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THE ASSESSMENT OF THE
WHOLE PERSON ADVISEMENT MODEL
AMONG RESIDENTIAL STUDENTS
AT SPRING ARBOR COLLEGE

By

David E. Klopfenstein

A DISSERTATION

Submitted to
Michigan State University
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DOCTOR OF PHILOSOPHY

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ABSTRACT

THE ASSESSMENT OF THE WHOLE PERSON ADVISEMENT MODEL
AMONG RESIDENTIAL STUDENTS AT SPRING ARBOR COLLEGE

By

David E. Klopfenstein

In recent years, the student development literature
indicates that the wholistic goals of the student affairs
profession have often been accomplished by incidental pro-
gramming. The need for intentional designs centered on
these complex purposes has taken shape in student advising
programs which facilitate helping relationships between the
faculty members and the students. Further, these satisfying
relationships are shown to impact student retention on the
college and university campus.

This study was designed to evaluate the effective-
ness of such an intentional program of student advising
entitled the Whole Person Advisement Model (WPAM). The
model was developed to address, via faculty/student involve-
ment, the complex process of wholistic education.

The fundamental assumption of the WPAM was that
individual college students could manage themselves in a
community of learners that both challenged and supported
them as productive members of that community. WPAM was
considered to be an intentional moral educational method

which utilized personal contracting in five developmental areas: the academic, the intellectual, the spiritual, the personal, and the social. Each development area addressed the process of need identification, resource allocation, and outcome evaluation.

Sixty full-time residential students at Spring Arbor College were randomly selected to participate in the post-test only design. The evaluation yielded results from two formal measures. The objective test form of the College Outcomes Measurement Project (COMP) from American College Testing, and the Defining Issues Test (DIT), were used along with a student survey. These instruments measured the effects of WPAM regarding the general/moral education outcomes of Spring Arbor College.

The major finding of the study indicated that:

1)   students who participated in WPAM did not score significantly better on COMP than students not treated with WPAM;

2)   students who participated in WPAM did not score significantly better on the DIT than their counterparts who were not involved with WPAM.

3)   Students who were involved in WPAM appeared to persist at college at a better rate than students not having received the treatment. Those students who received the intervention persisted in college at a rate of 76.7% as compared with the control group students who persisted at a 58.3% rate.

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I am especially grateful to Dotty, my friend and wife, who shares with me an active interest in the study of wholistic development. Our children, Todd, Shayne Ann, and Chad have contributed greatly to us with their love and lives.

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CHAPTER I

THE PROBLEM

Introduction and Statement of the Problem

Student Development in American colleges and
universities promises students and parents, as well as the
institutions' supporters, that the education provided is
more than purely intellectual development (Brown, 1980;
Cross, 1980). It has been suggested that most colleges
today direct only limited efforts toward the notion of total
student development, and that few colleges in the country
have intentionally undertaken a systematic and sustained
attempt at providing "whole person development programs."
Several small church-related colleges such as the Notre Dame
College in Ohio have offered their students a comprehensive
whole person developmental program (Notre Dame College of
Ohio Student Development Program, 1978). However, as Brown
(1980) indicates, student development in a wholistic sense
on most college campuses is incidental and accidental.

It appears that colleges in America over the years
have by benign neglect or by lack of creativity adopted a
two-lane approach to education of the students (Blimling,
1981). The increased compartmentalization brought on by
increased enrollments and intellectualistic approach to

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education, and an increased specialization as well as a heightened secularization have fostered a great deal of changes in the American educational system (Tinsley, 1955). Many writers have sounded the alarm that the American educational system has "all but abandoned responsibility for moral, ethical or emotional development in favor of admissions standards based on cognitive preparation and an almost 19th century German view that faculty have no responsibility for the affective development of the student" (Blimling, 1981, p. 2).

The all too familiar "gap" of the faculty being concerned with intellectual and cognitive development of the students, while the student affairs staff are charged with the responsibility for "the non-intellectual growth concerns of the student" is forcefully present.

The need is to return to the early roots of American higher education as expressed in the early institutions such as Harvard. There the primary mission of the college experience was the education of the whole student: mind, body, and soul. It is noted that wholistic education generally occurred when small groups of students and faculty, that is, small communities of learners, were in constant interaction. This interaction provided opportunity for both cognitive and affective issues to be addressed by faculty and students alike and which often provided the reason behind the community of learners (Ender, Winslow and Miller, 1982).

Robert Brown in his monograph "The Return to the Academy" (Brown, 1968), began to bridge the gap by calling for a redefinition and a new understanding of student development in the process of higher education. The rationale for the return to the academy and later for new attempts of advising labeled "developmental advising" (Winston, Enders, and Miller, 1982) was based on the belief that currently education in our country needed to respond to the historic goals of American higher education, namely the education of the whole student (Blimling, 1981; Bowen, 1977). The whole person education goal, which marked the early institutions of higher education in America as well as the church-related schools of the last fifty to seventy-five years, has noticeably gone unmet. Graduates of small church-related colleges as well as major universities in this country constitute a significant number among the citizens who have experienced life-long adjustment difficulties such as divorce, mental health problems, suicide, white collar crimes, and alcoholism (Blimling, 1981). It seems clear that while the level of technical and content education may be speaking to the needs of our society, the quality of moral choice-making among students of higher education has faltered.

Further, the survival needs of small church-related colleges as well as major universities have caused the academic community to focus on issues of student retention. Researchers such as Astin (1977) and Heath (1968) have found that student satisfaction is based on helpful

relationships established within the institution with
faculty and significant others. Astin's work with the
Cooperative Institutional Research Program has indicated
that students make significant decisions based on these
important relationships (Astin, 1977 & 1984).

It is clear that there is an adequate need for a
systematic study of the effects of faculty advising for the
purpose of student development.

Purposes of the Study

This study is designed to investigate the short-
term effects of the Whole Person Advisement Model by
considering the results of a treatment group and a control
group. Findings and conclusions are expected to serve as a
basis for a further longitudinal study. Further, faculty
will have been involved in both the process and the
evaluation phases of the study therefore providing faculty
exposure to and awareness of this intentional model for
whole person advisement.

More specifically, the purposes of this study are:

1. To provide a review of the theory and research
   of attitude and moral development, social in-
   teraction, and advising/helping in the litera-
   ture of educational philosophy and social
   psychology and student development in higher
   education;

2. To administer the Whole Person Advisement Model
   for a limited period of time, specifically, one

academic term. The Whole Person Advisement
Model is developed from the theory and research
presented in the review of the literature;

3. To administer the Whole Person Advisement Model
    simultaneously with the current academic advis-
    ing system in order to supplement the present
    procedure;

4. To provide faculty and counselors with a syste-
    matic, intentional procedure for contributing
    to the process of whole person education;

5. To provide a general model for the assessment
    of student learning needs, personal goals and
    environmental resources;

6. To explore possible correlations between the
    two evaluation measures;

7. To explore the possible relationships between
    faculty outcomes, as measured by the outcome
    evaluation, and student outcomes as measured by
    the same instrument;

8. To explore the possible relationship between
    the Whole Person Advisement Model and student
    retention.

Rationale and Need for the Study

Academic advising is regarded by educators as one
of the most important aspects of higher education (Miller
and McCaffrey, 1981). Further, the academic advisement
process has been called the cornerstone of student retention

(Crockett, 1978). However, the actual programs of advisement on campuses are often criticized by students as seeming to be the last priority for the advisor.

Because of the special needs of students to obtain help in the making of moral and life choices as well as the concerns related to retention for both the student and the institution, strong interest in the skills and attitudes of faculty academic advising activities continues to grow. The focus of this interest is to assist in the development of the totality of students' interaction with higher education, not simply upon students' course of study or institutional requirements (Miller and McCaffrey, 1983).

Basic Assumptions of the Study

There are two basic assumptions which undergird the purposes of this study. First, that for academic advising to affect both the moral choice-making of the student and to have a positive retention effect, the activity must be developmental. Secondly, an institution may be able to effectively bring to bear upon student needs those resources that will assist in moral choice-making as well as in retention; but the institution may not be able to reverse all of those variables which lead to immoral choice-making or attrition of the student. That is to say, there may be many more reasons for a student to choose a course of action apart from stated values or to leave the institution than there are reasons to make moral choices or reasons to stay. Therefore, it is assumed that the best approach to an

effective, whole person advisement program is to focus
effort on improving human relationships which will
intentionally provide opportunities for student moral
choice-making or for the students' desire to remain
enrolled. It is important to note that student personal
moral choice-making and decision to remain or leave the
institution are NOT in any way equivocated. That is, it may
be an appropriate moral choice for the student to leave the
college.

Whole Person Advisement Model Defined

Crookston (1972) viewed advising "as a teaching
function based on a negotiated agreement between the student
and the teacher in which varying degrees of learning by both
parties to the transaction are the product". Crockett
(1978) viewed academic advising as "assisting students in
realizing the maximum educational benefits available to them
by helping them to better understand themselves and to learn
to use the resources of the institution to meet their
special educational needs and aspirations" (p. 13). Both of
these definitions emphasize that quality academic advisement
should be a student-centered, developmental process rather
than a prescriptive, clerical activity undertaken for the
regulation of institutional rules and expectations. Grites
(1979) refers to advising as a decision-making process
facilitated by communicating an information exchange with an
advisor. Brown (1980) has utilized a multi-phase process as
a systemic procedure for developmental advising. The phases

explore the areas of potential development, determine

learners' needs, determine goals, contract for attainment of

goals, and finally assess and record results. And finally,

the document Student Development in Post-Secondary Educa-

tion, published by The Commission on Professional Develop-

ment, Council of Student Personnel Association in Higher

Education (COSPA) (1975) states:

> The purpose of student development services and
> higher education is to provide both affective and
> cognitive expertise in the processes involved in
> education. The specialists providing these services
> function in a cooperative-integrative role with the
> student who seeks development toward self-direction and
> interacts with the faculty members concerned with
> academic content to be acquired in this development.
> . . . Collectively we use an educational institution to
> structure behavioral development so that it occurs in
> the most effective and efficient manner. Education
> includes the content of behavior (what is to be
> developed by a person) and the process of development
> (how and when it is to be acquired). (p. 3)

Context of the Problem

Spring Arbor College is a Christian liberal arts

college and provides the institutional setting for this

study. The Spring Arbor concept states the mission of the

institution in the following manner:

The Spring Arbor Concept

> The Spring Arbor concept speaks of a unique idea and
> ideal for the Christian liberal arts college. It calls
> for a community of learners who are distinguished by
> their serious involvement in the study of the liberal
> arts, their total commitment to Jesus Christ as a per-
> spective for learning, and their critical participation
> in the affairs of the contemporary world. It demands a
> design that shapes a curriculum, builds a campus, and
> develops a climate for learning. (Spring Arbor College
> Catalogue, 1981-82)

The concept provides both the moral and instruc-

tional basis for learning in this college environment. An

operational definition of learning in this context is the process of being involved with ideas and people. It is the making of meaning in the lives of learners. Change in people occurs when facts and theories become useful to the individual student by creating new thoughts and beliefs, by facilitating progressively better new perceptions of the learner's world view, and by assisting redirection in the personal lives of people and the social life of a college community. Critical thinking is encouraged by a supportive learning environment which is defined by several important common values. These values express important notions held by most of the community of learners and therefore, provide a normative reference which serves to challenge individuals in the encompassing process of the developing life of learners. Such an environment characterized by both chal- lenge to the learner and support for the learner, influences the character or moral spirit of the student and becomes the foundation of the making of meaning in the development of personal skills and attitudes.

The outcome values of the Spring Arbor experience are expressed in the Ideal Graduate Statement.

> 1. Is prepared to be a continuing student, capable of self-education. In a world of exponentially expanding knowledge, the student must be able to sort out relevant knowledge and make wise judgments and must be able to think divergent- ly, critically and productively.

2. Is adequately prepared in one or more disci-
    plines to undertake further graduate training,
    or to fill another productive role in our
    contemporary world.

3. Has developed an understanding of heritage; has
    discovered the crux of contemporary social and
    moral issues; has acquired the tools of re-
    search; and has improved the skills of communi-
    cation.

4. Has gone through the process of self-
    confrontation. As a result of this confron-
    tation, the graduate will understand more fully
    motivations, aspirations, capabilities and
    goals in life.

5. Has encountered the Christian faith, has
    grasped a portion of its demands for our day;
    and has discovered the perspective that life in
    Christ can give to all learning, vocation, and
    life itself. In this encounter, the graduate
    will have formed a meaningful relationship with
    Jesus Christ and with fellowmen.

6. Is a person of compassion who cherishes com-
    munity among all people, and expresses
    compassion by critically participating in the
    world. The graduate is sensitive to need,
    responsive to opportunity, and wise in partici-
    pation.

7. In brief, is a well-integrated person who is
    prepared to live a life pleasing to the
    Creator, a life enriching to others, and a life
    which is self-rewarding. (Spring Arbor College
    Catalogue, 1981-82)

These outcome statements reflect a quality of life
for the learner and are the descriptions of the development
of desirable personal attributes of the student for which
the institution has organized.

Learning at Spring Arbor College assumes personal
change and development of the stated outcomes. In this
context, learning is the process of bridging the gap between
empty, factual statements and a grasp of human relationship.
It is when an idea is transferred from the printed page to
the fabric of life. In this context, learning concerns the
whole person.

<div align="center">The Problem</div>

The problem of this dissertation is to determine
the effectiveness of the Whole Person Advisement Model as an
intentional teaching/counseling method of the general and
moral educational outcomes of Spring Arbor College. The
Whole Person Advisement Model (WPAM) will be utilized as
supportive to the existing academic advising system.

The major concern of this study is to explore the
effects of the WPAM for a limited time in order to provide
information for the purpose of improving the advising

program and establishing a longitudinal study of general/
moral educational outcomes at Spring Arbor College.

Research Questions

The specific exploratory concerns of this study are
summarized in the following questions. Answers to these
questions were sought through the evaluation of the imple-
mentation over a limited period of time of the Whole Person
Advisement Model. Two forms of evaluation were used, 1) the
College Outcome Measurement Project (COMP), and 2) the
Defining Issues Test (DIT).

1. What was the effectiveness of the WPAM as a
    method of teaching the outcome goals of the
    College?

    A. What is the actual level of student perfor-
        mance and moral judgment in regard to
        Spring Arbor College's stated educational
        outcomes, i.e., the Ideal Graduate
        Statement?

    B. How do the levels of achievement of the
        treatment group as measured by COMP compare
        with a control group?

    C. How do the levels of achievement as
        measured by COMP compare within the treat-
        ment group when isolating the freshman,
        sophomore, junior and senior scores? What
        kinds of trends can be analyzed?

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2. How do students' scores of the DIT correlate
   with the norms of the total COMP score?

   A. How do the DIT scores correlate with the
      subtests clarifying values, decision-
      making, and communication of the COMP?

3. Does the WPAM affect student retention?

Null Hypotheses

HO_1: Students having received the intervention
(WPAM) do not significantly score higher on
COMP than students not receiving the inter-
vention.

HO_2: Students having experienced the intervention
(WPAM) do not significantly score higher on
the DIT than students not having experienced
the intervention.

HO_3: Students having received the intervention
(WPAM) do not persist in college at a better
rate than students not having received the
treatment.

Limitations of the Study

1. This study was limited to residential students
   at Spring Arbor College, Spring Arbor,
   Michigan. Spring Arbor College is a church-
   related, Christian, liberal arts college in
   central southern, rural Michigan. Therefore,
   the findings should not be generalized to all
   small church-related colleges.

2. The findings of this study were generalized only to all of the students of Spring Arbor College. However, the findings may be indicative of whole person learning trends at other small, rural, church-related, liberal arts colleges.

3. The most complete study possible in this area of student development would cover an extended period of time and would sample choice-making of students who have graduated from the institution. The demands of such a study would have exceeded the fiscal and time limitations of the researcher.

4. WPAM is considered a structural approach to advising. Therefore, the specific content of the student interaction is not generally considered. That is, the study does not describe the specific issues in advising but rather it is intended to study the outcomes of the advising relationship.

Definition of Terms

Whole Person Advisement Model

The intentional teaching/counseling method of general and moral education designed to facilitate the development of students in terms of the educational goals of the college. The Whole Person Advisement Model (WPAM) is intended to supplement the existing academic advising

procedure as a system of questions designed to determine goals and action plans for students as well as provide means of personal accountability.

Student Development

The process of interaction designed to assist students to choose what they need or want in order to live freely in the academic community as socially responsible, self-directed individuals. The theories of human development focused on the post-secondary student provided a theoretical foundation.

Academic Advisement

The process of assisting and guiding students in the planning and choosing of courses and majors in the pursuit of graduation degrees.

Retention

The continuation or persistency of students in an institution of higher education from one academic term to the next.

Learning

The human process of interaction that provides the basis of an operational epistemology. Learning occurs when the theories and facts become useful to the individual student by providing qualitatively different thought patterns and beliefs. Learning is the change of the learner's world view or attitudes and is characterized by critical thinking and congruent behavior.

Advisor/Counselor

A professional faculty member or counselor who has been assigned specified interpersonal relationships with the student.

Student

A full-time residential registered person in the undergraduate liberal arts church-related college identified as Spring Arbor College.

Educational Outcomes

The desired goals of the College. In this study the goals are referred to as the Spring Arbor Ideal Graduate Statement.

Outcome Measures

The instruments used to evaluate the process of the WPAM.

Moral and General Education

The process of learning designed to assist the student to become self-directed, intellectually critical, socially sensitive, and spiritually awakened in the context of the academic community. The goal of moral and general education in a liberal arts college is to provide adequate points of student transfer of learning beyond the academic setting. It is concerned with the movement of theory into practice. Further, it encourages reflection of action on personal values for the purpose of wise choice-making.

Research Assumptions

1. It was assumed that students participated fully

with advisors in the whole-person advisement

process over the allotted time.

2. It was assumed that students understood the

evaluation instruments and gave thoughtful

responses.

3. It was assumed that faculty understood the COMP

instrument and responded professionally in

their best interest.

Design of the Study

Population and Sample Selection

Sixty (60) subjects were randomly selected from

residential students at Spring Arbor College. The selection

was controlled for equal distribution of years in college,

gender of subjects, grade point average, and college

entrance scores. Subject selection was facilitated by a

systematic selection of alpha lists of residential students

at the College.

Approximately half of the subjects were randomly

assigned to the treatment group and the remaining half of

the subjects were randomly assigned to the control group.

Research Design

The posttest-only control group design provided the

organizational structure for this exploratory study. This

design utilized two groups, one which experienced the WPAM

while the other did not, thus, controlling for selection and

mortality (Tuchman, 1972). No pretests were given to either

group in order to control for simple testing effects and the

interaction between the testing and the treatment, thus con-
trolling for threats to test validity. The procedure of the
design was to use the Whole Person Advisement Model for one
college term. Faculty and counselors implemented the Whole
Person Advisement Model simultaneously with the traditional
academic advising systems and then were questioned regarding
their actual behavior during the intervention.

Instruments

The assessment was provided by two objective tests,
the American College Testing Program (ACT), objective form
of the College Outcome Measurement Project (COMP) and the
short version of the Defining Issues Test (DIT). The DIT is
an objective test of moral judgment developed by Dr. J. R.
Rest of the Minnesota Moral Research Project.

College Outcome Measurement Project. The College
Outcome Measurement Project was developed to evaluate cer-
tain kinds of knowledge and skills that undergraduate
students were expected to acquire as a result of general
education (COMP, 1980). The knowledge and skills identified
were those believed necessary for successful functioning in
an adult society. Those skills and knowledge areas were
isolated by representatives of educational institutions and
state agencies which had been identified as having invested
time and effort in attempting to identify realistic compe-
tencies and outcomes. Six (6) domains were identified
through the process: communicating, solving problems, clar-
ifying values, functioning within social insitutions, using

science and technology and using the arts. The objective
form of the instrument was used. It is a multiple-choice
format which measures the ability of students to apply
general knowledge and skills to problems and issues commonly
confronted by adults.

Defining Issues Test. J. R. Rest developed the
Defining Issues Test which is comprised of six moral dilemma
stories which are similar to the Kohlberg stories (Rest,
1979). Also a three-story form is available which is used
in this study. The way a subject responds to twelve
statements or issues derived from the stories yields a P
score which represents Principled Morality, and is roughly
equivalent to level three in Kohlberg's paradigm. "The P is
interpreted as the relative importance a subject gives to
principled moral consideration in making moral decisions"
(Rest, 1976).

Collection of Data

The two evaluative instruments were administered to
the subjects fifteen days prior to the end of the spring
academic term. Each advisor was requested to encourage each
subject to participate in the evaluation session. Further,
each subject received a written communique reminding them of
the testing period which was to be three hours in length.

Data Analysis

Data generated from the evaluative instruments were
coded separately. The COMP data was coded and key-punched
for computer analysis by ACT and returned to the

investigator. The DIT material was hand-scored, computing a P score for each individual questionnaire. Descriptive data (frequencies and percentage of frequencies of response and means, standard deviations, and ranges) were compiled for the COMP program and the statistical package for social science (Nie, Hall, Jenkins, Steinbrenner, & Brandt, 1970) provided the basis for statistical techniques which were performed. For all hypothesis testing, the .05 level of significance was adopted as a criterion.

Organization of the Study

Chapter II will consist of a review of the research and other literature pertinent to personal development and attitude change of college students.

Chapter III will contain the design of the study including sample selection, implementation processes, and statistical methodology.

Chapter IV will contain the results of the study as well as an analysis and interpretation of the results.

