual student.

In Chapter V the implications drawn from the findings will be presented and discussed.

CHAPTER V

SUMMARY AND IMPLICATIONS

Summary

The Problem

The purpose of this study was to determine the factors responsible for the emergence of centralized academic advising agencies within academic units of certain major universities, and to determine the nature and scope of such agencies' operations. The population of the centralized advising centers was determined by a pre-runner survey conducted for Commission XIV of the American College Personnel Association. The directors of the advising centers within these academic units served as the respondents to the survey questionnaire.

A review of the literature has shown that little is available specifically relating to centralized academic advising centers, their nature and their functioning. These advising agencies are considered to be a specialized approach to the functions of advising students on academic coursework programs and are a contrast to the traditional form of academic advising performed by teaching faculty members. Certain articles and studies cited in Chapter II lend support to the need for studying this innovative approach to working with students on academic matters.

The study was conducted in late December, 1969 through February, 1970.

Design and Procedures of the Study

Each director of an identified academic advising center who responded completed a nine page questionnaire which extensively covered aspects of the advising center, its staff and functioning. Five basic areas of development for the 62 question instrument were identified. They were the following: (1) the beginning or history of advising centers, (2) the present organization, (3) authority and responsibility, (4) procedures and functions, and (5) special or miscellaneous topics. Of the 71 directors of identified academic advising centers, 51 directors returned completed instruments for a 72 per cent return.

Summary and Conclusions

The Nature and History of Advising Centers

(1) The concept of centralized advising centers has broad applications to nearly all types of academic units of varying disciplines.

(2) The last five years show strong movement of educational systems and academic units to remedy some of the existing problems in academically advising students.

(3) The establishment of advising centers is a recognition of the need for greater efficiency in advising students in their educational programs and graduation requirements. Academic problems may be averted by assisting the student before he reaches a point where he is academically ineligible to return to the university and by minimizing errors in coordinating the educational requirements for graduation.

(4) Generally, it was believed that advising centers were established because of the pressures operating within the academic unit and on the teaching faculty, not because of a concern for students and their educational, vocational, and personal problems. }

(5) Enrollment increases have definitely played a strong part in the academic units moving to the innovative programs of centralized academic advising centers to advise undergraduate students.

(6) Aims and objectives for the operation of advising centers generally have not been prepared to guide the academic units in their development of centers. Lack of guides for the center may affect the acceptance and effectiveness of advising centers within the academic community.

The Organization of Advising Centers

(7) The aspect of physical facilities for advising centers is important to the proper functioning of centralized advising programs. Generally, the question of facilities has not received enough consideration by the academic dean or the administrator of the academic unit who allocates physical facilities for an advising center's use.

(8) Generally the ratio of students to academic counselors is favorable, under 500 students per counselor, in most advising instances. However, this greatly depends upon the functions and responsibility assumed by the respective academic counselors.

(9) The turnover rate among advising center professional personnel is considered to be low or satisfactory and not out of line with recorded turnover rates among faculties of the academic units included in the survey. It should be noted, however, that this does not support or deny the reported criticism of frequent reassignment of students to different faculty advisers.

Authority and Responsibility

(10) The director of an advising center is considered a member of the faculty of the academic unit and one of the top administrators of the academic unit generally judged by the broad responsibilities he maintains and

the fact that he reports directly to the dean of the academic unit.

(11) The academic counselors are regarded in most cases as a professional group within the academic unit. This is represented by the fact that they operated as a coordinated professional staff on a full time basis; they hold graduate degrees in their academic preparation, in many cases doctorates; and the academic counselors often times hold academic rank within the academic unit. Generally the academic counselors have a special group of offices designated as the advising center. Also, academic counselors hold curriculum committee membership and are represented broadly on other committees within the academic unit and institution as a recognized source of information regarding students.

(12) The professional academic counselors are specifically selected for their positions based upon their interests and ability to work with students. The directors represented that the counselors have a sincere interest in helping students with their educational programs and adjustment.

(13) There is little staffing in the professional position of the advising centers with personnel who have academic preparation in the field of college student personnel work.

(14) Some teaching responsibilities by academic counselors is considered by most directors to give the counselors more perspective and aid them in advising. It appeared to enhance the acceptance of the academic counselors as professional members of the academic unit.

(15) The dean's support within the academic unit is judged to be the most critical factor in the establishment and development of an effective centralized advising program. His support is necessary for:

(a) the responsibility and authority delegated to the director and the

academic counselors; (b) the financing of the center through its personnel and program; (c) allocation of physical facilities; and (d) status given to the center within the academic unit to incorporate into the broad academic program of the academic unit.

Procedures and Functions

(16) The functions of academic counselors are considered to be broad and to encompass far more than general clerical tasks of registering students and adjusting their coursework schedules. There was agreement felt regarding certain broad functions, with the exception of what was felt to be the student's expectations to be guided and assisted in his personal development.

(17) There is a concern in advising centers for offering a wide range of appropriate students services. This was evidenced by the range of hours the advising center was open, the coordination and referral of other campus agencies, the orientation programs developed for new students, working with students with great problems under special programs and procedures, information available regarding university regulations and procedures, work with student organizations within the academic unit, special assistance programs for certain groups of students, current information regarding majors and courses within the academic unit, and the many innovative services offered by certain advising centers.

(18) In-service training programs for academic counselors are strongly relied upon to inform and train the professional staff regarding new information and procedures concerning the respective academic unit and other campus agencies.

(19) Academic counselors are expected to be able to recognize psychological problems within students. They place certain expectations on their

academic training, background, and in-service training.

(20) Many innovative techniques are used in the programs of advising centers which may indicate the adaptive nature of the programs to unusual demands and needs of the center's respective academic unit and student body.

(21) Under a system of centralized academic advising, a definite organization of tasks and structure within the administration of the advising program is possible.

(22) A great many areas of operation have not been researched within academic centers. Time has been devoted to administration rather than research. Few administrators, directors, or academic counselors write or have published articles regarding the innovative techniques with which they are presently operating.

(23) To permit proper development of the advising program and full services to students, most directors feel an expanded professional staff is necessary.

(24) In the great majority of cases advising centers had some organized means for evaluating the policies and procedures of the student advising program.

(25) Most directors, regardless of their academic discipline, are unaware of the professional organizations and literature which deal with academic advising and academic administration. The directors lacked research and literature references which they may turn to in further developing their advising center program. Commission XIV, "Academic Affairs Administrators" and the parent organization of American College Personnel Association were relatively unknown to the directors. Few mentioned either organization as resources for information in planning

and development of their advising program. To some extent this may be caused by the wide range of disciplines represented by the director's academic fields.

(26) In many cases, special materials, literature and academic guides were developed and used in a consistent manner in the advising program.

(27) Specialized academic advising for certain groups or classifications of students is possible and can be coordinated under centralized advising procedures.

(28) The interrelatedness of many specialized professional student services on the campuses is generally integrated to serve the students by the advising centers. Few misunderstandings were found to exist between campus agencies and the centralized advising centers. The "no preference" or "undecided" student can be aided through special programs suited to his own abilities and interests.

(29) Much more can be done on integrating the student services program of the advising centers with the instructional curricula programs of the academic units.

(30) While costs for operating advising programs vary, findings indicate that definite financial commitments are necessary if the program is to be comprehensive and offer competent professional services to students and the academic unit.

Special and Miscellaneous

(31) Centralized advising programs were indicated to solve two of the major problems in advising students first two years of academic work. Specifically, these are reported to be a lack of continuity of advising, assignments of faculty advisers, and in the availability and accuracy of information for students. As students change their majors their

assignment to an academic counselor remains in the advising center or in most cases may be the same academic counselor. These professional people are available at any time and are familiar with the academic unit's program as well as other regulations and programs within the institution.

(32) Emphasis on the personalization of education through centralized academic advising permits the early positive identification of the student with his college and its respective discipline. This was indicated in the programs of the professional schools of home economics, engineering, nursing, pharmacy, architecture, education, and business.

(33) In nearly all cases the centralized student advising centers appear to have developed programs which complement and supplement the instructional program of the academic unit.

(34) The advising programs of the centralized advising centers included in the study were generally broad, encompassing, well-coordinated programs bringing many tasks and appropriate functions to aid students in their academic and personal development.

Limitations in Interpretation

The conclusions must be interpreted within a framework of limitations growing out of this research design.

(1) Only the largest universities in each state and the District of Columbia were included in the pro-runner survey. The population of advising centers was determined from these universities and not from any of the smaller colleges and universities in the 51 geographical regions.