Chapter V will consist of a summary of the study's findings, major conclusions, implications of the study, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The selection of related literature is based on a
psycho-sociological perspective of learning and human de-
velopment. An elementary assumption of this perspective of
learning and human development is the notion of human inter-
action (Salkind, 1982). These interactions are planned
interdependent relationships between people, such as an
advisor and a student, and provide the dynamics of this form
of student development. In a general sense, this study is
concerned with the influence of such interpersonal interac-
tions within the context of an educational organization.
The Whole Person Advisement Model (WPAM) is utilized as an
intentional educational relationship designed to promote
student development in terms of specific general education
goals.

The major headings of Chapter II are The Indi-
vidual, Interaction; Advising as a Method of Interaction;
Retention, By-Product of Interaction; and Theories of Human
Development Supporting the Student Advising.

The individual section will include literature
related to personal values, attitude formation and change,

and attitude/behavior relationships. The following sections of the literature review will focus on the idea of interaction and selected theories of human development in general. A brief review of research specifically concerned with student development relating to advising and retention will also be presented. Finally, developmental theories that directly support the WPAM are discussed.

The Individual

Human values have been the focus of educators since Aristotle. At times the picture has appeared well-defined, while during other periods of history the image of values and value education has been blurred by the brightness of other emerging signs and symbols in the composition of education.

In the late 70s and early 80s, student development educators have again attempted to sharpen the view on human values (Brown, 1972, Eddy, 1976, Stamatakos, 1980). The wholistic approach rooted in the Student Personnel Point of View (American Council on Education, 1949) has provided a broad base from which to further build specific theories of student development and the practices appropriate to such development. Student affairs professionals are urged to "thoroughly prepare for the task" of value education (Stamatakos and Stamatakos, 1980).

According to these writers, student development education ought to:

1. Study the philosophical and psychological
    foundations.

2. Develop programs that reflect a practical view
    of human development and integrate moral/value
    consideration with the "cognitive functions of
    knowing" and a true "reality of being" in such
    a way that the programs can achieve the desired
    goals (values).

3. Carefully consider the context (environment) in
    which the programs are to develop.

4. Moral programs should persist over time with
    special sensitivity to various levels of devel-
    opment in the environment. (Stamatakos and
    Stamatakos, 1980)

These guidelines are helpful in that they emphasize
important elements of student development education, thus
giving clear points of organization and direction for stu-
dent programs such as student advising. Viewing student
advising as developmental and as value education implies
that the student affairs professional influenced by the
above guidelines will be committed to envisioning them in
the programs of value education for college students.

The Definition of Value

The meaning of the term "value" is evasive. On one
hand, young children know what is important or of value to
them. On the other hand, scholars produce volumes discus-
sing the theory and nature of human values.

Values are often seen as wants and needs. A value

is the measure of satisfaction of a human want (Maslow,
1959). The observable preference of people at any given
time can be considered the values of those people. Personal
tastes such as preference for colors, styles, aromas or
flavors are values. Seemingly unimportant perhaps, but per-
sonal tastes provide a view of the personal interests and
values. Tastes and opinions taken together present the
person, the self (Ward, 1979).

Tastes and wants are usually considered superficial
when discussing human values. However, Maslow believes that
the basic biological and psychological needs are all di-
rected toward the value of "self-actualization" (Maslow, p.
123). Whatever a person utilizes as a resource to attend to
the needs will be valued (Ward, 1979).

Values have also been defined in terms of person-
ality trends, characteristics of the individual or character
traits as well as an attribute of an object or situation
(DeWit, p. 1956). These two views of value do not stand as
far apart as it first appears. If a person attaches value
to an object or situation, does not the valuing behavior
indicate something of the individual?

Further, "values can be defined as standards and
patterns of choice that guide persons and groups toward
satisfaction, fulfillment and meaning" (Morrell, 1980).
Persons attribute value to whatever is perceived as being
desirable, attractive, good and/or contributing to his
welfare. The Cornell Value Study Group purports that

"values are not concrete goals of behavior, but rather are aspects of the goals" (Kluckholm in DeWit, 1951, p. 44). In general, values as goals are thought of as abstract qualities of the behaviors of the individual. A value may then be defined as:

> Something a person carries around within himself, as "intervening variable," which expresses itself in a habitual and consistent evaluative (behavior) of and preference for certain kinds of goals which are perceived as justifiably desirable. (DeWit, 1951, p. 8)

Personal choice and behavior as a result of the choice is the most obvious window through which to view human values. How people behave most often indicates what people believe or value. If a man believes that buying stock in company A will be good for him, he will do so, assuming he has the money. If the same man believes (values) putting his money in a savings account would be beneficial, his behavior will most often indicate such belief. For those who observe human behavior, it is obvious that what people say they value and their behavior may not always be consistent. The problem is an universal one. St. Paul explained to the Roman Christians that,

> My own behavior baffles me. For I find myself not doing what I really want to do but doing what I really loathe. Yet surely if I do things that I really don't want to do, I am admitting that I really agree with the Law. But it cannot be said that "I" am doing them at all . . . I often find that I have the will to do good, but not the power. That is, I don't accomplish the good I set out to do, and the evil I don't really want to do I find I am always doing. Yet if I do things that I don't really want to do then it is not, I repeat, "I" . . . my conscious mind whole-heartedly endorses the Law, yet I observe an entirely different principle at work in my nature. (J.B. Phillips, The Letter to the Christians at Rome, Chapter 7:15-23)

St. Paul's dilemma was in regard to the Hebrew Law, the exhaustive value code for spiritual, social, and physical behavior. The message the early Christian teacher was sending was that external values, such as cultural and religious codes, are not always reflected in individual actions.

Values that are in transition are often indicated by apparently inconsistent behaviors. In Paul's case, he no longer valued the external ritual, but now was obedient to a new command—love. His message was that the ultimate Christian value (the union of the Creator and the creation—the kingdom of God) was possible to achieve. The weight of external rituals was now lifted by the strength of the human spirit motivated by internal commitment (faith) to God's style of love, as modeled in Christ.

The question then becomes, how do persons willfully make life choices and behave with consistency? Paul wrote lengthy letters to his students regarding this question, the contents of which make up much of the New Testament.

Philosophers, as well as theologians, have always been concerned with the problems of wise choices and good behavior. The relationships between value and individual will or choice lies at the center of moral philosophy. Kant believed that the notion of will was a factor in morality and in society. He wrote: "Whenever a man judges that he can do a certain thing because he is conscious that he ought, he recognizes that he is free, a fact which but for

moral law he would never have known" (Kant, [1788] 1956, p. 158). Being human is expressed in the behavior of freely choosing and human freedom of choice has long been associated with the dignity of persons.

Values and Morals

The idea of good and evil values indicates moral or ethical considerations. Not all values are indicative of moral choices, such as tastes and preferences; however, moral behaviors--that is, cognitive and overt physical behaviors--are always associated with human value (one's view or perception of what is important). For example, the Christianity of St. Paul provided him religious reason and values for moral behavior. The scientific notions of values provide the "Naturalistic" reasons for goodness (Margenau, 1959), while the humanistic and existentialist concepts of good provide "self-actualizing" reasons for good acts (Maslow, 1954).

Regardless of how the definitions of morality and ethical values are derived, most value theorists believe values can be verified or confirmed in a way similar to the laws of science. Similarly, reasons for moral decisions are freely chosen. Scientific values are based on postulates to which the scientist commits himself (Margenau, 1959). Morality is then defined on the basis of obedience of the person in terms of the values to which commitment is made.

Naturalistic Basis of Morality

The scientific process starts with a postulate and a theorem or law which is derived by analytic means. The scientist then checks these laws against experience for verification or confirmation. This verification or confirmation of science is not a simple look-and-see procedure; it entails an element of choice. The verification of value process is similar. The postulate is a command or a directive to which a person is committed.

According to Margenau (1959), commands originate with authorities such as God, a monarch, or legislative bodies. Critics of Margenau believe the command origins to be outmoded, but agree that "commands must engage commitment" (p. 207). The naturalistic theorists, in believing that values can be derived directly from scientific and social process, attribute the value characteristics of the scientific process as the study of values themselves. In other words, goodness is 1) being committed and 2) seeking the truth, 3) independence of thought and 4) observations, 5) originality, and 6) tolerating and accepting dissent. The naturalist holds the supreme value to be survival (p. 203). Values are instruments of evolution and are observable.

It is appropriate to raise the question of whether other values might come into conflict with the supreme value of survival, considering, for example, religious martyrs and patriarchs who chose to die for faith values and patriarchal

values rather than survive. Were the values of Zealots of Masada verified in spite of physical death?

The naturalist does, however, provide the basis for clarification of two different types of values. Observable facts are presented as an "is"; values and norms are presented as an "ought." Margenau sees the factual and normatic nature of values as parallel to the "dichotomy between the descriptive and the theoretical science" (Margenau, 1959, p. 207).

Humanistic Basis of Morality

Goodness, to the humanist, is centered in self-realization. Maslow derived value principles from the "wisdom of the body" and the physiological trends toward homeostasis (p. 210). Several humanistic theorists believe that moral values cannot be derived from biological ones. These critics of the "wisdom of the body" point out that there are good and bad choices in terms of physical survival, and the wisdom of the body may not guide the individual to the self-actualized life.

Therefore, Maslow responds by going beyond the basic biological needs to value the human process of integration, psychological health, individuation, autonomy, creativity and productivity. Maslow (1959) defines self-actualization as an expresson of an innate tendency toward growth--"a pressure toward unity of personality, toward spontaneous expression, toward full individuality, toward seeing the truth. Self-actualization implies "good values:

serenity, kindness, courage, honesty, love, unselfishness, and goodness" (Maslow, p. 126). He further states that his goals of the self-actualized individual are derived from scientific observation. "I do not say 'He ought' to choose this . . . but only 'Healthy people, permitted to choose, are observed to choose this'" (p. 211).

Robert Hartman's (1959) definition of a good thing is one which fulfills its concept applied to the human person. The concept, the idea, the essence of the human person is a composite of natural traits and tendencies which transcend the natural. A good person is one in which all these elements are balanced.

Ontological Basis for Morality

Values are derived from the essential structure of being (Tillich, 1952). Tillich believes that the element of being cannot be merely observed, nor grasped through logical conceptualization, but only through intuition of the essence of being (Tillich, 1952). The essence of being is different from the actuality of a thing that possesses a normative character (p. 217). For Tillich the command nature of value (the elements of value that one is committed to) is the estranged state of existence, in which man finds himself. "If man were united with himself and his essential being, there would be no command" (p. 195).

Man is separated from himself and the values appear then as laws. The ontologist explains the imperative "form of moral value by the existential split between essence and

existence" (p. 219). Tillich states that "only a correct
image of man will lead to a correct knowledge of man's
essential goodness which is the basis of values" (p. 220).
The dynamic of bringing together essence and existence form
insight into the interrelations between process and form,
between individualization and community, between love and
justice. This union is the ultimate goal for the ontolo-
gist. The interlinking force in the union is love--the
ultimate value.

All three philosophical bases of morality stress
rational components of value formation and expression.
While other components exist for different theorists, it
appears that goodness _is_ because it can be thought. It is
verified because it can be observed in human activity.

Values and Attitudes

Attitudes can be defined as cognitive as well as
affective predispositions toward behavior. Are values and
attitudes the same? They are often used interchangably;
however, the literature provides clarification on the
distinction between values and attitudes. Cantril indicates
the term "attitude" is used to imply that a general attitude
exists and that it influences specific behavior. Murphy
states that "attitudes remind us of values" (in DeWit, p.
10). Dewit suggests that values and attitudes be conceived
of as lying at opposite extremes of a specificity-generality
continuum, so that attitude might be defined as a specific
value and "value" as a generalized attitude (p. 10). These

attitudes become a case of special value and value is a

standard of judgment for the formation of attitudes or

behavior predisposition.

Still another image to illustrate the relationship

is to consider value as anatomic and attitude as molecular.

That is, values are the building blocks of attitudes. It is

possible to envision in this analogy that several values in

relationship to one another create a matrix or form which is

called an attitude. It is appropriate to note here, in the

judgment of this investigator, the Value Clarification

approach to value education merely helps the individual

determine the importance and/or relationship of values as

they form larger cognitive structures or attitudes.

Newcomb discusses how attitudes become integrated

around values and their relationship forms frames of

reference. He states:

> A person's attitudes towards various things are not
> insulated from each other. A mother's attitude toward
> bicycles, schools, pasturization of milk, and many
> other things are determined by her predisposition to
> perceive them in terms of her child's welfare. The
> robber baron, similarly, is predisposed to perceive
> people, objects and ideas in relation to his own power
> and wealth, so that his attitudes toward them form an
> integrated system. It is these central values,
> functioning as a common frame of reference in many
> situations, which cement together the various attitudes
> into an integrated system. (Newcomb in DeWit, p. 12)

The psychological frame of reference can be considered a

mental structure of thought containing both cognitive and

affective elements. In essence, a person's attitudes can be

considered his operational world view.

A value can be defined as a central (basic)

personality trait manifested in the person's goals which
motivate behavior and supply the individual with a desirable
criterion in regard to various situations. These criteria
tend to determine the individual's attitudes toward any one
of these situations and form the basis for the value judg-
ment. Attitudes may be perceived to have positive or nega-
tive influence in achieving the desired goal. The import-
ance of this definition is that it affords a rationale for
the measurement of values. By determining an individual's
attitude toward a number of situations, inference about
personal values can be drawn.

Overview of Attitudes Formation and Attitude Change

An attitude is a consistent and organized mode of
thinking, feeling, and reacting with regard to people,
groups, social issues or any event in one's environment.
Attitudes are composed of values, thoughts, beliefs, emo-
tions, and tendencies to react. An attitude is formed when
these components are so interrelated that specific feelings
and reactions become consistently associated with a particu-
lar way of thinking about certain persons or events.

Definite criteria are needed to differentiate atti-
tudes from temporary sets or expectations, dispositions, and
organic states or motives, unless the concept is to become
inclusive for explaining any and all non-random modes of
behavior. The following criteria will serve to make this
distinction:

1. Attitudes are not innate. They are acquired

during the individual's life history and are

not carried genetically by the organism or in

any kind of inherited substratum or

unconscious.

2. Attitudes are not temporary states of the per-
son but are more or less enduring once they are
formed.

3. Attitudes stabilize a relationship between the
person and objects. It is primarily the
subject-object relationship that makes the
study of attitudes central in social psychol-
ogy. Stabilized person-object relationships
are the lasting products of interaction between
individual and environment.

4. The subject-object relationship produces posi-
tive and negative properties. When a person
forms an attitude he is no longer neutral to-
ward the object in question. He is for some
things and against others.

5. Attitude formation involves the formation of
categories encompassing a small or large number
of specific items. (Sheriff, 1969, p. 334-335.

Attitudes are a derivative of human motivation, the

initial appearance of which depends upon learning. This

motivation develops from three interrelated principles of

learning, namely, the principles of association, transfer,

and need satisfaction. In general, persons learn feelings

and reaction tendencies, two of the components of attitudes, through association and need satisfaction. That is, one learns to fear and avoid people or things associated with unpleasant happenings, to like and approach those associated with pleasurable happenings. By avoiding in the first case and approaching in the second, basic needs of pleasure and comfort are satisfied (Sheriff, 1969).

Thoughts and beliefs, the third components of attitudes, are often acquired in a different fashion. In fact, attitudes learned by association and need satisfaction are characterized in the early stages of human development by the learner's inability to comprehend why he feels and reacts as he does. Thus the principle of transfer is introduced, which helps to illuminate how we learn attitudes, especially the thought-belief components, from other people. Attitudes via transfer are learned in essentially the same way individuals learn meanings of concepts through interaction. Teachers (human developmentalists) can transfer attitudes by suggesting how one should reorganize and integrate basic ideas. When a close relationsip exists between an advisor and learner, feelings and reaction tendences can also be transferred along with thoughts and beliefs.

At first glance, the changing of attitudes might seem to be a simple matter. Since attitudes are learned, it should be easy enough to modify their intensity or replace an undesirable one by learning another. The role of the advisor in this process should be easy. The complicating

fact, however, is that attitudes are not as easily modified
or replaced after they are learned. Once attitudes are
developed, they become integral aspects of an individual's
personality, causing or at least affecting the whole style
of behavior. Those attitudes developed in the home or
through early experiences in groups are particularly resis-
tant to change a) if they have been learned early in life,
b) if they have been learned by association as well as by
transfer, c) if they help satify needs, and d) if they have
been integrated into one's personality and style of behavior
(Sheriff, 1969).

Student Development and Attitude Change

Social psychlogists are guided by the general rules
cited above (Sheriff, 1969) in their attempts to change at-
titudes. They realize that if attitudes are to be replaced
or their intensity modified, the new ideas and beliefs that
are to be learned must be very skillfully presented. If
habitual modes of feeling and reacting are to be altered,
actual social settings or contrived experimental ones must
be so arranged that new ways of responding can be learned.
The interactions and techniques must facilitate learning.
Student development advising in this context means assisting
in the attitude change process. It is helping students free
themselves from attitudes that hinder their growth. Because
of the enduring and stable nature of attitude, the change
process is often difficult and strenuous. Basic values and
moral choices that are being challenged require a learning

environment that is sensitive and empathic to deeper per-
sonal needs.

In order to gain further insight into human atti-
tude change, student development education will benefit from
several theories regarding such change. A number of social
psycholgists have turned their attention to the study of the
human desire to have logically consistent attitudes. This
current interest stems from the ideas of Fritz Heider (1959)
who was convinced that people seek balanced or harmonious
relations between their attitude and behavior and are psych-
ologically upset until a state of balance is achieved.
These views are identified in consistency theories such as
Heider's Balance Theory (1959), Osgood's Congruity Theory
(1956), Fessinger's Cognitive Dissonance Theory (1957),
Janis and King's Forced Compliance Paradigm (1954), and
Social Judgement Theory of Sheriff and Hoveland (1961).

Attitude-Behavior Relationship

The assumption among the researchers of attitude
change as well as those who have studied persuasion is that
changing attitude will more than likely change related be-
havior. A brief review of the history of attitude research
will demonstrate that in the late 1960s the literature em-
phasized the poor predictability of behavior from attitude
(Wicher, 1969). By the early 1970s the absence of attitude
literature reflected that social scientists regarded the
attitude concept as nonproductive. However, recently
attitude-behavior research has gained new momentum. Schuman

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and Johnson (1976) and Kelman (1974) report that the relationship is of moderate strength, particularly when studied in a non-laboratory context. Further, Siebold (1975) reviewed and analyzed a series of persuasion studies showing attitude-behavior correspondence.

Fishbein and Azzen (1975) in their work entitled "Attitudes Toward Objects as Single and Multiple Behavioral Criteria" argued that attitudes toward specific behaviors provide the best attitude predictors of single-act criteria, and attitudes toward general tendencies of a behavior provide the best predictors of repeated observation criteria.

Weigel, Vernon and Tognacii (1974) assessed attitudes toward objects ranging from general, such as pure environment, to more specific, the Sierra Club. They later gave the subjects an opportunity to volunteer for activities at differing levels of commitment to the Sierra Club. Attitude-behavior correlations ranged from .06 for the most general to .68 for the most specific commitments.

These studies often coincide behavior as a consequence of intention to act. Behavioral intentional appears as a linear regression function of attitude toward the act and normative social influence regulating the behavior (Fishbein, 1967). Liska (1974) and Schuman and Johnson (1976) have noted the importance of interactions between personal attitudes and social norms. These studies allowed subjects opportunities to engage in attitude-consistent behavior while features of the normative environment varied.

Many of the above studies lend suport to the attitude-behavior relationship.

Fishbein's (1974) model of prediction, situational factors (Lisha, 1974) as well as personal dispositions (Norman, 1975) all provide important indication of the relationship. Norman (1975) found that subjects higher in affective-cognitive consistency were more likely to act in accord with their attitudes toward volunteering. Other researchers have argued that a higher level of structural attributes such as attitudinal centrality and intensity contribute to stronger attitude-behavior relationships (Brown, 1974; Perry, 1976).

Summary of Literature Related to the Individual

The review of literature in this section is related to the component entitled individual. The material is organized in regard to:

a) Philosophical and physiological concerns of human values.

b) Attitude formation, change theory and research.

c) Attitude-behavior correspondence.

The definition of human value was linked with the psychological concept of attitude. Attitudes as a cognitive structure implies moral reasoning. Review of attitude change theory offers insights as well as raises questions regarding the appropriate role of the student development educator who is involved in moral education or life choice

advising. Further, recent research offers strong support for attitude behavior relationships.

In general, student development educators who have a foundational footing in the philosophical and psychological issues of value and moral education may then proceed to advise students by acting as facilitators of attitude change on the assumption that students' positive behavior can be correlated to positive attitudes and vice versa. The facilitation of student change and development through the advising is a function of human interaction.

Interaction

This section of Chapter II focuses on human interaction as a basis for whole person advising. The concept of interaction is understand on an intrapersonal level as well as on the interpersonal and on the group level of social system. Interaction is discussed in terms of being dialectic, a major element in organismic developmental thinking. The psychosocial way of viewing human systems and human development will then be briefly reviewed. These components provide the conceptual context for the student development issues of advising and retention.

Interaction Defined

Interactionism considers individual behavior the result of an indispensable, continuous interaction between the person and the situations he encounters (Endler and Magnusson, 1976). This implies that the individual's behavior is influenced by significant features of the

psychological environment as well as the social organization. Furthermore, the individual chooses the situation in which he acts and selects significant situational aspects which then serve as cues for his behavior. This interaction affects the nature of the situation and individual motivation is understood largely as intrinsic.

The history of interactionism can be traced back to Aristotle who might be considered one of the earliest thinkers to be interested in the nature of interaction. The concept of praxis is concerned with the individual's interaction with time in order to develop knowledge. Praxis is one of three ways in which Aristotle presented epistemology. These ways of knowing, Aristotle referred to as theoria, praxis, and poiesis, and they represent the speculative life, the practical life, and the productive life (Groome, 1980). Thus, there are three ways of knowing and being rational.