(2) The questionnaire used in the survey was quite lengthy and therefore some advising center directors chose not to reply. A high

rate of response, however, was found among the bona fide centralized academic advising programs.

Suggestions for Further Study

In the course of conducting this research a number of areas for possible further study have presented themselves for consideration.

(1) The study did not research established centralized academic advising programs existing within smaller colleges and universities. A similar study could be conducted among a selected population of advising centers within these institutions.

(2) Replication of this study could be completed in the future with any new centralized advising programs developed after this study was completed.

(3) Research which would explore in greater depth certain aspects of this study might compare various centralized advising programs.

(4) A centralized advising program might be studied on an experimental approach to contrast results of centralized programs with traditional advising done by teaching faculty. The control and experimental groups should be used to fully evaluate any superiority of centralized advising programs over traditional programs.

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APPENDICES

August 29, 1969

Dear Sir:

Here at the University of Tennessee, the College of Business Administration has established a Student Advising Center which is responsible for the academic advising of students. In many large institutions it has become necessary to take new approaches to academic advising for undergraduates.

In conjunction with the initiation of this advising program we are conducting a study to determine the existence and extent of similar centralized advising centers at other universities. We are contacting deans of colleges of the largest universities within each state. In those colleges which have similar advising programs we will additionally contact the center's director or supervisor to determine the nature of the program and its functioning. Commission XIV of the American College Personnel Association is additionally very interested in securing this information. This is a national group of academic affairs administrators.

We would appreciate you completing the questionnaire on the following page. Should information regarding this survey or the operation of advising programs be desired, please note that on the questionnaire before returning it.

Please return all completed questionnaires to:

Student Advising Center
College of Business Administration
University of Tennessee
Knoxville, Tennessee 37916

Your cooperation is appreciated.

Very truly yours,

Richard P. Baxter, Director
Student Advising Center

RPB:jt
Encl.

Survey for:

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Student Advising Center
College of Business Administration
University of Tennessee
Knoxville, Tennessee 37916

1. Does your college or academic unit have a centralized student advising center which is responsible for the academic advising of undergraduate students and is staffed with full or half-time advisers or counselors?

YES _____ NO _____

If Yes, what is the director's name:

2. If no to the above question, does your college or unit plan to initiate a centralized academic advising center within the next year?

YES _____ NO _____

3. Regardless of whether your college has an academic advising center or not, what has been your enrollment increase in the last five years from 1963 to 1968?

1963 enrollment _____
1968 enrollment _____

Answers to the following question will be considered confidential and no identification with your college or university will be made.

4. If your answer to question 1. is no, does your teaching faculty support and carry on adequate advising procedures with undergraduate students in your opinion?

YES _____ NO _____

5. Would you be interested in information from this study?

Responses from Deans: YES _____ NO _____

Detailed report from academic sub-units that have established centralized academic centers: YES _____ NO _____

Other comments you would care to make: _____

Thank you for your cooperation.

Please return this questionnaire to the address printed above by September 17, 1969.

NAME _____
COLLEGE _____
UNIVERSITY _____

APPENDIX B

INSTITUTIONS INCLUDED IN COMMISSION XIV PRO-RUNNER STUDY

<u>State</u>	<u>Institution</u>	<u>Enroll- ment</u>	<u>Letters Sent to Deans</u>	<u>Letters Received From Deans</u>
Alabama	Auburn University	13,236	8	8
	University of Alabama	13,236	6	3
Alaska	University of Alaska-Main	3,551	6	5
	University of Alaska-Anchorage Co. Col.	1,253	1	1
Arizona	Arizona State University	24,594	8	7
	University of Arizona	23,557	10	8
Arkansas	Arkansas State University-Main	5,942	6	3
	University of Arkansas	10,423	7	7
California	San Jose State College	26,975	6	5
	University of California-Berkeley	28,863	12	9
	University of California-Los Angeles	29,070	9	5
Colorado	Colorado State College	14,565	6	4
	University of Colorado	18,280	9	6
Connecticut	Central Connecticut State College	9,645	2	2
	University of Connecticut-Main	13,682	12	9
Delaware	Goldey Beacom Jr. College	1,466	1	1
	University of Delaware	11,872	7	5
District of Columbia	American University	13,900	5	4
	George Washington University	17,714	7	6
Florida	Miami-Dade Junior College	23,326	2	2
	Florida State University	15,595	9	9
	University of Florida	20,915	13	11
Georgia	Georgia State College	9,371	5	3
	University of Georgia	20,470	8	6
Hawaii	University of Hawaii-Main	19,502	9	9
	University of Hawaii-Kapiolani Comm. Col.	1,514	1	1