> A theoria way of knowing is the quest for truth by a contemplative/reflective/non-engaged process. A praxis way of knowing is by reflective engagement in a social situation. Poiesis as a way of knowing found embodiment in and arose from "making." As ways of knowing they differ primarily in their telos, their intended outcomes. (Groome, 1980, p. 124)

The concept of interaction is of interest in disciplines other than earlier philosophy. Current philosophers hold symposia on contextual interactionism. Physicists and biologists also continue to study the nature of material and life in terms of interaction.

In social psychology, Kurt Lewin presented the interactionist perspective which continues to be influential

among theorists. Lewin (1935, 1951) stressed the interaction between the person and a meaningful environment which is shown as B = f(P x E). His Field Theory held that behavior (B) is a function (f) of the person (P) and the environment (E) in interaction. According to Lewin, the individual is part of the situation, thus his theory provides the basis of the main elements of current thinking regarding interactionism (Endler and Magnusson, 1976).

Endler and Magnusson (1976) summarize the main elements in the current formulation of interactional psychology:

1. Behavior is determined by a continuous process of interaction between the individual and the situation he encounters. This is often referred to as feedback.

2. The individual is an intentional, active agent in the interaction process.

3. Cognitive factors are important in interaction.

4. The psychological meaning of the situation to the individual is an essential determinant of behavior.

The emphasis on the individual as an intentional and active agent in the interaction process is also evident in the current human development approaches in student affairs. This focus is particularly true of several specific theories, such as Perry (1976), Heath (1968), and

Astin (1984). These perspectives imply that behavior is
purposive and goal-directed.

The emphasis on cognitive factors obviously is the
heart of the cognitive developmental approach (Kohlberg,
1976) and the organismic model (Piaget, 1972). Also, the
Cognitive Social learning perspective (Bandura, 1974)
suggests mediation on the part of the individual, which
results in learning. The emphasis on psychological meaning
of the situation is central to the cognitive developmental-
ist in that qualitative new ways of understanding and per-
ceiving is the major component of development. To the
psychosocial developmentalist, the making of meaning is also
central in that it is concerned with the questions rising
from the interaction with life situations in time periods
(crises). The WPAM is designed to structure interaction
between advisor and learner by using a system of inquiries
related to the student's life situations.

Questioning of meaning for one's life is supported
by the organismic and dialectical view of human development
and learning. In order to contrast that view, three other
models are briefly presented.

Human Development and Learning in Interaction

Neil Salkind (1981) suggests four general models of
human development. They are the maturational, psycho-
analytic, behavioral, and the organismic model. Development
is concerned with "a progressive series of changes that
occur in a predictable pattern as the result of an

interaction between biological and environmental factors"
(Salkind, 1981, p. 2).

Models Compared

The maturational model holds to the basic assump-
tion that the sequence of development is determined by
biological factors and the evolutionary history of mankind.
The model's research is concerned with the biological
systems which are viewed as variables of growth. Methods
used for study include using cinematic records, co-twin
studies, baby biographies and the normative approach (age
characteristics). Arnold Gesell, a physician/psychologist
was the notable promoter of the maturational model. Its
area of greatest impact was in child rearing and the impor-
tance of biological determinants.

The basic assumption of the psychoanalytic model is
that development consists of dynamic, structural, and se-
quential components and that individuals must continuously
deal with the need for the satisfaction of instincts. The
research concern of the psychoanalytic model is the effects
of instinctual needs on behavior. This approach to individ-
ual behavior was established by Freud, and while many of his
students became theorists, Eric Erikson more fully developed
the model in terms of social interaction. Development is
studied through verbal associations and indirect examination
of conflicts. The model's greatest impact is personality
development and the relationship between culture/society and
behavior.

The behavioral model assumes that human development occurs according to the laws of learning theory and places heavy emphasis on the importance of events in the environment. It is most often concerned with the frequency of behaviors in its research approach. In using conditioning and modeling paradigms, it had impact by developing systematic analysis of behavior, and treatment and management of deviant behavior in therapeutic and educational settings. Ivan Pavlov, Thorndike, and Watson are the early theorists, followed by B. F. Skinner, Miller and Dollard. Albert Bandura has modified the model to include the concept of mediation, a thoughtful or cognitive step in learning.

The fourth model, the Organismic Model, assumes development consists of the addition and modification of the psychological structure. The organism, that is, the individual, assumes an active role in the change and is not seen as simply reactive.

Organismic View

The organismic model provides understanding for systems thinking in regard to human interaction. Stewart (1973) explains the notion of organismic development by defining the universal transactional approach or the organismic-structural-developmental approach. "By organismic we mean the view of man that sees man as an wholistic, integrated, functional organism" (p. 47). The person and the environment are seen in relationship much the same as the ecologist views organism and environments. The

relationship is identified as transactional. Stewart (1973) writes that the term "transactional" is important because it better connotes the nature of the relationships that exist between two things acting on each other or against each other in the sense that they are balanced in some kind of causal interconnection (Dewey & Bently in Stewart, 1973). The term structural refers to "the underlying organized dynamic in universal patterns that characterize human behavior, especially thought" (Stewart, 1973, p. 44).

Observable behavior is called the content. The structure is understood to be the organization of the content. Thus, structure as an abstraction provides deeper, underlying dynamic sets of patterns that can be characteristically associated with human behavior (Stewart, 1973).

Organismic-Developmental Psychological Theory, Heinz Werner

Werner's view of development specifically illustrates the systems theoretical concepts applied to human development theory. Like Piaget, Werner's theory of development is rooted in the discipline of biology, and both theorists stress the role that the genetic process plays in setting the stage for development. Werner's principle of orthogenesis has an organic basis and presupposes a genetic structure that directs the sequence and timing of development.

However, Werner's views stressed more strongly the interaction of the individual and the environment. His organismic perspective is sometimes referred to as an

interaction model. Riegel (1976) develops Werner's notions of interaction on several levels. He presents four dimensions of developmental change as on the inner-biological level, the individual-psychological level, the cultural-sociological level, and the outer-physical level. Riegel's levels were devised to help explain the concept of dialectics of human development.

Dialectics and Human Development. One basic assumption in all the organismic/systems theories is that development is a function of an interaction between the individual and the environment, and that the individual is an active participant in the process (Salkind, 1980).

Werner and Riegel assumed several principles of this interaction in terms of dialectics. They are:

1. The unity of and struggle between opposites. This Hegelian idea holds that contradiction is present in all actions. For example, the positive and negative subatomic particles such as protons and electrons operate in tandem to produce different levels of atomic organization.

2. The transformation of quantitative into qualitative change. This principle is concerned with organizing the kind of change in human development. It suggests that after a certain level of quantitative change has

occurred, a qualitative or structural change occurs as well.

3. The negation of a negative. The third principle of dialectics reflects the idea that over time, change occurs and the nature of the development assumes the traits of its converse. This type of interaction is much like subtracting a negative number from a negative number, which yields a positive value. The old structure is eventually incorporated by the new or different and the new structure is also incorporated by a newer or different idea (Wozniak in Salkind, 1981).

Werner theorizes that for interaction to progress from one developmental level to the next, the individual must first regress. In other words, the organism must return to a genetically more stable level of functioning in order to progress. This spiral model of development takes place only through a process of reorganization that involves reusing previous means and experience for approaching a new situation.

Advising is seen as helping the student through the spirals of development by using the practical skills available in effective helping relationships. WPAM, as an intentional method of interaction, draws on the knowledge and skills of the helping professions such as counseling.

People in Systems, Theory to Practice

In the domain of practice, Gerard Egan and Michal Cowan (1979) produced a useful model in their book titled People in System: A Model for Development in the Human-Service Professions and Education (1979). The model is designed for people interested in human development in the various levels of human systems. The approach utilizes the general characteristics of systems concept as well as attempts to integrate information and knowledge relating to human development.

The major components of the model are derived from Lewin's field theory:

$$B = f(P \times E)$$

Egan and Cowan (1979) see behavior as a function of the interaction between persons and environment. The theorists adapted the familiar Lewinian equation to:

$$HD = f[P <-> S) \times (S <-> S)]$$

The terms read as follows: "human development is a function of the interaction between people (P), and the human systems (S) in which they are involved, and of the interaction of the systems with one another" (Egan and Cowan, 1979, p. 6).

The quality of human interaction emphasized in the practice of helping to enhance development depends on individuals' a) working knowledge and b) skills. If these qualitative determinants are not present in human interaction, they may lead to negative results. A working

knowledge of developmental process may be understood in terms of the principle of isomorphism. That is, if individuals could build an implicit psychology (Wegner & Vallochen, 1977) of the isomorphic characteristics that are present in human interaction at various levels and ages of life, then the individual's ability to pursue tasks and face crisis would be enhanced.

A second kind of working knowledge is the knowledge of major human organizations or systems that affect people's lives. This special knowledge is a type of human ecology. It includes the social and cultural institutions such as families and schools that affect the individual. Further, knowledge of how the individual affects the system is helpful. In such a case, individuals learn how to identify important values or influential forces of the systems and then are able to self-direct their lives in the context of the social and cultural systems.

Another element of the model is life skills. They are considered to be a specific behaviors or sets of behaviors used to facilitate human development. The theorist used Webster's notion of skill as a learned power of doing something competently. Egan and Cowan (1979, p. 9) state, "a combination of working knowledge and life skill, acquired through systematic education and training is extremely important in achieving a sense of competence."

The investigator observed the model does not hold that skill training is paramount. Rather, skill and

knowledge are interrelated in much the same way theory and
practice are interrelated. Both inform the other; however,
the model is identified with organismic approach because it
implies that learning and cognition are fundamental in human
development. This model suggests that acquiring the working
knowledge and the skills needed to achieve goals and to sup-
port and challenge self, others and systems should not be
left to chance, on the assumption that people pick up such
knowledge and skills from random experience. Rather, such
knowledge and skills should be offered systematically
through formal and informal education. (Egan and Cowan,
1979, p. 9)

Social Influence Model

Egan (1975) clearly illustrates how social inter-
action in the form of helping is soundly based on social
influence theory. His references to Berscheid and Walster
(1969), Gergen (1967), Kelman (1967), and Zimbardo and
Ebbesen (1970) provide empirical ground for the notion that
the individual helper/advisor both influences and is in-
fluenced in human interaction. Apparently, all people
participate in such interactions either intentionally or
unknowingly.

Since the laws of social influence operate both in
the transactions of everyday life and in helping situations,
it is helpful to be knowledgeable regarding interpersonal
interaction from the viewpoint of the principles of social
influence so that advisors can use the principles creatively
instead of becoming victims of individual crises (Egan,

1975). Strong (1968) has developed a two-phase model of social helping that has utilitarian value in student advising. The model states that the first phase in the helping/advising process is to establish an interpersonal relationship or interaction based on the advisor/learner perceived characteristics of trust, attractiveness, and competence of the advisor. This phase is referred to as the establishment of an influence or power base. The power base is used then to influence the learner to change his attitudes and behavior to mature patterns (Egan, 1975).

Strong's design of counseling as an interpersonal influence process was based on Fessinger's (1975) cognitive dissonance theory. The social influence model suggests that the counselor's attempts to create change in behavior or attitude of the learner would cause dissonance in the client. Consequently, advisees would attempt to reduce dissonance by one of five possibilities. They could in fact change in the direction the helper suggested. Secondly, they could discredit the advisor, or thirdly, discredit the issue. Fourthly, the advisee could try to change the counselor's opinion, or fifthly, seek other social relationships that support their own opinion.

Strong's model claims that to enhance the likelihood of the student's accepting the first option, the change of behavior and/or attitude, the second and third options must be reduced. Thus, the degree to which the student sees the advisor as expert, attractive, and trustworthy would

reduce the possibility of the learner discrediting the helper. Further, by increasing the learner's level of activity and involvement in the helping process, it was assumed that the degree of issue discrediting would be lower (Egan, 1975).

The learner's perception of the helper's attractiveness is based on assumed similarity to and compatibility with as well as just plain liking for the helper (Strong, 1968). The meaning of trustworthiness is based on the advisor/influencer's a) reputation for honesty, b) social-role, c) sincerity and openness, and d) lack of motivation for personal gain (Strong, 1968). The third characteristic needed for an influence or power base is expertness or competence. This element is apparently based on the client's perception that the helper has a working knowledge and a set of valuable skills and abilities to actually help the advisee (Egan, 1982). The helper uses personal influence grounded in the student's perception of the helper to collaborate with the client to act and think in a more mature, less self-destructive manner.

Student Involvement Theory

Alexander Astin (1980) has developed a theory of student development based upon his extensive research of American college students. His desire is to present a practial view which will give some continuity to the current literature and various disciplines regarding student development.

The theory of involvement is built on Astin's definition of involvement: "Quite simply, student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience" (Astin, 1980, p. 297). While Astin claims to recognize the value or the intrinsic nature of involvement, his theory stresses the observable or behavioral. "It is not so much what this individual thinks or feels, but what the individual does, how he or she behaves, that defines and identifies involvement" (p. 298).

The basic elements of involvement theory are:

1. "Involvement refers to the investment of physical and psychological energy in various objects" (p. 298). The nature of this interaction can be on various system levels of student life.

2. "Regardless of its object, involvement occurs along a continuum: that is, different students manifest different degrees of involvement in a given object, and the same student manifests different degrees of involvement in different objects at different times" (p. 298). This postulate seems to suggest the notion of equalfinality expressed in Erikson (1950) and general systems theory (1968).

3. "Involvement has both quantitative and qualitative features" (p. 298). In other words,

student development can be measured in both the
observable behavior and the value of qualita-
tive domains.

The last two elements of Astin's involvement theory are
directly related to the learning and educational environ-
ment. They are:

1. The amount of student learning and personal
   development associated with any educational
   program is directly proportional to the quality
   and quantity of student involvement in that
   program. (p. 298)

2. The effectiveness of any educational policy or
   practice is directly related to the capacity of
   that policy or practice to increase student
   involvement. (p. 298)

   Astin suggests that the value of the involvement
theory is that it bridges the gap between the prevailing
families of theories that focus on the development outcomes
and those theories that are more individualized in focus.

   Exposure to people or ideas, according to Astin,
does not provide that student with the desired development.
Rather, the active participation of the student in learning
interactions facilitates the development. In such struc-
tured relationships, the faculty become more aware of stu-
dent activity and less self-aware of teacher activity. With
this intentional focus on the learning process and the moti-
vation of the student, the learner's time and energy become

significant resources in the educational community.
Student-faculty interaction, involvement in student govern-
ment, residential life, and academic advising, are practical
means to implement Astin's involvement theory (1980).

In the advising relationship this collaboration of
student and faculty manifests itself in continuing interac-
tion. However, when the relationship is not viewed by the
student as helpful, not only is the advising interaction
possibly terminated, but the student may choose to leave the
institution. Retention of students for the students' best
interests is obviously important to all educational
institutions.

Retention and Advising

Retention is a major concern for educational insti-
tutions in that about 40 percent of entering freshmen in
baccalaureate-granting institutions never achieve a degree
(Noel, 1978). Studies regarding the causes of this phenome-
non have increased in number and intensity in the last de-
cades largely due to institutions' concern of decreasing
numbers of traditional college-age students (Ott, 1978).

A review of selected literature of retention is now
presented along with that of advising because of the appar-
ent linkage that exists (Crockett, 1978; Habley, 1981).
Advising is regarded by this investigator as a specific form
of interaction between the individual and the institution,
and retention is a by-product of mutually satisfying inter-
actions (Crockett, 1978).

Lenning and others (1980) report on the research literature in terms of types of student retention issues, correlates of retention, and action strategies to improve retention. It appears that retention or student persistence can be assessed in terms of completion of a degree, completion of a program, or finishing a term or a course. Retention may also be understood as persistence to attain a personal goal.

One type of retention study is designed to determine the characteristics and attitudes that are common among students who persist and among those who drop out. Researchers have studied both individual students and institutional correlates of retention (Lenning and others, 1980). Further, a number of theories have been postulated regarding the interaction and fit between students and their institutions as important in explaining retention and attrition.

A second type of retention study focuses on the practical application of retention strategies and their effectiveness in improving retention. Strategies are considered to be single-faceted as well as multi-faceted approaches to retention--admissions and recruiting, advising, counseling, early warning and prediction, exit interviews, extracurricular activities, faculty and staff development, curricular development, financial aid, housing, learning and academic support, orientation, and organizational policy change.

Multiple-action programs were found to be the most successful. Three general areas are identified regarding the multi-faceted strategies. They are:

1. Academic stimulation and assistance

2. Personal future building by helping individual students to clarify their values, goals, and directions

3. Involvement experiences directed at students

Among the types of retention activites for which examples are provided, are the following: faculty awareness, learning support centers, expanded orientation, peer programs, and academic advising.

Astin's (1975, 1977) national study of dropouts suggests a number of practical suggestions regarding retention. He writes regarding his own suggestions,

> For the most part, these recommendations argue for finding ways to increase student involvement: living on campus rather than commuting, working on campus, participating in extracurricular activities, and improving academic performances through counseling, honors programs, research, and other special academic programs. (Astin, 1977)

Astin's studies show that efforts to increase the student's involvement will not only enhance the student's ability to remain in the institution but will also influence the quality of the interaction with influence on the student's personality, behavior, career progress, and satisfaction; in short, on student development.

Ramist's (1981) review on the research on college student attrition and retention reports on the demographic,

academic, motivation, and personal characteristics of students who are likely to drop out. Also the effects of the college environment related to persistence are presented. Students' reasons for dropping out include academic matters, financial difficulties, motivational problems, personal considerations, dissatisfaction with college, military service, and full-time jobs. The evidence indicates that college does make a difference in improvement in self-image, social maturity, interests, competence, and employment.

John Farmer (1980), in a manual relating to student retention, focuses on the legal responsibility of Florida community colleges with regard to retention. The work is helpful in that it presents a section of questions identifying essential student information regarding student needs. Further, the manual considers retention concerns in terms of administrative understanding of and commitment to retention programs such as course scheduling, placement, counseling, advising, career planning, admissions, and registration. This research focuses on the relationship of students' goals and dropping out of the institution.

As an example of a specific study, Keyser's (1980) work in cognitive mapping illustrates student learning goals and styles and the institution's sensitivity. In order to help teachers and students assess the preferred cognitive styles of individual learning, Mount Hood Community College introduced and tested the use of cognitive mapping in its orientation program. As a test of the effectiveness of this

orientation course, the rates of retention of students taking the course were compared with those of students who did not take the course. The study revealed that the treatment group achieved a higher retention rate than did the non-treatment group.

Tinto (1975) appears to have developed a possible conceptual approach that integrates the student with the institution along several dimensions, the academic and the social. A great deal of study regarding the fit of the student and the institution has been done (Chickering, 1966; Pervin, Reik & Dalrymple, 1966; Gurin, Newcomb, & Cope, 1968; Nasatir, 1969; Cope & Hewitt, 1971; and Spady, 1971). The point of these studies is the importance of enhancing the social, academic, and intellectual integration of students, and of students and faculty, in order to improve retention.

The literature has emphasized, among other procedures, the importance of advising as a linkage to retention (Crockett, 1978).

Advising as a Method of Interaction

Historically, academic advising has been an ever-present part of American higher education. Faculty and students have almost always dealt with the interaction that assisted the students in realizing the greatest efficiency and effectiveness of the educational institution. Academic advising has been recognized as a means to that end.

Currently, advising is generally viewed as an integral

part of the higher education process and not as a minor support service. There appears to be a genuine concern for individual student growth and development in the institution of higher education. Also, there is greater student choice of curriculum and careers with an increased interest on the part of the student regarding academic preparation and career concerns (Crockett, 1978).

Crockett (1978) reports, "Increased student retention is an important by-product of an advising program--a by-product that enhances the educational process" (Crockett in New Directions for Student Services, 1978). Acadmic advising can help students develop more mature educational/ career goals, which seems to be a strong factor in student retention (Crockett, 1978).

Advising Defined

Acadmic advising should help the student realize maximum educational benefits (Crockett, 1978). Advising can accomplish this by:

1. Helping students clarify personal goals and values.

2. Helping students understand the nature of higher education.

3. Providing accurate information about educational options, requirements, policies, and procedures.

4. Helping students plan educational programs consistent with their interests and abilities.

5. Assisting students in a continual monitoring

    and assessment of the educational progress.

6. Integrating the resources of the institution to

    meet students' needs.

Academic advising . . . can be a powerful institu-
tional influence on student growth and development. It
can also enrich the educational program of any college
or university and interpret that program more effec-
tively to students. Helping students to use the re-
sources of the institution to implement an academic
plan that leads to desired career/life goals can be a
powerful retention force. (Crockett in New Directions
of Student Services, 1978, p. 30, 31)

Miller and McCaffrey (1982) suggest four basic

characteristics to developmental, academic advising:

1. Academic advising should be based on develop-

    mental principles that are used to help create

    a wholistic effect. Intellectual and personal-

    emotional aspects of development are to be

    considered.

2. A developmental model of advising must incor-

    porate systematic training for those individ-

    uals responsible for the advisement process.

3. The establishment of an academic support group,

    including faculty and academic administrators,

    is important to the developmental model of

    advisement.

4. The recognition that human development occurs

    through cycles of differentiation and integra-

    tion is essential to developmental advising.

Ender, Winston, and Miller (1982) indicate that

other writers emphasize the importance of understanding
academic advising in terms of student development. They
refer to redefinition of academic advising as "a decision-
making process facilitated by communication and information
exchange with the advisor" (Grites, 1979). Also advising is
seen as the integration of institutional academic goals with
students' life goals (Walsh, 1979). Further, Crookston
(1972) suggests that advising is a teaching function whereby
the advisor facilitates the rational process in understand-
ing the environmental and interpersonal interaction as well
as behavior awareness and evaluation skills.

Ender, Winston, and Miller (1982) suggest the fol-
lowing characteristics of developmental advising:

1. Developmental advising is a process, not a
   one-step act. Advising in this sense is an
   accumulation of personal contacts with direc-
   tion and purpose.

2. Developmental advising is concerned with human
   growth. This includes all the important as-
   pects of growth, such as cognitive, affective,
   career, physical, and moral growth.

3. Developmental advising is goal-related. Goals
   are collaboratively established in terms of the
   institutional purpose and the individual per-
   sonal growth plan.

4. Developmental advising requires establishment
   of caring human relationships. A personal

relationship between advisor and advisee is important. Both parties take responsibility for sustaining the relationship but the advisor must take primary responsibility for its initial establishment.

5. Advisors serve as adult role models and mentors. The advisor embodies the image of a scholar as well as the philosophy of the institution.

6. Developmental advising is the link between academic programs and student affairs.

7. Developmental advising utilizes all campus and community resources. Advisors will not possess all the expertise needed to collaborate student growth and development. However, advisors can be aware of vast human and programmatic resources available to the student.

Within the context of a developmental approach to student advising, the WPAM draws from several specific theories of student development. The content areas or areas of growth are an adaptation of the self-systems from Heath's (1968) model of student maturation. Also, the human values components of the WPAM are adapted from Heath's (1980) model of dimensions of growth. The interactionistic context of Ender, Winston and Miller (1982) along with the content of Heath's (1968, 1980) model are integrated into a practical

method of advising by utilizing the principles and skills of Egan and Cowan (1976).

Following are several specific theories that support the content areas of the WPAM.

Theories and Principles of Human Development

Supporting Student Advising

Cognitive Development Theory, Piaget

It is often implied that no other psychologist has had as profound an impact on the understanding of the development of human acquisition and use of knowledge as Piaget (Salkind, 1981). He actually created his own branch of epistemology, the science of knowledge and how it is acquired, which was called genetic epistemology (Piaget, 1950). The term "genetic" refers to the developmental progression from one level of human growth to the next. He was interested in studying the way in which knowledge changes over the course of indivudal life-span development.

Development, for Piaget, is a broad process that results in the addition, modification, and reorganization of cognitive and psychological structures (Salkind, 1981). Piaget describes four factors that define development. They are:

1. Maturation, which is the process of biological change. It is the basis for neurological change that occurs and affects the cognitive structures.

2. Experience, the context in which cognitive

growth occurs. For development to proceed, the individual must be active in and with his sur-roundings. The environment is viewed as both physical, social, and psychological.

3. Social transmission, the process of interaction in which information, attitudes, and cultural customs are transmitted from one group to another.

4. Equilibration, a process of motivation and in-tegration. This is learning, in that equili-bration is the unifying force of the other ele-ments of development. Learning to Piaget is seen as the acquisition of skill and informa-tion, and development is the broad general human process through which learning takes place (p. 187).

Piaget presents four stages of cognitive and intel-lectual development--the sensorimotor stage, the preopera-tional stage, the concrete operational stage, and the formal operational stage. While these stages of development are age-related, Piaget stresses that these ages are a normative range. Further, he emphasizes that the content of the stage is important rather than the age of the individual.

In general, the first stage, sensorimotor, ranges from 0-2 years. It is represented by reflexive reactions of the child and the coordination of those reflexes. The final phase of the stage is the discovery of new meaning and

repetition of behavior and experimentation on cause and effect situations.

The preoperational stage is based on elementary thinking and is the onset of language systems, egocentric reasoning and perception limited reasoning.

The concrete operational stage, generally ranging from 7-11 years, is characterized by experiential based reasoning and the ability to solve concrete problems. Human communication through conversation becomes operative and logical thinking develops.

Formal operations are characterized by the formulation and testing of hypotheses, abstract reasoning, and deductive thought. On this level, thought is no longer perception limited.

Piaget can be summarized generally in the following manner:

1. Piaget and organismic theorists stress the role of the individual as an active, not reactive organism.

2. Development is a broad process that results in the addition, modification, and reorganization of cognitive and psychological structures.

3. A cognitive structure is a unit of mental organization that is flexible and can be changed quantitatively, but more importantly, qualitatively.

4. Development occurs via assimilation,

accommodation, and adaptation. Accommodation is the process of modifying already existing cognitive structures to satisfy demands of a changing environment. Assimilation is the process through which the individual incorporates experiences into existing cognitive structures.

5. Egocentrism is a preoccupation with one's own point of view, which is characteristic of all developmental stages.

6. Development occurs as a progression as a result of the individual's striving for equilibrium.

Psychosocial Development Theory, Erikson

Another family of developmentalists, namely the psychosocial developmentalists, focus on *what* people experience in the process of human growth. It assumes the psychological and social events provide the content of the developmental experience. The notion of stages is also utilized in psychosocial thought as well as in cognitive development; however, stages for the psychosocial school are understood as a period of time in the life span during which a person faces and resolves psychological and social issues. These times of challenge are referred to as developmental crises and are dealt with by the use of developmental coping skills. These areas of transitions are referred to as developmental tasks or vectors.

Erik Erikson developed a theory of psychosocial

development across the life of human beings. The theory is based on the epigenetic principle which has parallel concepts with the genetic notions of other organismic theories such as Piaget and Werner.

The epigenetic principle states:

1. Each pair of psychosocial tasks had its stage of ascendance when physical, cognitive, emotional, and social developments permitted its coming to a crisis or decision,

2. Each stage had its precursors which implies a series of stages that are qualitatively different from the earlier stage. These stages extend across the life-span.

3. Behavior becomes differentiated to form unique elements or parts of a functioning whole.

He postulates eight stages of the life cycle, each stage being characterized by a crisis. Erickson's view of these crises is not sexual in nature as was other psychoanalytic thinkers' views; rather, he saw them as being social. Psychosocial crisis is defined as not necessarily a time of turmoil, "but rather a turning point, a crucial period of increased vulnerability and heightened potential" (Erikson, 1976, p. 5). These crises or tasks were seen as issues to be resolved at their given point of ascendancy so as to develop ego identity. Further, he emphasized that the stages were cumulative and related. He states, "Each crisis prepares the next, as one step leads to another; and each

crisis lays one more cornerstone for the adult personality"
(Erikson, 1958, p. 254). An ego strength or a virtue
evolved from the positive resolution of each stage. The
strength or virtue is seen as an active quality in human
personality and implies restraint and courage.

The eight stages are determined by the content of
the environment and are shaped by questions the individual
is seeking to answer in the interaction with the environ-
ment. Because of the epigenetic principle, the stages are
age-related but are not considered age-specific. The stages
are often identified by the psychosocial outcome, such as,
(1950):

> Stage 1   Basic Trust versus Mistrust. During this
> time the person is concerned with the
> question, "Can I trust the world?"

> Stage 2   Autonomy versus Shame and Doubt. During
> this time the person is concerned with
> the question, "Can I control my own
> behavior?"

> Stage 3   Initiative versus Guilt. During this
> time the individual is concerned with the
> question, "Can I become independent of my
> parents and explore my limits?"

> Stage 4   Industry versus Inferiority. During this
> time the person is concerned with the
> question, "Can I master the skills neces-
> sary to survive and adapt?

Stage 5   Identify versus Role Confusion. During

           this time the person is concerned with

           the question, "Who am I? What are my

           beliefs, feelings, and attitudes?"

Stage 6   Intimacy versus Isolation. During this

           time the person is concerned about the

           question, "Can I give fully of myself to

           another?"

Stage 7   Generativity versus Stagnation. During

           this time a person is concerned with the

           question, "What can I offer succeeding

           generations?"

Stage 8   Ego-integrity versus Despair. During

           this time a person is asking "Have I

           found contentment and satisfaction

           through my life's work and play?"

Value and Moral Education in Higher Education

An educated person should be able to consider and
judge evidence, examine assumptions, evaluate and
prefer one thing over another and know why, and have
values that are his own and that are developed logi-
cally and rationally. Higher education must play a
role in this development. (McBee, 1980, p. 1).

This statement is made in introducing much of the

material that was generated at a symposium on "Higher

Education's Responsibility for Moral Development," entitled

the Floyd-Jones Symposium. This 1979 meeting again signaled

the reoccurring emphasis on the development of values in

students. Our society has viewed the college, along with

the church and the family, as an important means in this process.

The teaching of values in college seems to be often debated. The basic concensus regarding the institution's responsibility appears to be ever present. At these times in our society when there is a minimal concensus regarding this issue, the methods of such an endeavor are discussed, often with great vigor. Curriculum issues are raised, such as the merits of a course dealing with moral and ethical content or a process that is modeled by faculty and administration and seeks student participation.

William J. Bennet (1980), now Secretary of Education, argued that the demonstration of principles rather than the teaching of principles is what matters. "It is not the curriculum but the character of the teacher that counts" (McBee, 1980, p. 4). Others suggest that value and moral education is not simply a matter of one or the other but rather a concern for both example and precept.

Much of the current research on moral develoment focuses on the student's conceptions of what justice means. Building on the theories of Piaget (1932) and Kohlberg (1958), researchers are attempting to measure the cognitive structures that exist related to moral development. Two research approaches are most often used: the Moral Judgement Interview (Kohlberg, Gibbs, Colby, 1979), and the Defining Issues Test developed by Rest (1979).

Lickona (1980) notes that the majority of attempts

to educate for value develoment have occurred recently at the junior high level and high school levels. Research on educational interventions designed to influence the level of moral reasoning of college students has been relatively infrequent.

Kohlberg's views can aid in working with college students especially in understanding the transitions that occur between late adolescence and young adulthood. Gilligen (1979) in developing Kohlberg's theory notes that moral development does not coincide with the sequence of formal education even though it is associated with the development of thinking.

Thinking threatens rather to derail moral judgment altogether. The notable achievement of the adolescent mind is the capacity for reflective thought, the ability to include, among the facts of experience, the activity of thinking itself. When thought thus turns inward and begins to examine its own contructions, it calls into question knowledge formerly taken for granted, including the knowledge of good and evil. To think about morality is to confront the problem of judgment and thereby to discover the inevitable limitations of knowledge itself (Gilligen, 1978, p. 2.)

Kohlberg's Cognitive Development Theory

Kohlberg has presented a cognitive developmental theory of moral development based on the notion that ethical principles which flow from a person's ideological

commitments are the result of sequential development in socialization and cognition (Kohlberg, 1969). Kohlberg maintains that moral development occurs through conflict and reorganization. That is, a person develops morally in an invariant order as he interacts with the primary forces of his environment.

Kohlberg's Moral Stages (Kohlberg, 1969) are:

A. Preconventional Level

At this level, the person is responsive to cultural rules of good and bad, right and wrong. However, the individual at this level interprets these rules in terms of the achievement of gratification (hedonistic consequences) or in terms of the avoidance of pain or punishment. The preconventional level is divided into two stages:

Stage 1 - The punishment and obedience orientation: The physical consequences of behavior determine whether it is good or bad regardless of the human meaning of the behavior itself.

Stage 2 - The instrumental relativist orientation: Correct behavior consists of that which satisfies one's own needs.

B. Conventional Level

At this level, duty to the family, the group, or the nation is valued highly and is the determining factor in decision-making. There

is a high degree of social conformity marked by personal loyalty to and personal identification with the social order. The conventional level divides into two stages: Stage 3 - Good boy/nice girl orientation: Good behavior is here defined as that which pleases others, perhaps helps others, but certainly wins the approval of others.

Stage 4 - Law and order orientation: Correct behavior consists of doing one's duty, showing proper respect for authority, and maintaining the given social order for its own sake.

C. Postconventional Level

At this level, there is a clear definition of moral values and moral principles distinct and separate from the authority of others-- individuals, groups, nations. This level is divided into two stages:

Stage 5 - The social-contract legalistic orientation: Here, correct behavior is defined according to individual rights. These rights are developed by the whole society.

Stage 6 - The universal ethical principle orientation: Correct behavior becomes a decision of conscience in accord with self-chosen ethical principles. These principles are universal, comprehensive, consistent, and

abstract. They are principles of justice, reciprocity and equality of human rights, and a respect for the dignity of human beings as individuals.

Rest's Measurement of Moral Development. Cognitive developmental psychology holds certain assumptions about the relationship of physical and social objects and their importance on social, emotional, cognitive, and moral development. Kohlberg defines cognitive structure as putting things together or relating events, and this relating is an active connecting process, not a passive connecting of events by external association and repetition. (Kohlberg, 1968, p. 349)

Morality, according to Kohlberg, has to do with the cognitive process by which one analyzes, interprets, and makes decisions regarding social problems. According to Rest, the developmentalist views cognitive structure as the grid by which affective experiences are interpreted. These affective experiences, viewed cognitively, become the basis for future commitments (Rest, 1974).

For Kohlbert and Rest, there are delineated levels or stages of personality development and ideological development which follow the cognitive stages. Higher stages assume a more complex set of problems and incorporate the earlier stages. The higher stages are considered "better" in that individuals who function at the higher stage level are able to deal with more complex problems and see a wider

range of implications for their actions. The cognitive
development theory of moral development is based on the
notion that ethical principles which flow from a person's
ideological commitment are the result of sequential
development in socialization and cognition (Kohlberg, 1969).
Further, the theorists maintain that moral development
occurs through conflict and reorganization. That is, a
person develops morally as he interacts with the forces of
his or her environment.

Rest (1974) has devised the Defining Issues Test
(DIT) that is derived from Kohlberg's theory. The test
compares favorably with Kohlberg's tests, with a .68
correlation (Rest, 1976). It is a highly structured,
multiple-choice format which is time-saving and minimizes
scoring bias.

Kohlberg in Use. The direct application of
Kohlberg's theory to higher education creates some difficul-
ties. College faculty and student developmentalists have
little explicit moral content upon which to rely. Because
Kohlberg's research has been an analysis concerning the
stages of moral development, the process of how one reasons
is central to the theory. Thus moral education for Kohlberg
does not mean that one actually learns to act ethically. In
general, the educator is left with conducting discussions on
moral issues in such a way that students are personally
challenged.

The theorist is aware of these issues and purports

that cognitive moral development is only a function of the creation of human justice. The development of justice depends upon a community that incarnates it as a principle of human interaction.

Kohlberg and his colleagues have set up "just communities" in several high schools. These units are comprised of about fifty participants. The participating students are afforded a large degree of self-governance in order to learn an appreciation of democratic procedures and to develop a sense of community (Munson, 1979). Kohlberg assumes the centrality of moral rationality as a precondition for moral conduct in that an individual seldom chooses a good act that he or she does not know. Further, he holds that while drives and feelings are powerful motivators in moral behavior, without moral cognition these human elements would not be understood. They can only be recognized, interpreted, and given meaning through cognitive structures.

Kohlberg's theory suggests that rationality has priority in human experience. However, the role of cognition in giving meaning to experience is not necessarily adequate to control an individual's action. The theory does not attempt to discuss the interaction of the individual with experience in the sense of unity between thought and feeling, reflection and action, or reason and will.

Heath's Maturation Model

Douglas Heath (1968), professor at Haverford College, provides theoretical information as well as

increasing amounts of longitudinal data that is important in
this investigator's opinion. Heath's maturation ideas pro-
vide structure for the notions of systems theory, cognitive
development, and human interaction. Thus the Heath model is
used to integrate many of the important ideas presented in
the literature review. Further, the Heath model provides
helpful structural components for the design of Whole Person
Advising.

Maturity. Heath (1968) presents a model of matu-
rity in which wholistic understanding of the complex process
of student development is emphasized. The maturation model
of Heath is not to be confused with the mechanistic notion
of "built-in" or naturalistic maturation. Rather, he
suggests that growth occurs in four areas of the individual
in which maturity of thought can be empirically
distinguished from immaturity.

Heath defines the process of psychological func-
tioning of the mature person from the findings of the factor
analysis approach to his research data. Upon the results of
the empirical study he has structured his model. The model,
he claims, "is a classification map, a working set of
categories which order the principal hypotheses which other
theorists claim distinguish mature from immature persons"
(Heath, 1977, p. 6).

The model identifies four self-systems or compo-
nents of the individual and five dimensions of maturity.
To become more mature involves the development of a) the

intellectual, b) values, c) self-concept, and d) interpersonal (Heath, 1968). An individual develops in each of these self-systems along five dimensions of maturation, developing from less to more skill, control and competence, effectiveness and ability.

The five dimensions are:

1. Symbolization, or the ability to represent experience

2. Allocentricism, or other-centeredness

3. Integration

4. Stability

5. Autonomy

For the purpose of this study, Heath's four self-systems have been redefined into five growth areas. The spiritual area has been labeled to represent the essence of the moral character of the individual. It builds on Heath's value self-system which focuses on moral and ethical developmental concerns.

The personal area includes the Eriksonian notion of life crisis and particularly identity issues. This area builds on Heath's identity self-system while the interpersonal self-system emphasizes the social interaction with others. The developmental focus is grounded in social influence and helping concepts.

The intellectual area centers on an individual's capacities as a thinker and as a learner which emphasizes the cognitive developmentalist and epistemological concerns.

The academic area has been added to Heath's scheme to specify the specific institutional concerns related to whole person advising.

Next, the five dimensions of human development are considered in the context of activites which can enhance development. According to Heath, maturation or development of the self-systems occur in five dimensions. They are:

Symbolization. The ability to represent one's experience in words, numbers, pictures, music, and gestures enhances adaption immeasurably. A sense of praxis is observed in that one can retrospectively learn from one's past, simultaneously monitor one's current activities, and anticipate the consequences of future experience by:

1. Clarifying expectations about how a person is to become more psychologically healthy or mature.

2. Providing models of goals.

3. Contrasting, confronting, and challenging.

4. Teaching a person how to reflect about the process of his or her own growth.

The human value of honesty is associated with symbolization (Heath, 1982).

Allocentricism. Healthy growth moves away from egocentrism and narcissism to other-centeredness and empathic understanding. Growth occurs when one:

1. Creates a climate of trust that encourages

nondefensive and open personal relationships with peers and persons in authority.

2. Expects a person to be responsible for the growth of other persons.

3. Provides the opportunity to learn the skills necessary for caring and for corporate, cooperative learning.

4. Provides opportunities for a person to assume alternative roles.

The human value of compassion is associated with allocentricism (Heath, 1982).

Integration. A maturing person becomes more consistently integrated. One's cognitive skills and knowledge become more differentiated and organized; one thinks more relationally and hierarchically. This is facilitated in situations where one:

1. Encourages consistently the active involvement of a person in the process of learning.

2. Provides reflected-on experiential forms of learning.

3. Confronts a person with complex and contextual problems that require synthesis as well as analysis, induction as well as deduction.

The human value of integrity is associated with integration (Heath, 1982).

Stability. A healthily growing system becomes more

stable, though not rigid, at different levels of integrative complexity. Stability is enhanced when one:

1. Encourages the anticipatory rehearsal of new adaptations.

2. Requires constant externalization of what is learned and its correction by action.

3. Allows a person to experience the consequences of his or her decisions and acts.

4. Appreciates and affirms strengths.

The human value of commitment is associated with stability (Heath, 1982).

Autonomy. Personality theorists agree that a healthily growing person becomes more self-regulating, more in control of his or her own motives and talents, and more independent of external expectations and controls. This is facilitated when one:

1. Expresses a realistic faith in a person's capacity to be responsible for himself.

2. Encourages a person's assumption of responsibility for his own growth early and consistently.

3. Progressively reduces structure and expectations to provide tests of a person's maturity to be autonomous.

4. Educates for transferability by testing and applying what is learned in one situation to increasingly dissimilar ones.

The human value of courage is associated with autonomy (Heath, 1980).

In combining the growth dimensions and the self-systems of the Heath model, one can produce a matrix (Table 2.1) which provides hypotheses or questions which can help define areas of change for whole person advising.

TABLE 2.1

WHOLE PERSON ADVISING MODEL MATRIX

		ACADEMIC	INTELLECTUAL	SPIRITUAL	PERSONAL	SOCIAL
		Growth Areas				
HONESTY (Symbolization)	Human Values					
COMPASSION (Allocentricism)						
INTEGRITY (Integration)						
COMMITMENT (Stability)						
COURAGE (Autonomy)						

This matrix, along with work sheets for each growth area, are included in the Appendix. Also the general model of whole person advising represented in a cube design is displayed. The growth areas are shown on the face of the

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cube while the developmental structural components are shown on the side.

The developmental component of context is concerned with the complex interrelated conditions in which the individual exists or in which some interaction occurs. The content component includes the topics or matter to be understood, the crises of growth. Thirdly, the conflation is the bringing together into a complete whole, or the making of meaning for the developing individual.

The roles of the advisor are reflected on the top side of the model as counselor, instructor, and evaluator.

Summary

Several philosophical and psychosocial perspectives were reviewed for the purpose of providing a firm basis for the understanding of the individual relevant to value and moral learning. Student advising as presented in WPAM is directed towards the goal of assisting the student in the process of making value choices in current life situations within the context of higher education goals. Good choices can be defined by several philosophical bases such as the naturalistic, the humanistic, or the ontological basis for morality. The WPAM assumes the ontological view as a philosophical basis in that the purposeful interaction of advising finds meaning in terms of the common values of the institution. Further, the WPAM matrix was presented which will provide the basis for student advising. The matrix juxtaposes the growth areas of whole person advising with

five basic human values which correspond with Douglas

Heath's five dimensions of student maturing.

CHAPTER III

RESEARCH METHODOLOGY
AND THE DESIGN OF THE STUDY

The general problem of this study was to explore
the effectiveness of the Whole Person Advisement Model
(WPAM) as an intentional teaching/counseling method of the
general and moral educational outcomes of Spring Arbor
College. Data were collected from randomly selected, resi-
dential students and divided into the control group and a
treatment group. A third source of data was generated from
all full-time faculty and advisors.