<u>State</u>	<u>Institution</u>	<u>Enroll- ment</u>	<u>Letters Sent to Deans</u>	<u>Letters Received From Deans</u>
Idaho	Idaho State University	5,441	5	4
	University of Idaho	6,879	7	5
Illinois	Northern Illinois University	19,627	4	4
	Southern Illinois University	19,260	10	9
	University of Illinois-Urbana	33,124	12	9
Indiana	Ball State University	15,047	6	6
	Indiana University-Bloomington	27,098	5	5
	Purdue University	34,263	13	10
Iowa	Iowa State University	16,925	4	4
	University of Iowa	18,659	5	4
Kansas	Kansas State University	12,596	7	6
	University of Kansas	15,791	8	7
Kentucky	University of Kentucky	15,553	10	8
	Western Kentucky University	10,197	4	2
Louisiana	Louisiana State Univ.-Baton Rouge	20,247	12	6
	Tulane University	8,325	8	4
Maine	Gorham State College-Univ. of Maine	1,843	1	1
	University of Maine	11,198	5	4
Maryland	Johns Hopkins University	11,278	3	2
	University of Maryland	37,898	10	7
Massachu- setts	Boston University	23,011	10	7
	Harvard University	19,135	7	1
	Northeastern University	34,831	12	8
Michigan	Michigan State University	38,758	13	10
	University of Michigan	37,283	11	7
	Wayne State University	32,370	8	6
Minnesota	Mankato State College	11,268	5	4
	University of Minnesota	58,304	9	7
Mississippi	Mississippi State University	9,114	6	4
	University of Southern Mississippi	9,064	7	4
Missouri	University of Missouri	20,945	10	6
	Washington University	11,908	8	4

<u>State</u>	<u>Institution</u>	<u>Enroll- ment</u>	<u>Letters Sent to Deans</u>	<u>Letters Received From Deans</u>
Montana	Montana State University	6,888	4	3
	University of Montana	6,655	7	6
Nebraska	University of Nebraska-Main- Lincoln	18,303	8	6
		8,730	4	2
Nevada	Nevada Southern University	2,947	6	0
	University of Nevada	5,628	6	8
New Hamp- shire	Dartmouth College	3,929	2	2
	University of New Hampshire	8,725	4	3
New Jersey	Fairleigh Dickinson University	13,996	5	2
	The State University of Rutgers	15,142	4	3
New Mexico	New Mexico State Univ.-Univ. Park	6,920	5	5
	University of New Mexico	13,978	6	6
New York	City University of N.Y.-City College	29,263	4	2
	City University of N.Y.-Hunter College	25,555	7	1
		23,425	14	10
North Carolina	North Carolina State University	11,317	8	7
		15,601	9	7
North Dakota	North Dakota State University	6,278	6	4
		7,813	5	2
Ohio	Kent State University	18,378	6	5
	Ohio State University	38,834	16	13
	University of Cincinnati	26,627	9	9
Oklahoma	Oklahoma State University	17,354	6	5
	University of Oklahoma	18,940	8	7
Oregon	Oregon State University	13,314	9	7
		13,980	10	5
Pennsylv- vania	Pennsylvania State University	33,742	10	6
	Temple University	33,824	8	8
	University of Pittsburgh	22,067	8	5