Research Questions

The following research questions were formulated to
give organizational structure in accomplishing the purposes
of this study.

1. What was the effectiveness of the WPAM as a
    method of outcome goals of the College?

    A. What is the actual level of student
        performance and and moral judgment in
        regard to Spring Arbor College's stated
        educational outcomes, i.e., the Ideal
        Graduate Statement?

    B. How do the levels of achievement of the

treatment group as measured by COMP compare
with a control group?

C. How do the levels of achievement as
measured by COMP compare within the treat-
ment group when isolating the freshman,
sophomore, junior and senior scores? What
kinds of trends can be analyzed?

2. How do students' scores of the DIT correlate
with the local norm of the general education
outcome as measured by the COMP?

A. How do the DIT scores correlate with the
subtests clarifying values, decision-
making, and communication of the COMP?

3. Does the WPAM affect student retention?

Null Hypotheses

HO_1 Students having received the intervention
(WPAM) do not significantly score higher on
COMP than students not receiving the inter-
vention.

HO_2 Students having experienced the intervention
(WPAM) do not significantly score higher on the
DIT than students not having experienced the
intervention.

HO_3 Students having received the intervention
(WPAM) do not persist in college at a better
rate than students not having received the
treatment.

Research Design

The posttest-only control group design provided the organizational structure for this exploratory study. This design utilized two groups; one which experienced the WPAM while the other did not, thus controlling for selection and mortality (Tuckman, 1972). No pretests were given to either group in order to control for simple testing effects and the interaction between the testing and the treatment, thus controlling for threats to test validity. The procedure of the design was to use the Whole Person Advisement Model for one college term. Faculty and counselors implemented the Whole Person Advisement Model simultaneously with the traditional academic advising systems.

Instruments

The assessment was facilitated by the objective tests of American College Testing Program (ACT, College Outcome Measurement Project [COMP]). The Defining Issues Test, an objective test of moral judgment development developed by Dr. J. R. Rest of the Minnesota Moral Research Project, provided the second measure.

College Outcome Measurement Project. The Summary Report of Research and Development, (1981) of the American College Testing Program indicated that in 1976 the College Outcome Measurement Project was organized to design, develop, validate and distribute assessment tools and procedures that would measure and evaluate certain kinds of knowledge and skills that undergraduate students were

expected to acquire as a result of general education. The
knowledge and skills identified were those believed neces-
sary for successful functioning in adult society by repre-
sentatives of institutions and state agencies which American
College Testing knew had invested time and effort in at-
tempting to identify realistic competencies and outcomes.
American College Testing program staff took the suggestions
of these academicians and did an extensive review of the
literature and then worked with institutional representa-
tives to identify proposed categories for the over 500
outcomes statements that were generated. Six (6) domains
were identified through this process: communicating, solv-
ing problems, clarifying values, functioning with social
institutions, using science and technology, and using the
arts. Over one hundred and fifty institutions participated
in the field testing of the three instruments designed as a
result of the project. The instruments were the Composite
Examination, the Objective Test, and the Activity Inventory.
Questions in the Composite Examination and the Objective
Tests are based on realistic stimulus materials drawn from
the adult public domain such as television documentaries,
recent magazine articles, ads, short stories, art prints,
music, discussions and news casts. Both print and nonprint
stimuli are used and the response formats varied from short
answer, to multiple-choice, to self-report. The Objective
Test (a multiple choice format) used in this study measured
directly the ability of students to apply general education

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and skills to problems and issues commonly confronted by adults.

Research conducted by American College Testing Program during the field testing phase of the project produced a number of significant findings (ACT, 1981).

1. Student performance on the COMP test battery appeared to be unrelated to simple maturation and related to the educational programs of the participating institutions.

2. The COMP test battery measures abilities not measured directly by college grades or content-specific tests.

3. COMP test battery appears to measure abilities relevant to functioning adult roles in society.

4. The Objective Test provides a quick and inexpensive way to estimate how groups of participants will perform on the Composite Examination.

Since it was recognized that people do not communicate, clarify values, or solve problems (process skills) without some content involved, and likewise, these process skills are central to effective functioning within social institutions, using the arts and using science and technology, a two-dimensional matrix was developed to represent more realistically the integrated manner in which the six (6) competencies are likely to exist within individuals. This COMP matrix is:

TABLE 3.1

INTEGRATION OF SIX COMP COMPETENCIES

	Using Science and Technology	Functioning within Social Institutions	Using the Arts
Communi- cating			
Solving Problems			
Clarify- ing Values			

This matrix is reflected in the scoring mechanism of each of the COMP instruments. The total score represents the scores on each sub-set of the test after the amount of inter-relationships have been factored out. Table 3.2 shows the relationship of the six areas of measurement in COMP to the stated outcomes of Spring Arbor College.

Defining Issues Test. J. R. Rest developed the Defining Issues Test which is comprised of either three or six moral dilemma stories which are similar to the Kohlberg stories (Rest, 1979). The way a subject responds to twelve statements or issues derived from the stories yields a P score which represents Principled Morality, and is roughly equivalent to level three in Kohlberg's paradigm. "The P is interpreted as the relative importance a subject gives to principled moral consideration in making moral decisions" (Rest, 1976). The short form is used in this study.

Rest summarizes over a hundred studies that used

TABLE 3.2

RELATIONSHIP OF SIX AREAS OF MEASUREMENT IN COMP
TO STATED OUTCOMES OF SPRING ARBOR COLLEGE

COMP Outcome	SAC Ideal Graduates Outcomes
Communicating	communication skills
Solving Problems	self-education, critical thinking, approach to inquiry
Clarifying Values	self-confrontations, making wise judgments, understanding moral issues, religious meaning
Functioning within Social Institutions	critically participating in the contemporary world, understanding of social issues
Using Science and Technology	developing research skills, preparation in one or more disciplines
Using Arts	understanding heritage, well-integrated (mature adult) serious involvement with liberal arts study

the DIT and states "To my knowledge, this body of research represents the most thorough investigation of the norma- logical network of relationships yet conducted of the moral development construct and no other measure of moral judge- ment has demonstrated such consistent reliability and validity, involving so many different investigators with so many different populations" (Rest, 1977, p.1).

These studies have included cross-sectional studies (Rest, 1974) and longitudinal studies (Rest, 1975). Corre- lation studies have been done with the Defining of Issues Test, with I.Q. and with comprehension (Rest, Turiel,

Kohlberg, 1969; Coder, 1975) and with formal operations (Keasey and Keasey, 1974; Kuhn, 1973).

Testable Hypotheses

1. That there is a relationship between the intervention (WPAM) and the scores of the COMP.

2. That there is a relationship between the intervention (WPAM) and the score of the DIT.

3. That there is a relationship between the intervention and retention rates.

The Population Sample

The population of this study included full-time residential students at Spring Arbor College, Spring Arbor, Michigan. The researcher obtained an alphabetized computer listing of all students residing in Spring Arbor College residence halls in that winter semester of 1982. From this list one hundred and twenty (120) names were randomly selected. These names were randomized into two equal groups. The two groups were then studied for equal distribution of subjects in regard to number of years in college, gender of the subject, grade point average, and American College Testing college entrance scores.

Sample Preparation

The investigator proceeded to contact each subject using two methods. The first contact was via a written invitation to participate in an exploratory study focusing on student choices and academic advising. The second method of contact with the subject was through the resident

assistant in the residence hall. They made personal contact and reminded the subjects that they had been invited to participate in this special study at the college.

Second, a group meeting was organized to bring all of the subjects who had volunteered for the program together with faculty members and counselors who would act as their advisors. The purpose of the meeting was to introduce once again the idea of the whole person advisement model. Demonstration of the materials and a short introduction to the philosophy and purposes associated with the special program were presented. After the short presentation, a question and answer session was held, at which time subjects had an opportunity to express concerns about the methodology or the purposes of the study. Faculty and counselors were also encouraged to dialogue and raise questions about the process and purposes.

At the conclusion of the meeting, students were invited to select a faculty member to act as their advisor. The advisors who were selected by the students did not have to be the students' assigned academic advisors. It should be noted that in some cases, however, the students did choose their academic advisors to act as the WPAM advisors.

Following the organizational meeting, the investigator took the requests of the subjects and organized the requests with faculty and counselor advisors.

The Treatment

Each advisor was provided with a list of advisees

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determined by random assignment. The student and faculty
member agreed to meet at least once a week for one academic
term with each session having a duration of approximately 45
minutes.

The advising process utilized WPAM (Appendix A) to
create dialogue between the student and faculty member
regarding the student's values and personal goals. In this
developmental approach, the student was encouraged to ask
questions and determine appropriate resources and behavior
needed to respond to whole person needs. Accountability was
also established in the interaction.

The treatment provided an intentional faculty-
student interaction in which both persons freely challenged
with questions the personal values and behavior of the
student. Further, both faculty and students were encouraged
to support the interaction by both being active in the
process.

The initial sessions were designed to help the
advisee determine specific areas for personal growth, while
the later sessions were intended to provide time for
faculty-student interaction related to accountability. The
contract approach presented in WPAM provided a structure for
personal accountability.

Follow-up contact was initiated with the advisors
in order to determine advisor behavior that characterized
the intervention. A survey was administered to each advisor
to facilitate this descriptive activity. Appendix C

contains additional information regarding the survey and comments received by advisors in regard to WPAM. In essence, advisor behavior in regard to the treatment is described in the following paragraphs.

All the advisors met regularly with their advisees for the prescribed times during the intervention. These sessions varied in duration from thirty minutes to one and one half hours. All the advisors used the question technique presented in WPAM most or all of the time during their advising sessions. The focus on the college general education goals was also strongly emphasized in the model. All but one of the advisors used WPAM to ask students to think about his or her personal goals in terms of the Ideal Graduate Statement. In regard to a concern related to active listening, the faculty members strongly agreed that WPAM assisted them to intentionally listen to the students.

The second major element of WPAM is the behavioral contract component. All the faculty advisors utilized the contract form to provide needed structure, to assist students in organizing and planning in accord with students' goals for development. Several advisors actually contracted specific personal behaviors they would perform with or in support of the students' plans. Examples of faculty contracted behavior were reading a chosen book, attending a concert together with students, or participating in a wellness program (Appendix C). Most important, the advisors did utilize the contract form with the students in

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attempting to assist the implementation of students'
developmental goals.

All the faculty members indicated that WPAM
encouraged them to interact with the advisees in terms of
the students' interests and goals rather than "signing off"
the registration form. Finally, most of the advisors
reported they continued to use WPAM after the study was
completed.

Collection of Data

Upon the completion of the whole person advisement
model project, two evaluative instruments were administered
to the subjects. This occurred fifteen days prior to the
end of the spring academic term. Each advisor was requested
to encourage each subject to particiate in the evaluation
session. Further, each subject received a written communi-
que reminding them of the testing period. The periods were
scheduled to be three hours in length.

Of the original randomly-selected subjects,
approximately fifty percent completed the assessment phase.

Data Analysis

Data generated from the two evaluative instruments
were coded separately. The COMP data was coded and key-
punched for computer analysis by ACT and returned to the
investigator. The DIT material was hand-scored computing a
P score for each individual questionnaire. Descriptive data
(frequencies and percentage of frequencies of response and
means, standard deviations, and ranges) were compiled for

the COMP program. The statistical package for social science (Nie, Hall, Jenkins, Steinbrenner, & Brandt, 1970) provided the basis for statistical techniques which were performed. For all hypothesis testing, the point .05 level of significance was adopted as a criterion. Further study of the relationship between the COMP and the DIT was completed using correlational techniques. Additional statistical methods were used to study the effect of the WPAM between and among the treatment and control groups. Secondary analysis was also performed by developing a treatment level score from the treatment group's individual report of the personal effectiveness of the intervention. The treatment level score was compared to the outcome scores to determine personal subjective views of the treatment and objective scores of the instruments.

Summary

The general problem of this study was to investigate the effectiveness of the Whole Person Advisement Model as an intentional method for general and moral education outcomes of Spring Arbor College.

Data was gathered from randomly selected residential students and divided into the control group and a treatment group. Further, additional data was generated from a third group consisting of all full-time faculty.

The COMP and DIT were used to systematically gather the data. Retention data was secured from the Office of the Registrar, Spring Arbor College.

In summary, the intervention WPAM was administered and the subjects were tested. The data was analyzed using the appropriate statistical tests for correlation and significant relationship.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The primary data presented in this chapter was
gathered via an investigation using two testing instruments,
the College Outcome Measurement Project (COMP) and Defining
Issues Test (DIT).   Additional data which provided the
treatment level analysis were also gathered from the
treatment group.   Results of the testing provide both
information regarding the experimental groups as well as the
data for hypothesis testing.

Purpose of the Study

The study had two purposes.   This research was
designed to study the short-term effects of the intentional
method of student development by using the post-test only
control group approach.   The findings and conclusions are
expected to serve as a basis for further longitudinal study
regarding student choice-making and institutional concerns
for student retention.

The second purpose was to involve faculty in both
the process of the model as well as the evaluation phase of

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the study, thus providing structured interaction for the faculty and students.

Analysis of Experimental Groups

Descriptive Characteristics of the Treatment Group

A total of 35 residential students comprised the treatment group. Fifty-one percent were female; 49% were male students. The data which follows in Tables 4.1-4.6 was descriptive of the groups prior to treatment.

The distribution of class standing is displayed in Table 4.1.

TABLE 4.1

TREATMENT GROUP BY CLASS STANDING

Absolute Frequencies		Relative Frequencies
Freshmen	-- 14	40.0%
Sophomores	-- 9	25.7%
Juniors	-- 7	20.0%
Seniors	-- 5	14.3%
Total	-- 35	100.0%

Basic academic grade information for the treatment group is shown in Table 4.2.

TABLE 4.2

GRADE POINT AVERAGE FOR TREATMENT GROUP

Minimum Score	1.79
Maximum Score	4.00
Mean Score	2.84
Standard Deviation	.53
Median Score	2.85
Mode Score	2.54

The mean grade point average of the treatment group was 2.84. The mean grade point average for the Spring Arbor total student body was 2.81.

Retention, i.e., the enrollment of the actual individuals in the following semester, among the treatment group was as follows:

TABLE 4.3

RETENTION OF THE TREATMENT GROUP

Absolute Frequencies		Relative Frequencies
Retained	23	65.7%
Not Retained	7	20.0%
Graduated	5	14.3%
Total	35	100.0%

Descriptive Characteristics of the Control Group

A total of 25 resident students comprised the control group. Sixty-four percent or 16 were female and thirty-six percent or 9 students were male.

The class standing distribution is displayed in Table 4.4.

TABLE 4.4

CONTROL GROUP BY CLASS STANDING

Absolute Frequencies		Relative Frequencies
Freshmen	15	60%
Sophomores	5	20%
Juniors	3	12%
Seniors	2	8%
Total	25	100%

Basic academic grade information for the control group is shown in Table 4.5.

```
                    TABLE 4.5

    GRADE POINT AVERAGE OF THE CONTROL GROUP

        Minimum Score          1.79
        Maximum Score          3.69
        Mean Score             2.79
        Standard Deviation      .58
        Median Score           2.89
        Mode Score             1.81
```

The grade point average of the control group had a mean score of 2.79. The mean grade point average for the Spring Arbor total student body was 2.81.

Retention, i.e., the enrollment of the actual individual in the following semester, among the control group was as follows:

```
                    TABLE 4.6

         RETENTION OF THE CONTROL GROUP

    Absolute Frequencies          Relative Frequencies

    Retained        14                  56%
    Not Retained    10                  40%
    Graduated        1                   4%
    Total           25                 100%
```

Judgments about the Groups

For the purpose of this study, the size of the sample provides helpful data regarding the Whole Person Advisement Model process. However, the small sample size

size limits the possibilities for developing generalizations
regarding all Spring Arbor College residential students.
The sample was drawn randomly from Spring Arbor College
full-time students and controlled only for resident and
non-resident status of the student, on the assumption that
collegiate residence living is a persuasive social and
psychological environmental influence upon students'
learning.

The random distribution of individuals into the
groups by class standing appeared similar in that the number
of freshmen were nearly half the total number of both the
treatment group and the control group. This randomization
of class standing was dissimilar to the total student body
in terms of the higher proportion of freshmen represented in
the groups. Because of the percentage of freshmen present
in the groups, descriptive data was presented regarding
Spring Arbor freshmen's performance of the College Outcomes
Measurement Project (COMP) scores in reference to treatment
and control group (Table 4.7). In relation to the remaining
3 class levels, Table 4.8 is presented in order to compare
the Spring Arbor College freshmen with national norms of
college freshmen.

A local percentile table for the COMP was construc-
ted based on all freshmen tested to display Spring Arbor
College student scores against national norms as determined
by ACT. Table 4.7 illustrates the freshmen scores in the
treatment group and the control groups plotted on a

TABLE 4.7

NORM SCORES OF TREATMENT AND CONTROL GROUP
SPRING ARBOR FRESHMEN COMP PERCENTILE SCORES

Percen-tile	Total Score	Funct. in Soc. Inst.	Using Science	Using the Arts	Communi-cating	Solving Problems	Clarif. Values	Percen-tiles
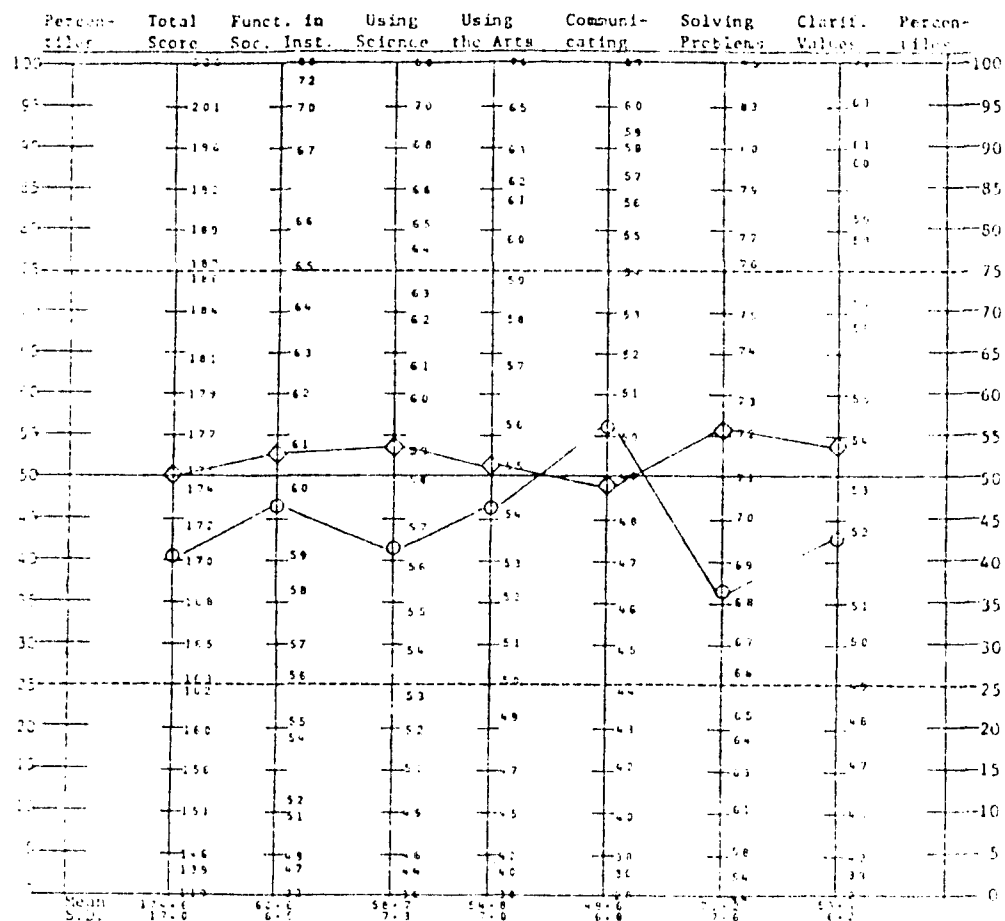
Description of the 3806 Freshmen in the 1981 Reference Group

35% Men
62% Women

Area of Interest
44% Social Sciences
34% Natural/Biol. Sciences
21% Arts/Humanities

Age Range
92% Age 19 or below
5% Age 10-22
3% Age 23 or above
ACT Composite (or equivalent
for SAT Total) scores available
for 2978 students. Mean 19.6
Median range 19-21

ACT Composite Range
3% below 10   13% 25-27
8% 10-12   6% 28-30
14% 13-15   1% over 30
17% 16-18
19% 19-21
19% 22-24

0 = means for freshman in treatment group

<> = means for freshman in control group

percentile table for 3806 freshmen at 25 institutions as tested by ACT. The table shows the total COMP score and the percentile scores of the COMP subtests.

The control group sample of freshmen compares favorably with freshmen in the reference group in entering levels of proficiency on skills measured by COMP. The treatment group sample appears somewhat weak in these skills as measured by COMP. The sample of combined freshmen at Spring Arbor College appear as well prepared as other freshmen generally participating in COMP.

Further, combined groups by class standing plotted on a senior reference group norm on a percentile table for 4493 seniors at 45 institutions tested by ACT is shown in Table 4.8 to further describe the Spring Arbor sample in comparison to national norms.

The groups were also similar to the college population in male-female ratio. Likewise, the grade point average of the research groups was similar to the student body with the treatment group mean of 2.84, the control group mean of 2.79 and the student body mean of 2.81. Although the GPA levels between the groups were similar, a secondary analysis was performed to study GPA as a possible confounding variable related to the treatment and COMP scores (HO 1.2).

Another possible confounding variable which was analyzed was the students' college entrance scores as determined by the ACT. Students' previous academic

TABLE 4.8

COMBINED SPRING ARBOR GROUPS

BY CLASS STANDING

COMP PERCENTILE SCORES

SUBTESTS 1-6 AND TOTAL SCORE
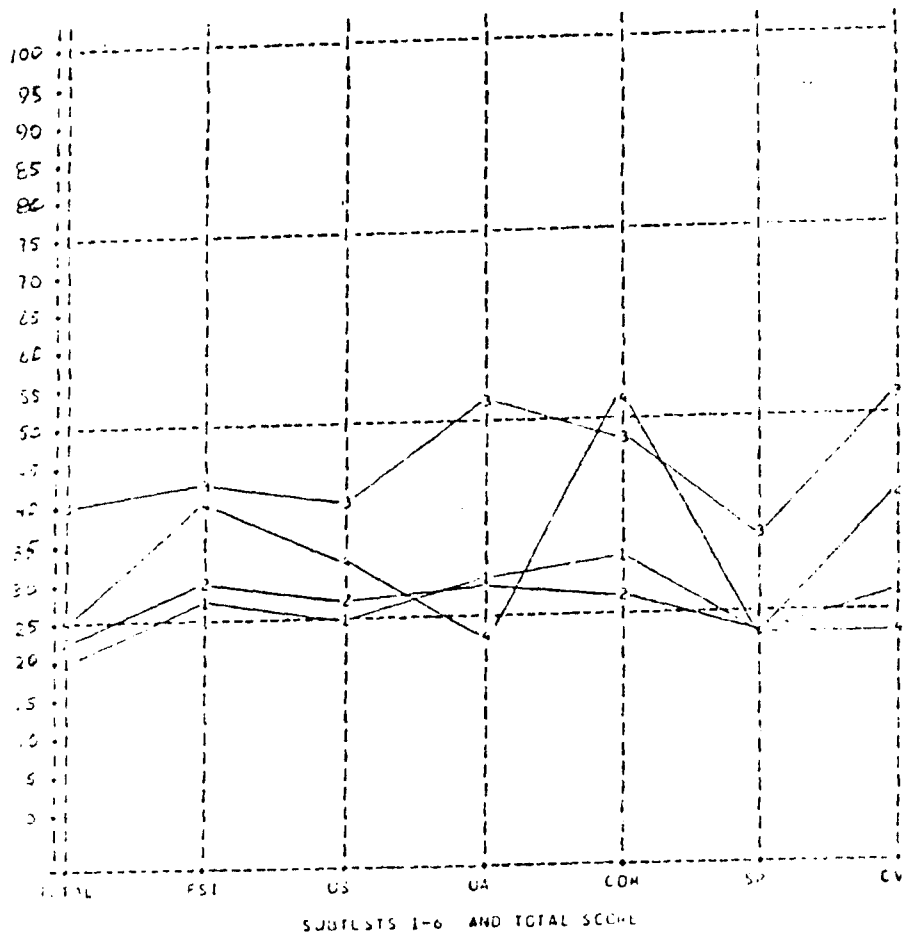
1 = freshmen

2 = sophomores

3 = juniors

4 = seniors

achievement (ACT scores) was studied in relationship to students' ability to score on the general education measure of COMP (HO 1.1).

Faculty Characteristics

All full-time faculty members were administered the COMP. Each faculty member was given the opportunity to identify him/ herself or to respond anonymously. Fifty-seven percent or 20 individual faculty identified their responses and 43% responded anonymously. Compared with Senior Reference Group norms, the 20 identified faculty obtained a mean total score at the 77th percentile. The mean for the 15 unidentified faculty was at the 49th percentile as shown in Table 4.9.

The range of the total score was extremely wide, from the 13th percentile to the 97th percentile. Twelve of the faculty scored within the 85th and 99th percentiles. However, seven of the faculty scored between the 13th and the 25th percentiles on Senior Reference norms. As a group, it appears that some of the faculty tested obtained scores substantially lower than might be expected (ACT, 1981). According to ACT (1982), there is an inadequate number of faculty who have taken COMP to provide comparisons with faculty at other institutions. However, faculty who have taken the test have typically obtained total scores at or above the 70th percentile on Senior Reference norms (ACT, 1981). The relationship between faculty's ability to score on COMP and students' COMP performance was not studied in

TABLE 4.9

FACULTY MEAN SCORES
PLOTTED ON A PERCENTILE TABLE
FOR SENIORS
COMP PERCENTILE SCORES
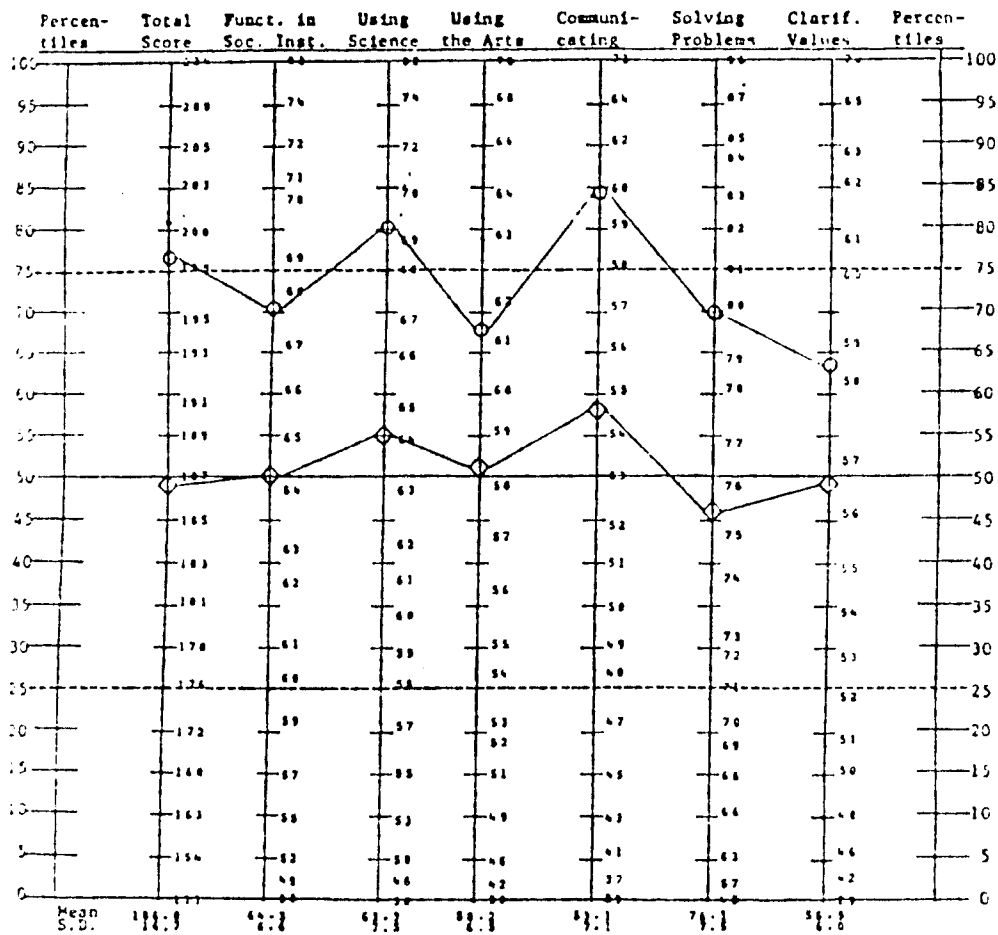
0 = means for 20 identified faculty
<> = means for 15 unidentified faculty

this exploratory investigation. However, the faculty data
is presented as descriptive information which was revealed
in the administration of COMP to the full-time faculty.

Results of Hypotheses Testing

The first null hypothesis led to three more specif-
ic secondary hypotheses concerning possible relationships
between variables and confounding factors present in the
study.

> HO 1:   Students having received the intervention
>
>   (WPAM) do not significantly score higher
>
>   on COMP than students not treated with
>
>   WPAM.

The t-test analysis yields a value that does not
exceed the corresponding entry value, therefore, the test
indicates no significant difference in the mean total scores
(Table 4.10).

The outcome scores of the COMP are also displayed
in Table 4.11 to illustrate the relative relationship be-
tween treatment and control group scores.

The T-value shows as a minus value because the
formula calls for the treatment group value to appear first.
Further, the F-value is not significant. Even though the
calculated value is close to the entry value, the vari-
ability between the groups is not large enough in comparison
with the variability within the groups to justify the infer-
ence that the population from which the different groups
were sampled are not the same. In other words, the

TABLE 4.10

T-TEST AND F-TEST OF SAMPLE MEAN
TOTAL SCORES ON COMP (HO 1)

Variable	Number Of Cases	Mean	Standard Deviation	Standard Error
Treatment Group 1	35	174.00	14.034	2.372
Control Group 2	25	175.96	15.084	3.017

Pooled Variance Estimate				Separate Variances		
F Value	2-tail Prob.	T Value	Degrees of Freedom	2-Tail Prob.	T Value	Degrees of Freedom
1.16	.687	-0.78	58	.438	-0.77	49.49

variability between group means is not large enough to conclude that there is a statistically significant difference present in the data. Therefore the null hypothesis was accepted.

Secondary Analysis of the First General Null Hypothesis

In order to more carefully examine the relationships between the treatment and the outcomes, secondary analysis was performed to gain an understanding of the relative relationships and possible confounding factors. A moderately strong correlation was found between ACT and total COMP and moderate correlation was found between GPA and

TABLE 4.11

COMP SAMPLE MEANS FOR
TREATMENT GROUP AND CONTROL GROUP
PLOTTED ON A PERCENTILE TABLE
FOR SENIOR NORMS

    0 = means for treatment group
   <> = means for control group
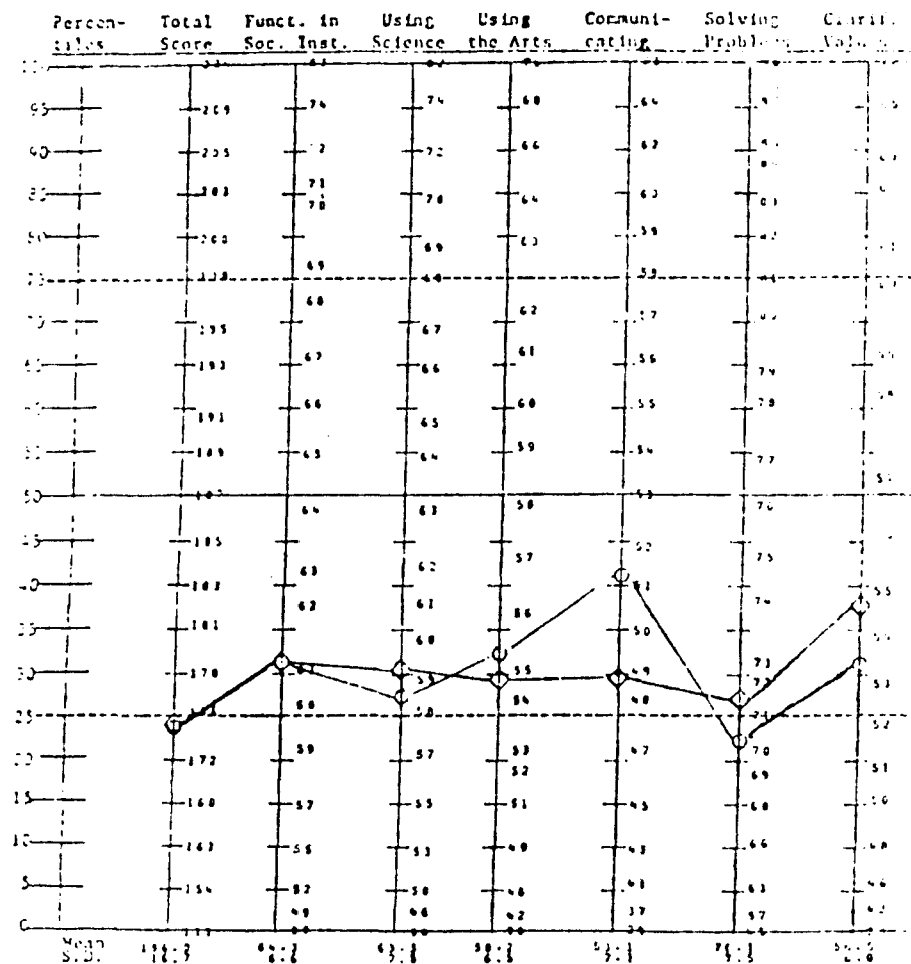
COMP. While it appeared that the treatment had no significant effect on the outcome scores, previous achievement and current academic success seem to have been related to students' ability to score higher on COMP.

HO 1.1: Students' ACT scores do not correlate significantly with total COMP.

The Pearson's r was determined to investigate this hypothesis. A correlation of r = 0.67 was found. At the .05 level of significance, a very strong relation does exist, therefore the null hypothesis was not accepted. A scattergram of total COMP and ACT scores is shown in Table 4.12.

HO 1.2: Students' GPAs do not correlate significantly with total COMP.

The correlation (r) is .484, indicating a strong correlation between GPA and total COMP. The table of levels of significance indicates that a value of r = .484 is significant at the .05 level of significance. Therefore, the null hypothesis was not accepted. A scattergram of total COMP and GPA scores is shown in Table 4.13.

HO 1.3: Students' treatment level scores do not correlate significantly with total COMP.

In an attempt to further understand the possible effects of WPAM in relationship to other confounding variables, such as student satisfaction, secondary analysis was attempted by the use of treatment level scores. Treatment level scores were derived from a questionnaire

TABLE 4.12

SCATTERGRAM OF TOTAL COMP AND ACT

```
           12.80    14.40    16.00    17.60    19.20    20.80    22.40    24.00    25.60    27.20

234.00  +                                                                                      +   234.00

218.00  +                                                           •                          +   218.00
                                                                         •
                                              •        •        •       2        •    •
187.20  +                            •    •    •    •   •    2    •      2           +-  187.20
              •              •        •    •   •    •    •                   •         +:
              •           •        •    •    •      2    •
           •                          2    •                •
162.60  -              2        •    •            •                              -   163.60
              •           •     •        •
           :•   •           •        •
                              •
148.40  -                                                                             -   148.40

117.00  -                                                                             -   117.00

93.00   -                                                                             -   93.00

72.00   -                                                                             -   72.00

46.00   +                                                                              +   46.00

23.40   +                                                                              +   23.40

0.00    +                                                                              +
           12.00   13.50   15.20   16.80   16.40   20.00   21.60   23.20   24.80   26.40
```
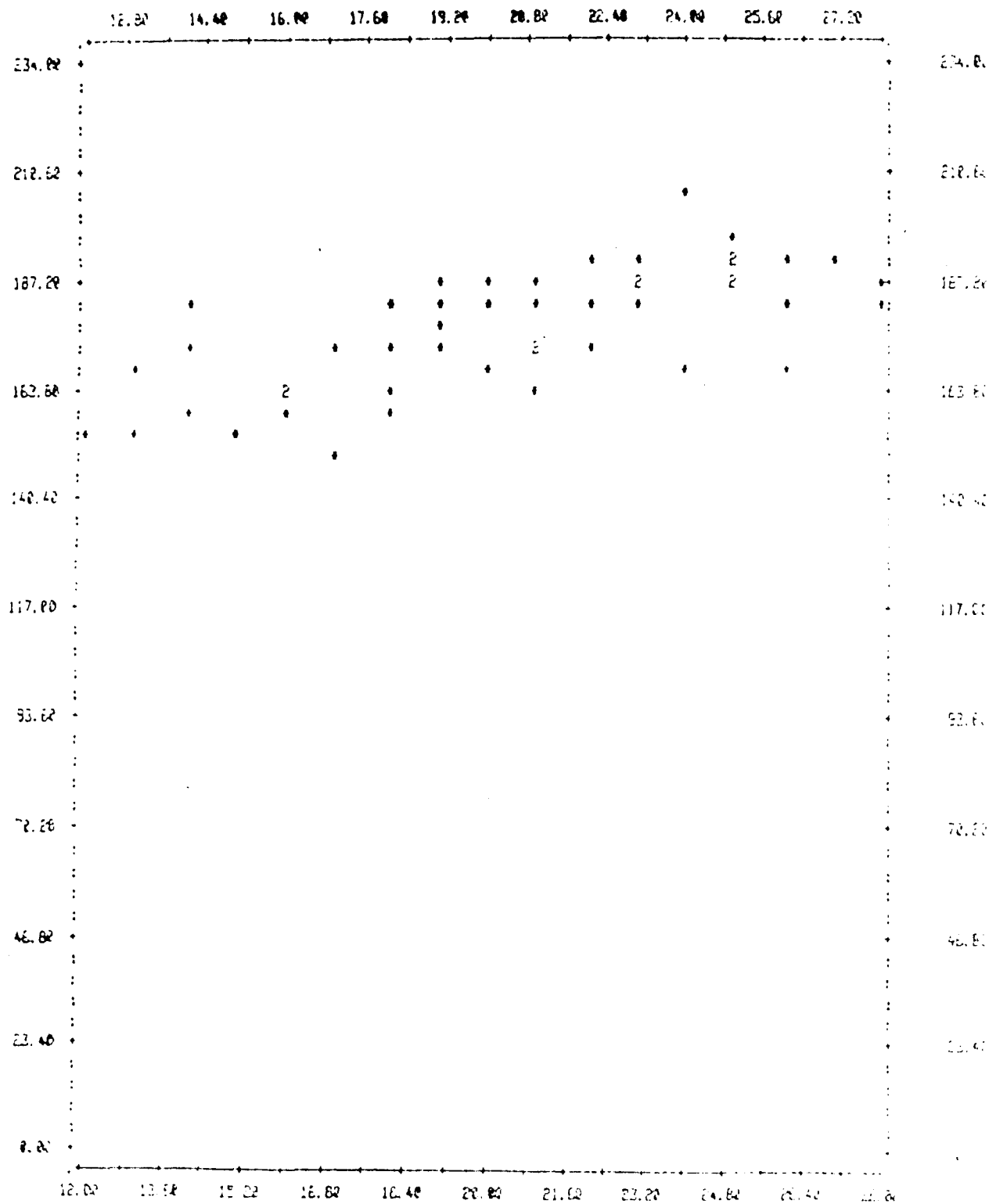
TABLE 4.13

SCATTERGRAM OF TOTAL COMP AND GPA
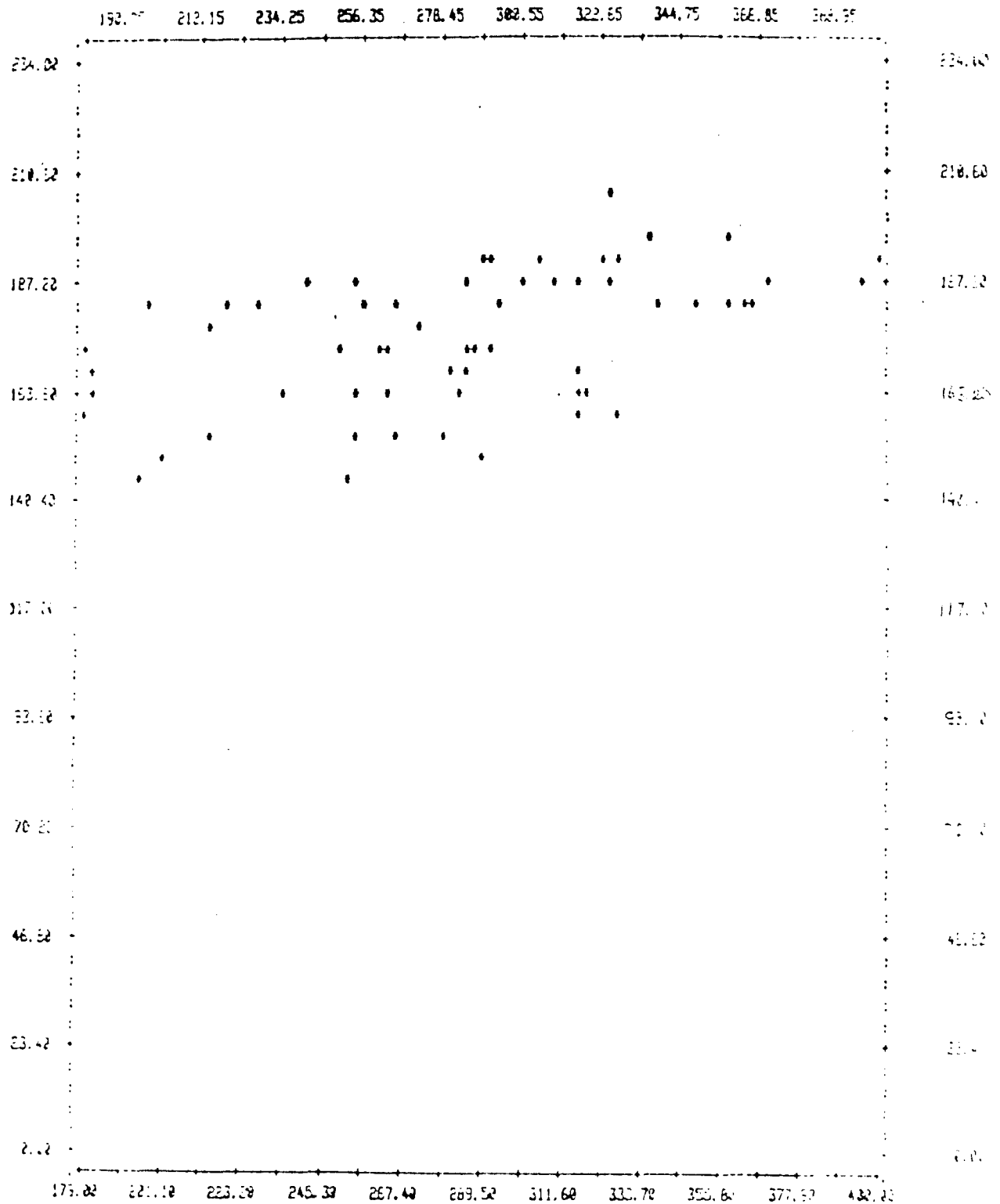
administered to the treatment group (Appendix B). The

questionnaire provided opportunity for the student to

respond on a five-point scale concerning the student's

opinion regarding the WPAM.