<u>State</u>	<u>Institution</u>	<u>Enroll- ment</u>	<u>Letters Sent to Deans</u>	<u>Letters Received From Deans</u>
Rhode Island	Brown University	5,042	2	0
	University of Rhode Island	12,043	6	5
South Carolina	Clemson University	6,037	6	4
	University of South Carolina-Main	12,666	8	6
South Dakota	South Dakota State University	5,927	6	4
	University of South Dakota	5,170	5	3
Tennessee	Memphis State University	15,512	5	3
	University of Tennessee	20,832	7	6
Texas	Texas Technological University	18,835	6	5
	University of Houston	21,770	8	4
	University of Texas-Austin	30,628	8	4
Utah	Brigham Young University	32,893	12	11
	University of Utah-Main	18,488	9	5
Vermont	Middlebury College	1,411	1	1
	University of Vermont and State Agri. Col.	5,355	6	4
Virginia	University of Virginia-Main	18,379	6	4
	Virginia Commonwealth University	10,063	5	4
Washington	University of Washington	30,357	9	7
	Washington State University	11,334	7	6
West Virginia	Marshall University-Main	7,978	3	3
	West Virginia University	14,041	9	7
Wisconsin	University of Wisconsin-Madison	33,000	13	9
	University of Wisconsin	15,419	10	6
Wyoming	Casper College	2,536	1	0
	University of Wyoming	8,053	7	7
Returns from Unknown Institutions			<hr/>	<hr/>
			789	583

Dear Sir:

Your name was recently sent to us as the person who is responsible for coordinating the academic advising within your college or academic unit.

The College of Business Administration at the University of Tennessee has established a Student Advising Center which is responsible for the academic advising of the students. In conjunction with the initiation of this advising program, we are conducting a study to determine the existence and extent of similar centralized advising centers at other universities. We contacted the dean of your college or academic unit and your name was sent to us in order that we might contact you further regarding the nature of your academic advising program and its functioning.

In receiving replies back from the various colleges, it was found that there was some confusion as to the understanding of the definition of the centralized academic advising center. Using the following definition, we would like to have you reply as to whether you have such an academic advising center operating within your college or academic unit.

A centralized academic advising center is an office or group of offices which function to assist students with questions on academic curriculum or course-work planning. The offices are staffed with advisors whose total or major responsibility within the institution is to work in the capacity of academic advisor or counselor. This office handles all the academic advising for a certain group or classification of students and all advising is done with the Center. No further assignment of students is made to a teaching faculty member who acts as an advisor.

Following the above definition, we would appreciate your immediate reply on the enclosed postcard indicating whether or not such an academic advising center does exist within your college or academic unit.

Thank you for your cooperation.

Very truly yours,

Richard P. Baxter, Director
Student Advising Center

RPB:jt

Survey on

Appendix D

CENTRALIZED STUDENT ADVISING CENTERS

When completed, please return the questionnaire, recording tape, and other responses by January 7, 1970 to:

Student Advising Center
College of Business Administration
University of Tennessee
Knoxville, Tennessee 37916

Thank you.

ALL INFORMATION OBTAINED FROM THIS QUESTIONNAIRE OR OTHER RESPONSES WILL REMAIN COMPLETELY CONFIDENTIAL AS TO IDENTIFICATION OF DATA WITH ANY SPECIFIC ADVISING CENTER OR ACADEMIC UNIT.

Beginning:

1. What is the college, school, or academic unit served by your advising center?

What majors are offered?

2. By what name is your advising center referred to?

3. When was the center established? year _____

4. What is the enrollment growth during the last 5 years of your respective college or school (academic unit)? (Not the total university growth unless the advising center serves the entire university.)

1964 academic unit enrollment _____
1969 academic unit enrollment _____

5. In your opinion, what were the circumstances under which the advising center was established?

6. Since your academic advising program grew out of the unique circumstances on your campus, please attempt to briefly characterize your specific academic unit within your university. (percentage of university enrollment, type of majors, faculty, type of student, etc.)

7. Have the aims and objectives for the advising center been formally specified in writing? Yes _____ No _____ By whom? (Please include a copy if one is available)

8. Very briefly, what has been the history of the advising center since it was started? Any unique situations or developments?

Organization:

9. Presently, what is the staff size of the academic advising center?

full-time advisers _____
half-time advisers _____
other _____

clerical _____
(expressed in full time equivalents)

10. What are the hours the advising center is open:

Weekdays A.M. _____ to _____ P.M. _____ to _____
 Saturdays _____ to _____ _____ to _____

Are there situations when the center is open in the evenings after normal hours or on Sunday?

11. Describe briefly, the physical arrangement of the advising center.

What problems or difficulties are associated with the physical facilities of your center? (space, location, arrangement, etc.)

12. What group of students does the advising center serve? (freshmen, freshmen and sophomores, all 4 years, students of certain majors, etc.)

What is the present number of students in your advising group?