The questionnaire contained 6 items. Table 4.14

presents the items and the mean response values to each

item. The response scale valued 1 as "definitely agree" and

5 as "no agreement" with the item.

TABLE 4.14

QUESTIONNAIRE ITEMS
AND MEAN RESPONSES

Item	Mean
1. WPAM helpful in personal decisions	2.33
2. Contract structure of WPAM helpful	2.61
3. Reported behavioral change due to WPAM	2.55
4. Agreement with scriptural assumption	1.11
5. WPAM faculty advisor helpful	2.22
6. WPAM should be utilized for all freshmen and transfer students	2.43

The treatment level score is a mean value calcu-

lated from the scaled responses with five being the lowest

(unfavorable) and one being the highest (favorable). The

value used as the treatment level score is 2.431. The value

3 was neutral and was assigned to the control group.

The correlation between the treatment level and the

COMP score was moderately weak (r = .28). Likewise, the correlation between the treatment level and the DIT revealed a weak correlation (r = .22). The relationship between the treatment level score and retention was also weak (r = .22).

At a significance level of .05, none of the relationships were significant. Therefore, the null hypothesis (HO 1.3) was accepted.

A second general null hypothesis and several specific hypotheses explored possible relationships between the intervention and the Defining Issues Test (DIT) score.

HO 2:   <u>Students having experienced WPAM do not significantly score higher on the DIT than students not having experienced the intervention.</u>

The second general null hypothesis was tested with the T-test as was the first general null hypothesis and was accepted on the basis of no significance difference between the mean scores. The data related to the hypothesis is shown on Table 4.15. The corresponding table value for a one-tail test at the .05 level is approximately 1.67. The t-test value does not exceed the corresponding value, therefore the null hypothesis is accepted.

<u>Secondary Analysis of the Second General Null Hyothesis</u>

HO 2.1:   <u>Students' COMP and DIT scores do not significantly correlate.</u> The correlation between COMP and DIT scores was moderately strong (r = .37, significance = .01). Therefore, the null hypothesis was not accepted.

TABLE 4.15

T-TEST AND F-TEST OF SAMPLE P MEAN SCORES
ON DIT (HO 2)

Variable	Number Of Cases	Mean	Standard Deviation	Standard Error
Treatment Group 1	35	20.51	7.155	1.209
Control Group 2	25	19.40	6.371	1.274

Pooled Variance Estimate				Separate Variances		
F Value	2-tail Prob.	T Value	Degrees of Freedom	2-Tail Prob.	T Value	Degrees of Freedom
1.26	.559	0.62	58	.536	0.63	55.14

HO 2.2:   Students' DIT scores do not significantly correlate with COMP subtest communication (COM).   The correlation between these scores showed a weak relationship (r = .29, significance = .04).   Therefore, the null hypothesis was not accepted.

HO 2.3:   Students' DIT scores do not significantly correlate with COMP subtest decision-making (SP).   The relationship between these scores is considered to be weak (r = .29, significance = .04).   Therefore, the null hypothesis was not accepted.

HO 2.4:   Students' DIT scores do not significantly correlate with COMP subtest clarifying values (CU).   The

correlation value is r = .30 with a significance at the .03 level. Here again the relationship is considered moderately weak. Therefore, the null hypothesis was not accepted.

The third general null hypothesis studies the relationship between the intervention and the retention rates of students at Spring Arbor College.

HO 3: Students having received the intervention (WPAM) do not significantly persist in college at a better rate than students not having received the treatment.

Non-graduating Students who received the treatment persisted in college at a rate of 76.7% compared with the control group students who persisted at a rate of 58.3%. This represents a 18.4 percentage point spread in the retention rate of students receiving the treatment. Further, 23.3% of the treatment group did not persist in comparison with a 41.7% attrition rate for the control group. Fourteen and three tenths percent graduated from the treatment group, while 4% graduated from the control group.

Even though the chi squared value fell short at the .05 level by only .64, the study appears to indicate a possible positive relationship between the treatment and the improved retention rates. Therefore, the null hypothesis was not accepted.

Summary

The descriptive characteristics of the groups revealed the distribution across class standing to be rather consistent between the groups. Within both groups the

treatment group and the control group did not show a significant difference. ACT and GPA scores did relate significantly with total COMP scores. Secondary analysis was performed using a created treatment level score which was generated from students' scaled responses to an questionnaire regarding the treatment. There was little evidence that the treatment was effectively measured because of confounding variables for which the study did not control.

> HO 1: Students having received the intervention (WPAM) do not significantly score higher on COMP than students not treated with WPAM.

The t-test analysis yielded a value that did not exceed the corresponding entry value, therefore the null hypothesis was accepted.

HO 1.1: Students' ACT scores do not correlate significantly with total COMP.

HO 1.2: Students' GPAs do not correlate significantly with total COMP.

Both of these secondary null hypotheses were not accepted. At the .05 level of significance, both relationships were significant.

HO 1.3: Students' treatment level scores do not correlate significantly with total COMP.

This secondary null hypothesis was accepted.

The second hypothesis questioned the relationship

between the treatment and moral judgment of the student as measured by DIT.

> HO 2:   Students having experienced WPAM do not significantly score higher on the DIT than students not having experienced the intervention.

The t-test yielded a value which did not exceed the corresponding table value, therefore the null hypothesis was accepted.

The subtest scores of the COMP and the DIT show possible moral and value development correlational relationships. There is moderately weak correlation between moral judgment (P score) and students' ability to score in the communication, decision-making, and clarifying values subtests, indicating a possible relationship in those areas of general education and moral judgment.

HO 2.1: Students' COMP and DIT scores do not significantly correlate.

The secondary null hypothesis was not accepted because at the .05 level of significance, there was a significant relationship indicated.

HO 2.2: Students' DIT scores do not significantly correlate with COMP subtest communication (COM).

HO 2.3: Students' DIT scores do not significantly correlate with COMP subtest decision-making (SP).

HO 2.4: Students' DIT scores do not significantly correlate with COMP subtest clarifying values (CU).

These secondary null hypotheses were not accepted. While these relationships were not strongly correlated, nevertheless they were statistically significant at the .05 level.

The third hypothesis investigated the effects of the treatment upon retention. This study revealed that the treatment appeared to relate to the persistence of students in the following academic term. Eighteen and four tenths percentage points difference between the treatment and control group indicated that the treatment did enhance retention of students in this exploratory study.

> HO 3:   Students having received the intervention (WPAM) do not significantly persist in college at a better rate than students not having received the treatment.

This null hypothesis was not accepted. The difference in percentage of retention rates between the treatment and control groups appears to indicate evidence of a positive relationship between intervention and the improved retention rates, even though the statistical significance difference falls short of the chi squared index table value by .64.

CHAPTER V

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

Introduction

The Whole Person Advising Model (WPAM) was an attempt to create interaction between students and faculty for the purpose of enhancing student maturation and development. The nature of human maturation as characterized by the theorists and researchers of human development provided the structural framework for the model. The content elements of maturation were the students' personal and academic objectives and goals. Faculty advising was the method of interaction utilized to achieve the purposes of WPAM. Advising was viewed as fundamental to the process of student development and maturing.

Student involvement in the process of higher education is key to student satisfaction and cognitive development (Astin, 1984). Beyond student satisfaction and continued interest in remaining in college, students perceived that they had control of or were intrinsically motivated to manage their own lives (Weimer, 1979).

Several of the results of this study which were discussed in Chapter IV were not statistically significant. However, the data indicated that WPAM did appear to have a

positive impact on student retention. In this final
chapter, a brief review of the study development and the
results of research are presented. A discussion regarding
the conclusions and relevance of the literature of this
study is also presented. The chapter is concluded with
recommendations for practice and recommendations for further
research.

Summary of the Development of the Study

Purpose of the Study

Chapter I contained the overview and purposes of
the study. This study investigated the effects of the Whole
Person Advisement Model.

More specifically, the purposes of this study were:

1. To provide a review of the theory and research
    of attitude and moral development, social
    interaction and student advising in literature
    of educational and social psychology and
    student development in higher education.

2. To administer the Whole Person Advisement Model
    for the limited period of time, specifically,
    one academic term;

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3. To administer the Whole Person Advisement Model simultaneously with the current academic advising system;

4. To provide faculty and counselors with systematic, intentional procedures for contributing to the process of whole person education;

5. To provide a general model for the assessment of student learning needs, personal goals and environmental resources;

6. To determine possible correlational relationships between the College Outcome Measurement Project (COMP) and the Defining Issues Test (DIT);

7. To explore the possible relationship between faculty advising and student outcomes;

8. To explore the possible relationship between the Whole Person Advisement Model and student retention.

Rationale and Need for the Study

   After a review of the related literature, it was determined that a need existed for a study of an intentional method of whole person advising. The following observations supported the need for such a study:

1. Academic advising has been regarded as one of the most important aspects of higher education, however, it often lacks intentionality in programming.

2. Human development is a function of human interaction. Academic advising has long been considered an important opportunity for faculty-student interaction.

3. Student moral and value development is facilitated in the helping relationship that could be available in the advising process. Advising can be used in student attitude change.

4. Student wholistic choice-making or involvement in life of higher education in general is appropriate content matter for faculty advising rather than limiting interaction to only institutional requirements.

5. Student retention in higher educational institutions is facilitated by student involvement in the educational process. Student involvement and psychological interaction are viewed as different terms reflecting the same phenomenon.

Methodology

The research methods and design of the study were presented in Chapter III. A random sample of Spring Arbor College residential students was selected. The design of the study required the students to be divided into a control group and a treatment group. The post-test only design was used to control for pre-test effects since the study was completed in a relatively short time period. The problem of

the investigation was to study the effectiveness of the
Whole Person Advisement model as an intentional method of
general and moral educational outcome at Spring Arbor
College.

Treatment

The WPAM intervention involved the students of the
treatment group through assigned faculty advisors. The
advisors were volunteers and were briefed on the purpose and
simple procedures of WPAM. Each student and faculty member
agreed to meet together at least once a week during the ten
weeks of the project. During the meetings the student's
personal growth plans were discussed by engaging in ques-
tions related to the areas of individual growth. Value
issues regarding those areas of development provided the
relevant questions for discussion. Individual plans were
established, objectives were created, and expectations
regarding accountability were agreed upon. The students and
advisor agreed upon times for follow-up for the purpose of
support and accountability.

The nature of the treatment was characterized by
regularly scheduled meetings between faculty and advisees.
Advisors' consistently used the model in regard to the
question-asking procedures and the behavioral contracts.
Further, faculty indicated active listening in the advising
process with special emphasis related to students' interests
and goals. Intentional effort was made on the part of the

advisors to assist their advisees in relating personal goals to the Spring Arbor general educational goals.

The research design provided for post-test of the WPAM process utilizing the College Outcome Measurement Project (COMP) and the Defining Issues Test (DIT). Sixty students participated in the study, with a treatment group sample number of 35 and a control sample number of 25.

Several statistical procedures including the T-test, F-test, and Pearson Correlation were used to determined relationships among the variables of the study. The Statistical Package for the Social Sciences was used to compile the data and a number of hypotheses were tested. Further, several secondary analyses were developed to explore more deeply the effects of the treatment.

Descriptive Findings of the Study

A total of 60 students participated in this exploratory study. The subjects were randomly chosen from residential students in the 1982 Winter term at Spring Arbor College. Thirty-five individuals comprised the treatment group. Women constituted 51% of the group, while 49% were men. Within the treatment group, 40% were freshmen, 25.7% were sophomores, 20% were juniors, and 14.3% were seniors. The mean grade point average for the treatment group was 2.84.

Retention rates for the treatment group indicated 76.7% of the non-graduating students were enrolled in the

following semester, while 23.3% of the subjects had not
enrolled that term at Spring Arbor College.

The number of subjects in the control group was 25.
Sixty-four percent were women and 36% were men. Within the
control group there were 60% freshmen, 20% sophomores, 12%
juniors, and 8% seniors. The mean grade point average of
the control group was 2.79.

Retention rates for the control group indicated
58.3% of the non-graduating students were enrolled in the
following semester at Spring Arbor College. Forty-one and
seven tenths percent of the control group were not enrolled
at Spring Arbor College the following semester.

Furthermore, the groups were described by academic
majors and ACT mean scores. The treatment group ACT mean
was 20.8 and the ACT mean for the control group was 18.9.
Freshmen were viewed separately in terms of the outcome
measures as determined by the COMP. This analysis indicated
that the freshmen in the treatment group scored higher on
the subtest entitled communication than the freshmen in the
control group scored on the same subtest.

All thirty full-time faculty were also exposed to
the COMP in the process of creating awareness of WPAM. The
faculty results of the COMP provided several parenthetical
descriptive characteristics. The range of faculty scores
was extremely wide, from the 13th percentile to the 97th
percentile. Twelve of the faculty scored within the 85th
and 99th percentiles on the Senior reference norms. Seven

of the faculty scored between the 13th and 25th percentiles. As a group, it appears that some faculty tested obtained scores substantially lower than might be expected (ACT, 1981).

Results of Hypothesis Testing

The first null hypothesis led to three more specific secondary hypotheses concerning possible relationships between variables and confounding factors present in the study.

HO 1:   Students having received the intervention (WPAM) do not significantly score higher on COMP than students not treated with WPAM.

HO 1.1: Students' ACT scores do not correlate significantly with COMP.

HO 1.2: Students' GPAs do not correlate significantly with COMP.

HO 1.3: Students' treatment level scores (TREMLU) do not correlate significantly with COMP.

Each of the hypotheses was tested. Concerning HO 1 the T-test was used to determine significant differences between the mean scores. Neither the T-test nor the F-test indicated a significant difference and therefore the results of the testing could not be used to support whether the difference was by chance or by intervention.

HO 1.1 and HO 1.2 were tested by using the Product-Moment Correlation Coefficient (Pearson r). Both correla-

tions yielded evidence of moderate correlations between the variables. Both of the null hypotheses were not accepted.

The correlation between treatment level and the COMP (HO 1.3) was weak and was determined not to be significant, therefore, the null hypothesis was accepted.

The second null hypothesis and several more specific hypotheses investigated the relationships between the treatment and the DIT score.

HO 2: Students having experienced WPAM do not significantly score higher on the DIT than students not having experienced the intervention.

HO 2.1: Students' COMP and DIT scores do not significantly correlate.

HO 2.2: Students' DIT scores do not significantly correlate with subtest communication (COM).

HO 2.3: Students DIT scores do not significantly correlate with subtest decision-making (SP).

HO 2.4: Students' DIT scores do not significantly correlate with subtest clarifying values (CV).

The second general null hypothesis was explored by utilizing the T-test which provided data indicating no significant difference between the mean scores of the groups and was accepted.

Each of the secondary hypotheses was tested using the Product-Moment Correlation and each correlation yielded a moderately positive relationship. Therefore, each secondary null hypothsis was not accepted.

The third general null hypothesis studied the relationship between the interventon and the retention rates of students at Spring Arbor College.

> HO 3: Students having received the intervention (WPAM) did not significantly persist in college at a better rate than students not having received the treatment.

Non-graduating students who received the intervention persisted in college at a rate of 76.7% as compared with the control group students who persisted at a 58.3% rate. This represents a 18.4 percentage point spread in the retention rate of students receiving the treatment and those in the control group. Further, 23.3% of the treatment group did not persist at Spring Arbor College in comparison with a 41.7% attrition rate for the control group. The difference of percentage between the treatment and control groups retention rates indicated a possible positive outcome regarding the intervention and the student retention rate at Spring Arbor College.

Type II Error Concerns and Educational Evaluation

In an attempt to avoid Type II error, that is, concluding that the intervention made a difference in the tested mean scores of the treatment group and the control

group when it did not, researchers are generally encouraged to adhere to conservative standards of interpretation. However, "a rigorous approach may tend to be counterproductive in an educational setting in which learning outcomes can be the result of many complex factors" (Isaac and Michael, 1981, p. 188). Differences between the means of groups in education evaluation are often low (Isaac and Michael, 1981). In that this explorative investigation had relatively small sample sizes, which might further compound the situation, and desiring not to make the error that the treatment made no difference, when in fact it did, the investigator interpreted the correlational values somewhat liberally.

The interpretation of the results will be used to inform continued use of WPAM. The investigator, being bound to the results of the study, was of the belief that the limited time period of intervention and relatively small samples influenced the outcomes of the study. However, several important notions can be highlighted beyond these limits to improve WPAM as a viable method of student development.

Conclusions and Relevance of the Study

The third general research question regarding the effects of the treatment of the Whole Person Advising Model (WPAM) upon retention provided the basis for the major conclusion of the study.

1. WPAM appeared to have a positive effect on the

retention rate of students in the treatment

group.

This conclusion is supported by the data of the study as
well as the literature regarding involvement theory and
interaction psychology.

A secondary conclusion is that the study did not
indicate significant relationship between the treatment and
general education outcomes as measured by the COMP nor the
treatment and moral judgment of the student (DIT). However,
the analysis did how show a strong positive relationship
between the two measures.

2. The COMP and DIT do have a positive

    correlation.

Further, the subtests of COMP measuring communica-
tion process skills, decision-making process skills, and
clarifying values process skills also correlate with the
DIT.

3. The process skills of COMP appear to be some of

    the elements of moral judgment being measured

    by DIT.

4. ACT and GPA scores are indicators of general

    education outcomes and moral judgment.

Finally, it is concluded that these two measures of
student learning do positively correlate with the COMP. As
indicated by the study, COMP and DIT also have a strong
positive correlation.

The conclusions and relevance of the study are now discussed regarding the related literature.

Attitude-Behavior Linkage

WPAM is an intentional method of facilitating student attitude change in regard to their personal identity and the process of higher education. The methodology was supported by the work of social scientists who in recent years have again studied the attitude-behavior relationship. Schuman and Johnson (1976) and Keman (1974) indicated that in the non-laboratory context the attitude-behavior link is moderately strong. WPAM utilized the non-laboratory setting of student advising to study the attitude-behavior link. Its purpose was to provide student and faculty involvement in the formation of students' personal goals and attitudes.

The outcomes of this study appear to provide support for such research in that students who received the treatment showed some, but not statistically significant, gain in their reported behavior change. The moderate correlation of the DIT with the subtest of the COMP, i.e., communication, decision-making, and clarifying values seems to indicate some support for the work of Schuman and Johnson (1976) and Kelman (1974).

Interaction

In the literature regarding interaction, writers purport that the student's behavior is influenced by significant features of interaction between the individual and the situation he encounters (Endler and Magnusson, 1976).

Furthermore, the literature suggests that when the individual chooses situations in which he acts, he believes he affects the nature of the relationship and then the student's behavior is understood as intrinsic or attitudinal (Endler and Magnuson, 1976). WPAM provided students with an interaction with faculty to choose a personal course of action. This study revealed that students who were involved in personal choice making appeared to score on the process measure subtest of COMP (COM) slightly better than students who did not receive the interaction. In this limited sense, the study supports the literature regarding interaction and intrinsic motivation for personal action.

Further, the continuous but brief period of time of the study offered positive information to the students in the course of the interaction. WPAM relationships provided the opportunity to reflect with a faculty member about students' intentions, thus fulfilling the demands of the major elements of interactionism as indicated by Endler and Magnusson (1976). They are:

1. Behavior is determined by a continuous process of interaction.

2. The individual is an intentional, active agent in the interaction process.

3. Cognitive factors are important in interaction.

4. The psychological meaning of the situation to the individual is an essential determinant of behavior.

The WPAM was designed to facilitate these factors
in terms of educational outcomes. The study did not
generally support the literature of interaction in that the
results were not statistically significant regarding the
desired outcomes of interaction. However, the apparent
effect of the interaction upon student retention (which
could be viewed as a process rather than a product) was
clearly supportive. Further, the process elements of COMP,
that is, subtests communication, decision-making, and
clarifying values, did indicate some moderate support for
the literature.

Retention

Astin's (1984) definition of involvement, namely
the amount of physical and psychological energy that a
student devotes to the learning environment seems to be
consistent with the literature regarding human interaction.
Astin's work is concerned with the how of interaction,
rather than the what or content of interaction, and is re-
ferred to as involvement. WPAM clearly provides a method--
the how of interaction. The retention rates of the study
strongly support Astin (1973, 1975, 1984) and Chickering
(1974) regarding student retention. The literature on
student involvement indicated that frequent interaction with
faculty is more strongly related to student satisfaction
with the collegiate experience than any other type of in-
volvement (Astin, 1984). The percentage of Spring Arbor
students who persisted the following semester after the

study would indicate strong support of Astin's work. In the treatment group, 18.4% more students enrolled the following term. That is, there was a 18.4 percentage point gain in the number of treatment group members who did not leave, compared with the control group members. Additionally, all of the senior members of the treatment group graduated, while 2% of the possible 4% of the control group seniors graduated. In the area of student involvement, the results of this study strongly support the literature and will be utilized in the continuing advising system of students at Spring Arbor College.

Cognitive and Moral Development

Most evidence of the student involvement research indicates a strong support for the concept of involvement as an important element in the learning process (Astin, 1984). While this investigation did not reveal gains in the total COMP score of the treatment group, the secondary analysis indicated that poorly prepared students, in terms of ACT scores, tended to show greater gain in the COMP scores than those students who had higher ACT scores. The analysis of the COMP subtests further indicated that some of the gain in the total COMP score was a result of scores in the submeasure entitled clarifying values and communicating. Kohlberg (1972) and Morrill (1979) indicate that moral development occurs when students are called upon to reason or ask questions regarding moral judgment. The study failed to substantiate WPAM as a method of moral development as tested

by DIT. However, secondary analysis of the treatment did provide some indication that most students found the interaction with faculty in personal decision-making helpful and would suggest WPAM for other students.