13. In the recent history of your advising center (1967 through the start of the 1969 academic year) how many advisers have quit or are no longer with the center?

Do you know or can you approximate the percentage of turnover among the teaching faculty in your respective college or academic unit within the last academic year? What is it?

14. What is your title as supervisor of the advising center?

15. Do you have faculty rank? (instructor, assistant, associate or full professor?)

16. What is your academic field or major?

What is your highest degree?

17. As director of the advising center to whom do you report?

Title _____

18. As director what percentage of your time is spent in the following responsibilities:

daily advising with students	_____ %
administrative responsibilities of advising center	_____ %
other administrative responsibilities	_____ %
teaching responsibilities	_____ %
other responsibilities (please clarify)	_____ %

19. Are any of the advisers in the center former or present teaching faculty members? How many?

What are their teaching specialities?

20. What is the highest degree of the advisers in the center?

Number of advisers that hold the following degrees:

doctorate _____ masters _____ bachelors _____ others _____

What fields of academic preparation are represented?

What is the prior academic work experience of advisers?

21. What qualifications of degree and/or work experience were expressed as formal requirements for job applicants in hiring advisers?

22. Do your advisers in the advising center carry faculty rank?

If so, what rank do they hold?

Adviser 1.

2.

c.

etc.

If an adviser does not hold faculty rank, is he considered to be part of the faculty of the academic unit?

23. Do any advisers have membership on curriculum committees in the college or academic unit?

Do advisers attend faculty meetings in the various academic departments of the college?

Please state any other committees within the college or total institution on which advisers serve?

24. What are two essential characteristics that you feel a good academic adviser should have?

25. What is the involvement, if any, of the teaching faculty of your college or academic unit, with the advising center?

26. Do you or the advisers in the center have other responsibilities in the institution, college, or academic unit? If so, what are they?

Authority and Responsibility:

27. As director, what authority do you have on academic advising matters such as dropping or adding coursework, substitution of coursework, etc.?

What other special authority in the academic unit do you carry?

Do the other advisers in the advising center share any of the above authority with you?

28. What responsibility does the advising center have for working with parents of students?

29. Do you serve on a committee or are you given special authority to impose discipline because of academic matters? (cheating, academic probation, or being academically dropped, etc.)

30. Define the different expectations, as you see them, of academic advising by checking either the "yes", or "no" in each column.

	Student Expectations		Your Views		Institutional Views	
	Yes	No	Yes	No	Yes	No
A. Curriculum planning and registration with students term by term						
B. Assisting in procedures of drop and add for coursework						
C. Change of section to another time or instructor						
D. Making program adjustments through: <ol style="list-style-type: none"> 1. proficiency or waiver exams 2. course substitutions 3. evaluation of transfer credits 						
E. Long range curriculum program planning (one year, two semesters, or three quarters)						
F. Referring students to other agencies on the campus						
G. Helping superior students develop individualized programs						
H. Helping students with poor academic achievement to develop individualized programs and to improve						
I. Working with all students to have them become more independent and prepare themselves for personal development						
J. Encouraging and motivating students to realize their potential						
K. Developing career plans with students						
L. Helping students learn of the total resources of the institution and select those that might aid them in developing themselves						

Procedures and Functioning:

31. Is there an advance or pre-registration period for students on the campus?
What is the role the advising center plays during this pre-registration period?
32. Are there any special procedures established for assisting the "no-preference" or "undecided" student to make an academic choice?
33. Is there an orientation program for new students (freshmen or transfer students) on the campus?
What role does the advising center play in this student orientation program?
34. Are students assigned to one specific adviser?
What procedures and principles are used in assigning students to advisers or in not assigning specific advisers?
Are students permitted to see other advisers?
When and how are students permitted to change advisers?
35. Please specify each point of contact the advising center has with each freshman from admission, to the completion of the first quarter or semester.
Are there any special events or programs, i. e., evaluative interviews, tests, with the freshmen that occur during the year that were not listed before?
36. What procedures ensure that changes and new curriculum information are communicated to the advising center? (includes information regarding prerequisites, sequences, etc., for courses taken by students served by the center.
37. Are advisers required to approve and sign registration forms for students?
Are there other aspects of academic advising that are mandatory for students, and if so, what are they?
38. What procedures are used to schedule student contacts with the advising center?

39. What type of records are kept on students? (use the following checklist)
Please send a sample of any basic form used in the files.

☐ Basic information maintained (name, student number, date admitted or entered)
☐ High school grades
☐ Entrance test scores
☐ Personnel Inventory Information (obtained by questionnaire or from testing agency such as Am. College Testing - ACT)
☐ Vocational Interest
☐ Educational objectives
☐ Curriculum or coursework information
☐ Historical record of student contact with advising center
☐ Personal comments - made by adviser or teaching faculty member
☐ Current course enrollment
☐ Record of courses taken and grades received
☐ College activities information
☐ Other (please list)

40. If confidential material is collected and retained in students' advising record, generally what is its nature and its use?
41. Does the advising center engage in any group advising?
- How large are the groups?
What type of advising is done?
Do you feel it is effective?
42. How much time is allotted by an adviser for each student for routine advising appointments?
43. Which students or group, if any, are identified for special assistance among the students you are serving? (such as low ability, low achievement, foreign, etc.)
44. If a student is on probationary academic status, is a student's attendance mandatory at any sessions with advisers?
45. Are there any special handouts, booklets, curriculum planning workbooks that are distributed to students? Please state the title and use in advising. (If copies are available, please include a sample.)
46. What link exists between the teaching faculty and the advising center? (Is it on a formal or informal basis?)
47. With which of the following does the advising center have a working relationship or close referral cooperation?

residence halls
 counseling service
 registrar
 other colleges or schools

fraternities and sororities
 dean of students office
 athletic department
 (any other)

48. What, if any, educational - occupational information and material are available for students in the advising center? (college catalogs, vocational booklets, multi-file occupational information, government publications)
49. What in-service training is established for the professional advising personnel?
- ☐ attending advising staff meetings
 - ☐ attending college faculty meetings
 - ☐ carry on studies and prepare reports on advising programs seminars on the campus
 - ☐ consultants and speakers brought in
 - ☐ joint staff meetings with other university offices and personnel (please specify which: counseling center, admissions personnel, campus activities, dean of students office, orientation office, etc.)
 - ☐ case conferences
 - ☐ attending state and national conventions
 - ☐ other (please specify)

Special and Miscellaneous:

50. In general, how would you characterize the cooperation of other university or college agencies, i. e., registrar's office, dean of students office, student orientation office, etc., in working with your advising center?
51. It is felt by some educators that advisers or academic counselors who work closely with students should be able to recognize certain student problems, often psychological. Do you agree? Briefly, please explain?
52. What means are used to refer back information and insights derived from academic advising, experience or research, to your college's administration for the general usefulness and betterment of the college? (on curriculum, prerequisites, rules and regulations)
53. What research has been completed in the advising center to date?
- Is there research now in progress?
What topics are central to the research?
54. Have you as director or any adviser published any articles describing your work or research in the advising center? (please list author, title, and journal)
- If any material has been written, but not published, how may copies be obtained? (please list author and title as well as where to write)
55. Briefly, how does the advising center or advisers work with the student clubs or professional student organizations in your respective college or academic unit?
56. What procedures or methods are used to evaluate the advising center? (surveys, questionnaires, interviews, - and with whom)

57. If you could make changes or modifications in the advising program or operation of the center, what two would have the highest priority?

What are the limitations or restrictions on their execution or establishment?

58. It has been stated that an institution of higher education finds expression for its existence through its students. From your perception, what priority does concern and assistance for students have in your institution?
59. What books, professional journals or references have been the most helpful to you in establishing or working in the advising center?
60. What if any special programs are planned or utilized to integrate the student personnel services of the advising center and the instructional programs of the academic unit?
61. If you would care to comment on any special aspects of your advising center that have not been previously discussed, please do so.

ALL INFORMATION WILL REMAIN CONFIDENTIAL AS TO IDENTIFICATION OF DATA WITH SPECIFIC ADVISING CENTERS

62. In an attempt to be realistic about the establishment of an advising center, some information regarding the expenses of operating a center must be known. Please make an estimate of the total of the following categories of costs for an academic year, then divide by the number of students served by the advising center and indicate the result by checking the appropriate category.

Costs: Personnel - salaries
 -full and part-time advisers
 -secretarial and clerical help (include part-time)

Operational
 -office and secretarial supplies
 -printing and literature
 -new equipment over and above initial office furniture
 -travel and conventions
 -incidental costs

Categories of cost/student:

_____ \$.0	- 4.99/student
_____	5.00	- 9.99
_____	10.00	- 14.99
_____	15.00	- 19.99
_____	20.00	- 24.99
_____	25.00	- 29.99
_____	30.00	- 34.99
_____	35.00	and above

Thank you for your co-operation.
 You will receive a summary of the
 information obtained from this
 survey.

NAME _____

TITLE _____

COLLEGE _____

APPENDIX F

ACADEMIC UNITS INCLUDED IN PRINCIPAL STUDY

Alabama

Auburn University, School of Business Administration

Alaska

Anchorage Community College, Southeastern Regional Center

Colorado

University of Colorado, School of Business Administration

Florida

Florida State University, College of Education

Miami-Dade Junior College, North Campus

University of Florida

College of Nursing

College of Physical Education and Health

Georgia

Georgia State University

School of Arts and Sciences

School of Business Administration

University of Georgia, College of Education

Hawaii

University of Hawaii

College of Business Administration

College of Education

Illinois

Northern Illinois University, College of Education

Southern Illinois University

College of General Studies Division

College of Education

College of Fine Arts

College of Liberal Arts

University of Illinois, Urbana, College of Liberal Arts and Sciences

Indiana

Ball State University

Purdue University

School of Home Economics

School of Humanities

School of Industrial Management

Kansas

Kansas State University, College of Home Economics

Massachusetts

Boston University, School of Public Communication

Northeastern University

Michigan

Michigan State University

College of Business

College of Education

College of Engineering

University College

Wayne State University, Monteith College

Minnesota

University of Minnesota, Minneapolis, College of Education

Nebraska

University of Nebraska, Omaha, University Division

Ohio

Kent State University, College of Arts and Sciences

Ohio State University

College of the Arts

College of Administrative Science

College of Education

College of Social Work

Oregon

University of Oregon

Pennsylvania

Pennsylvania State University

College of Education

College of Liberal Arts

Tennessee

Memphis State University, University College

University of Tennessee, School of Architecture

Utah

Brigham Young University, General College

Washington

University of Washington

College of Pharmacy

School of Business Administration

School of Nursing

West Virginia

West Virginia University, College of Human Resources and Education

Wisconsin

University of Wisconsin - Madison

College of Engineering

College of Nursing

School of Social Work

University of Wisconsin - Milwaukee

School of Business Administration

December 12, 1969

Dear Sir:

On two previous occasions your college or school has been contacted along with many others within major universities to determine the existence of centralized academic advising centers. Those academic sub-units responding affirmatively are now being contacted a final time to have them complete an in-depth survey of the functioning of their center.

It was originally thought that with an affirmative response from only a few colleges or schools, a personal visit might be made to many of these centralized advising centers. However, this is now most improbable as 81 academic sub-units have stated that they have such an advising center. A survey method is now being used to obtain the detailed information. The survey is acknowledgedly long, however, it is believed that if I came to your campus to discuss the questions personally with you, you would grant me the necessary time to complete the questionnaire.

In an attempt to help you minimize the time needed for your responses, the following suggestions are made:

1. Read the entire survey completing those questions requiring a "yes", "no", short answer, or checked response.
2. You may then choose to answer the questions requiring a longer response in one of the following manners: (a) writing out your responses and returning them either in longhand or typed form; (b) dictating your responses to the questions using your office's available dictation equipment for secretarial transcription, then editing or qualifying some responses; or (c) using the enclosed recording tape, record your responses using any available equipment. (Play-back equipment here will permit the recording speeds of 1 7/8, or 3 3/4 to be used.) By reversing the tape and using both sides, up to 1½ hours of recording time are available.

Your dean in responding to my initial letter stated that he was very interested in receiving a detailed report summarizing the responses from all academic units having established centralized advising centers. A report of this nature from all 81 academic units could be very helpful to all of us concerned with academic advising, and everyone who completes and returns the survey will receive a copy of the report as well as ensure that his dean will receive a copy.

Please return the survey form, the recording tape (used or unused) and any available printed material referred to in the questionnaire by January 7, 1970. Your cooperation is greatly appreciated. If there are further questions regarding the survey or other matters, please write or phone 615-974-5096.

Yours very truly,

Richard P. Baxter, Director
Student Advising Center

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