Heath's Maturation Model

"A maturing person becomes more able to represent experiences symbolically" (Heath, 1968, p. 275). Heath suggests that honest awareness of one's personal values is a legitimate outcome of liberal education. This study attempted to provide a view of the outcomes of maturing. The subtest of COMP labeled clarifying values is moderately correlated with the intervention. Thus WPAM as a method of interaction seems to facilitate the process of symbolization.

"A maturing person becomes more allocentric" (Heath, 1968, p. 275). Heath supported this goal of liberal education by building on Piaget and Dewey's ideas of an individual being able to project himself into the thoughts of others. While WPAM did not specifically address this element, this study revealed that the treatment group members were characterized by having a strong relationship between their involvement in WPAM and the subtest communication.

"A maturing person becomes progressively more integrated" (Heath, 1968, p. 276). The COMP total score and the DIT yielded no indication that WPAM assisted student integration of values.

The final two goals of liberal education according to Heath (1968) of becoming more stable and more autonomous

were not directly supported by this study. However, in the sense of becoming more in control of their own lives, students who received WPAM apparently indicate greater satisfaction with higher education by choosing to persist in their relationship with the college.

Recommendations for Practice

As a result of the process and the findings of the this investigation, the following recommendations are offered:

1. The study and the literature indicate that intentional involvement of students in the academic process appears to be instrumental in student retention. WPAM should be continued as a special effort to involve students in the academic environment of Spring Arbor College.

2. WPAM should especially be utilized with attrition-prone students. Often such students have little direct interaction in campus activites and are academically marginal. The structure of the advisement model will provide the needed support for such students.

3. Freshmen and transfer students can be involved quickly in the Spring Arbor environment via WPAM. The model provides interaction with faculty as well as an opportunity for student value clarification and self-direction at an important time of personal transition.

4. The WPAM design provides a method of student decision-making which will enable senior students to structure career and life goals. This type of faculty-student interaction would appear to be highly supportive in a time of personal transition.

5. The WPAM provides an intentional method of moral education by utilizing faculty-student involvement providing informal and personal interaction. Such interaction has great potential for mentoring and social influence upon the student's attitudes and behavior. Spring Arbor College's goal of integration of faith and learning and living is intentially addressed in the advising model.

6. The study indicates that the DIT does have a positive correlation with the general education measure COMP. Considering this relationship, it would be less costly to use the DIT measure as an assessment tool regarding general educational goals as well as student skills such as decision-making, clarifying values, and communication process skills.

7. In general, the practial decision to use WPAM would need to consider cost benefits regarding time spent for faculty in the process versus retention and/or learning gains experienced by

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the students. The model appears to have
required more time than the standard academic
advising system. This time factor, according
to Astin (1985), is a vital element in student
learning. However, because more time spent in
advising seems to be a change from the current
methods, special attention should be given to
faculty expectations. Further assessment
regarding gain in learning or retention should
be administered after WPAM has been used for
several academic years, giving the model time
to season.

Recommendations for Further Research

This study was successful in investigating the
short-term effects of an intentional method of whole person
advising. As a result of the review of the literature and
the results of this study, a number of additional questions
were raised which call for further study:

1. The literature on involvement (Astin, 1984)
    suggests that personal involvement in decision-
    making and time on task facilitates student
    satisfaction and growth. Additional study
    should address the effects of WPAM over an
    extended time frame. Further, because this
    study was limited by a small sample size, a
    longitudinal study should indicate a larger
    number of students.

2. In regard to the literature on interaction as well as the results of the faculty COMP scores, further study should address the effects of WPAM on faculty learning and teaching. That is, do faculty teach differently if they are involved in an intentional interaction such as WPAM with students or other faculty? Would faculty tend to score higher on general educational measures such as COMP if they participated in WPAM?

3. This study did not investigate the quality of faculty/student involvement. Ethnographic information regarding the characteristics that describe effective faculty WPAM advising would be beneficial. That is, what do effective advisors do to assist in improving student general education outcomes? This research question can be studied in terms of the related literature of attitude-behavior linkage, interaction psychology, and adult development. Further, consideration for additional study could be directed towards the literature on personality traits and the effectiveness of WPAM upon students and faculty.

4. Involvement theory suggests student satisfaction and intrinsic motivation regarding learning and attitude-behavior linkage. This study

provided a view of faculty/student involvement
and the results of such involvement. Further
study should be conducted regarding student-
peer involvement utilizing WPAM as an inten-
tional method of student development.

5. Further study should be developed to investi-
gate the effects of the WPAM on students who
are identified as non-persisters, such as those
students having limited involvement in the
college environment. This question directs
attention to specific groups of students who by
virtue of low ACT and/or GPA scores do not tend
to do well with general education outcomes, as
this study revealed. Retention research sup-
ports the notion that students who are not
satisfied will not persist in college (Astin,
1981).

APPENDIX A

APPENDIX A

INTRODUCTION TO
THE WHOLE PERSON ADVISEMENT MODEL

Purpose and Assumptions

Several basic notions of human growth are fundamental to the WPAM and are derived from the literature related to the individual and interaction. First, human development is an active process and involves people in relationship. Second, whole person learning assumes that people are motivated for their reasons, not the reasons of the collegiate institution. That is, a teacher or advisor can not motivate a student, rather the faculty member creates an environment, a learning environment, where the student motivates himself to learn and to develop physically, intellectually, emotionally, psychologically, socially, and spiritually. Individual student growth should occur in a dynamic balance in these various areas. When the growth process itself is congruent with the demands and limitations of the past and immediate psychological and observable environment, and the expectations and hopes of a person's faith in eternal and spiritual unity are organized into a meaningful image, then human development can be understood in the context of personal motivation directed towards freedom to know. To know

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know himself and to make meaning of past and current experiences facilitates wise and just future action. Knowing in this sense is characteristic of a rational and moral being, the desired outcome of any human development plan.

Third, the model assumes that human development occurs most often when the nature of the social interaction is characterized by both challenge and support (Sanford, 1966). Fourth, the idea of interaction implies a social level of human organization which is seen as community. The significant commitment of the community is goals and values that are held in common by most individuals. Learners in the community, in fact, identify themselves as a social group by their common commitment to these accepted goals of the community.

Fifth, the model is set within the context of a small church-related college, Spring Arbor College. The educational goals of the College provide the assumed common learning values held by the learners and advisors.

General and Educational Goals

The outcome values of the Spring Arbor experience are expressed in the Ideal Graduate Statement:

1. Is prepared to be a continuing student, capable of self-education. In a world of exponentially expanding knowledge the student must be able to sort out relevant knowledge and make wise judgments and must be able to think divergently, critically and productively.

2. Is adequately prepared in one more more disci-
    plines to undertake further graduate training,
    or to fill another productive and rewarding
    role in our contemporary world.

3. Has developed an understanding of heritage;
    has discovered the crux of contemporary social
    and moral issues; has acquired the tools of
    research; and has improved the skills of
    communication.

4. Has gone through the process of self-
    confrontation. As a result of this confron-
    tation, the graduate will understand more fully
    motivations, aspirations, capabilities and
    goals in life.

5. Has encountered the Christian faith, has
    grasped a portion of its demands for our day;
    and has discovered the perspective that Life in
    Christ can give to all learning, vocation and
    life itself. In this encounter, the graduate
    will have formed a meaningful relationship with
    Jesus Christ and with fellowmen.

6. Is a person of compassion who cherishes com-
    munity among all people, and expresses compas-
    sion by critically participating in the world.
    The graduate is sensitive to need, responsive
    to opportunity, and wise in participation.

7. In brief, is a well-integrated person who is

prepared to live a life pleasing to the
Creator, a life enriching to others and a life
which is self-rewarding. (Spring Arbor College
Catalog, 1981-82)

Instructions for The Whole Person Advisement Model (WPAM)

Part A

Within the context of the learning environment, the
WPAM is designed as an intentional reflective/active method
of moral education. In Part A, the question grid guides the
student and advisor in their reflective interactional roles
by helping the student identify appropriate learning needs
by asking a series of questions. These questions form a
framework for advisor-student dialogue and are designed to
assist the student in determining the nature of his or her
learning. Essentially, the students are being aided in
their choices of what they want to know, and how they are
going to learn it.

The question grid (epistemological generator) uti-
lizes five types of questions which are concerned with 1)
definition, 2) identification, 3) practice or utility, 4)
ethical, and 5) philosophical and spiritual.

The grid is constructed by placing the self-content
area against five basic human values that correspond with
the five dimensions of development in Heath's (1980) matu-
rity model. The five correspondent values are:

1. Honesty

Maturing persons become increasingly able to

represent their experiences accurately and honestly through the first developmental dimension of symbolization. There is a more accurate sense of self-awareness of their own personal values and an authentic basis for interpersonal relationships.

2. Compassion

The second dimension is allocentricism. Maturing person's thoughts become less organized by their own individual needs and emotions. The students' thoughts become more realistic, objective, logical, and analytical. They increase in their ability to take the other person's point of view and become more skillful in their ability to understand how others think of them. Their personal goals become more focused on others and their relations are more collaborative and cooperative.

3. Integrity

The third dimension is integration. Integrity refers to integration as an intellectual differentiation as complexity increases. Thought becomes more rational and syncratic. At this stage of maturity the individual self-concept becomes more congruent with that which others think of him or her. Persons' social behaviors

are apparently more consistent with what they
believe their values to be.

4.   Commitment

Becoming more stable is the fourth dimension.
Stability is designated by intellectual skills
which allow the person to become more stable
and resistant to disruption by stress. Mature
persons can recover their own intellectual
efficiency rapidly when their thinking is
disrupted by stress. Individuals are able to
develop a stronger, more clearly defined sense
of identity and their ideas about themselves,
their values, and their relationships appear
stable and enduring. Mature individuals value
commitment.

5.   Courage

The dimension of autonomy is characterized in
the maturing person such that the individual's
intellectual skills become more free to be used
creatively in more dissimilar situations from
those environments in which the skills were
learned. In the transfer of learning, individ-
uals become more in control of themselves and
their self views are not altered readily by the
views that others have of them. Students who
exercise autonomy are courageous enough to de-
fend their own values and are not dependent

upon others for reinforcement. When courage is valued, dialectic interaction is facilitated, and growth and development are enhanced. (Heath, 1981)

Part B

Part B of the WPAM is the active component of the model. WPAM is developed to address the complex process of wholistic education via personal growth contracting. The assumption is that individuals can and will motivate and manage themselves in a community of learners that challenges and supports them as productive members of that community. The nature of the Spring Arbor College community is indicated on the page entitled "Managing Yourself, Plan for Whole Person Development."

The actualization of personal growth is facilitated with the use of worksheets. The model includes a worksheet for each self-content area, namely, academic, intellectual, spiritual, personal, and social. Each sheet provides a definition of the area and suggests some possible skill areas associated with that particular self-content. The worksheets provide the opportunity for the advisor to be a collaborator in the interaction, but still further, allows for commitments to the contract from both the advisor and the student. The student is encouraged to move from the reflective phase of the model into the active phase by agreeing to establish objectives, determine how and when the

plan will be actualized, and to consider the expense in terms of time, efforts, and materials.

Both advisor and student are encouraged to be active in this process and the appropriate social modeling of such commitments by the faculty advisor is considered to be highly supportive to the student's commitment. For example, advisor and student might agree to a mutual commitment such as physical fitness. More often, however, the advisor and student interaction would be characterized by dialogue and assessment regarding personal goals.

The model of transition displayed in WPAM (p. 2) depicts the elements of student development emphasizing the goals of learning and the planning and support of student growth. In effect, the model illustrates the relationships of the various components of learning in an attempt to define the nature of the learning environment.

Page three illustrates the possible roles that are enacted in educational interaction. They are the counselor, the instructor and the administrator. The structural elements of human development build on the learning context, then interact with content or substantive issues and lastly seek to gain conflation or integration. The five growth areas of student development provide the value content areas.

WHOLE PERSON ADVISEMENT

Name _____

    Advisor _____

        Date _____

PART A

Managing Yourself
Plan for Whole Person Development

Spring Arbor College's commitment to Biblical principles for living is foundational for personal and community growth. Therefore, I agree to systematically consider the Scriptural mandate as basic input in the process of a plan for myself.

Prayer and meditation are some ways for me to anticipate God's influence as I plan and live my life.

I believe my development is a result of my own responsibility, but happens because I am commited to other peoples. Others are significant to me as they challenge and support me in all dimensions of my life.

Learning is possible in all areas of life and is often experienced as challenges. To learn, I must be willing to change.

Love is experience in relationships in which I receive and give support. To love, I must be willing to forgive.

As I learn and love and teach and am loved, I will influence others as I become what God intends me to be.

1

MODEL OF TRANSITION

Individual Student Potential

Institutional:
Area division
department or
program ---

OBJECTIVES

1.
2.
3.
4.
5.
6.
7.

INDIVIDUAL

GROWTH

PLAN

INSTITUTIONAL

DEVELOPMENTAL

PATTERN

SUPPORT SYSTEMS
-Curriculum
-Counseling
-College Expectations
-Academic Support

SELF DATA
-Academic Planning
-Career Planning
-God's Will

Minimum College Standards

SPRING ARBOR IDEAL
GRADUATE
(Personal Attributes)

SELF-EDUCATION
Skills and Attitudes
-wise judgement
-think divergently
-critical, productively

AWARE AND UNDERSTANDS
-social and moral issues

SELF-DISCOVERY
-strength
-weakness
-motivations
-goals in life

CHERISHES COMMUNITY
-sensitive to need
-responsive to opportunity
-wise in participation

ENCOUNTERED THE CHRISTIAN
FAITH

PREPARED IN ONE OR MORE
DISCIPLINES

* In brief a well-integrated person who is prepared to live a life pleasing to our Creator, a life enriching to others and oneself.

Content

Structure and Roles of

Whole Person Learning
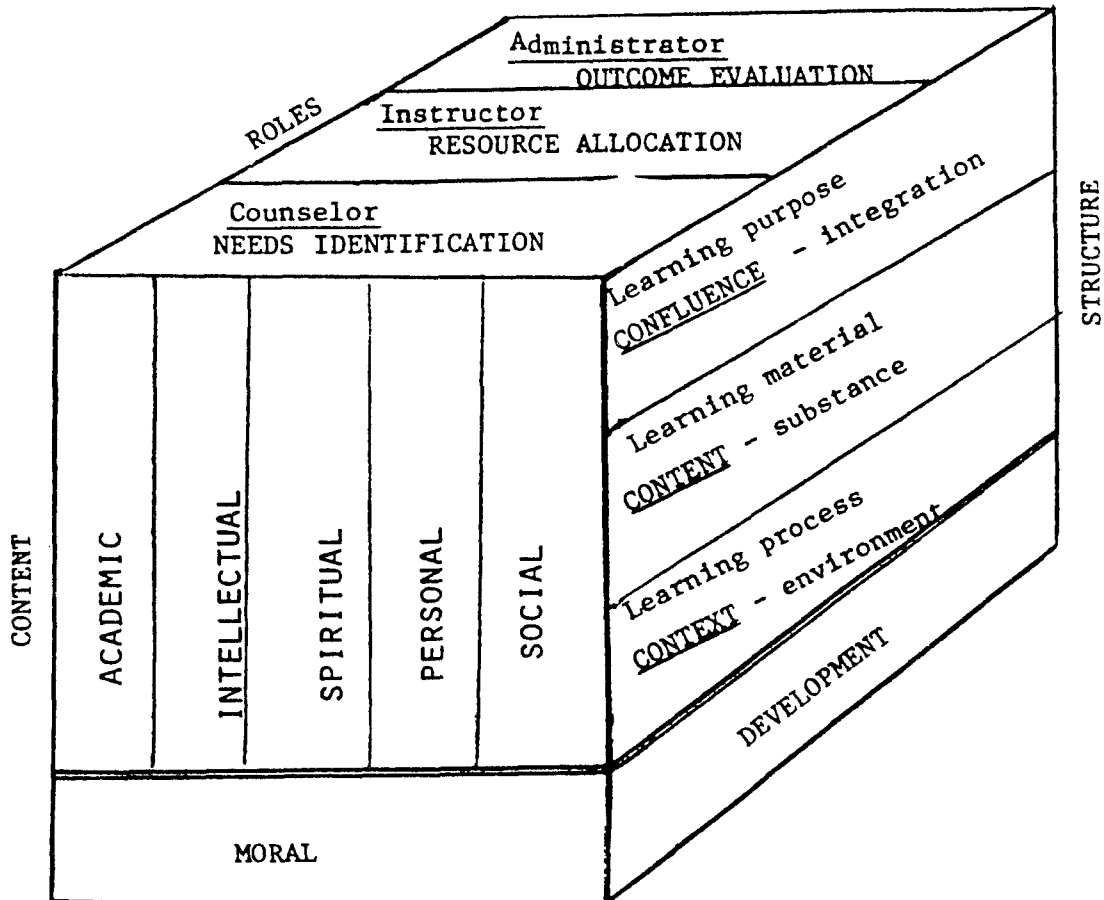
Questions that might be important to me

as I plan my life, faith and learning

Ask yourself:

(1) What is academic honesty in my life?

That is, take the human value honesty and bump it into the academic growth area. So...What is academic honesty? or; take the value compassion and bump it into the area of growth of personal. Then ask the question what is personal compassion for me? Or... take the value of courage and bump it into the spiritual area and ask questions 1, 2, 3, 4, and 5.

(2) How does it look in my life?
(3) What must I do to accomplish it?
(4) Is spiritual courage important to me?
(5) Why or why not is it of value or importance?

QUESTION GRID

1. What is _____ _____? (Definition)

2. How does it look in my life? (Identification)

3. What thing should I do to accomplish the value? (Practical)

4. Is this value necessary for me? (Ethical)

5. Why is it important? (Philosophical and Spiritual)

Human Values	Growth Areas				
	ACADEMIC	INTELLECTUAL	SPIRITUAL	PERSONAL	SOCIAL
HONESTY	Q. * 1				
COMPASSION					
INTEGRITY					
COMMITMENT					
COURAGE					

4

PART B

ACADEMIC PLAN
Work Sheet

Academic: The quality of the community of scholars as expressed
in the orderly structure and systems of the teaching/learning
relationships.

   Skill areas: curriculum design, teaching skills, study skills,
research skills.

I. Establish Objectives (What)	II. Program (How)	III. Schedule (When and by when)	IV. Budget (How much)

Agreed between _____

on date _____

ame

CORE   9 Hours

lave	Need	Grade	
___	3	___	CORE 200 Living Issues
___	3	___	CORE 300 Biblical History & Literature (CPLA 100; CPLA 210)
___	3	___	CORE 400 The Christian in Contemporary World

COMMUNICATION SKILLS

___	3	___	Eng 101 College Writing
___	2	___	Spe 100 Oral Commun.

PHYSICAL FITNESS

___	2	___	Ped 101 Personal Fitness

BANK COURSES   24 - 32 Hours
(See catalog for allowed courses) (6-8 hours from each division)

HUMANITIES:

NATURAL SCIENCES:

PHILOSOPHY-RELIGION:

SOCIAL SCIENCES:

PETITIONS/SPECIAL ACTIONS

SUMMARY

Date Updated _____

_____ Total Transfer & Exam Hours
_____ Total Hours Completed at SAC
_____ Total Hours Yet Needed for Graduation

Need		Need		Need	
Core	___	Major	___	Minor	___
Comm.	___	Major	___	Elem.	___
Fitness	___	Support	___	Educ.	___
Bank	___	Minor	___	Elect.	___

Upper Division Hours — Have: _____   Need: _____

Catalog Evaluated Under: _____ Certifying — Yes ◯   No ◯

Expected Date of Graduation:

MAJOR(S); MINOR(S); ELECTIVES

Have	Need	Grade	

ELEMENTARY CERTIFICATION

Either a or b:
   a. Two academic minors
   b. One academic major
Elementary Education Minor
Elementary Professional Education Courses
(See catalog for approved majors and minors.)

SECONDARY CERTIFICATION

1. Academic Major
2. Academic Minor
3. Secondary Professional Education Courses

ELEMENTARY EDUCATION MINOR 20 hours

have	need	grade	
—	4	—	Psy 100 Intro. to Psychology
—	3	—	Math 330 Modern Math
—	3	—	Eng 370 Children's Literature
ELECTIVES —			approval of Teacher Ed. Dept. is required to use courses not listed here.
—	3	—	Edu 360 Instructional Technology
—	3	—	Art 240 Art Education
—	2	—	Mus 230 Mus. for Classroom Tchrs.
—	2	—	Bio 220 Nature Study
—	3	—	Geo 221 Physical Geography
—	3	—	Edu 364 Intro. Early Childhood
—	3	—	Edu 365 Curric. & Methods Early Child.
—	3	—	Edu 366 Social Found. Early Child.
—	—	—	
—	—	—	
—	—	—	Totals

Note: You cannot use the same course for an academic major or minor and for the Elementary Education minor.

SECONDARY PROFESSIONAL 27 hours

have	need	grade	
—	4	—	Psy 100 Intro. to Psychology
—	4	—	Edu 210 Educational Psychology
—	3	—	Edu 200 Found. of Amer. Educ.
—	2-3	—	Edu ____ Spec. Methods
—	3	—	Edu 430 Gen. Methods – Professional Sem.
—	11	—	Edu 450 Dir. Tchg. – Professional Semester
—	—	—	Totals

ELEMENTARY PROFESSIONAL 29 hours

have	need	grade	
—	3	—	Psy 261 Child Development
—	3	—	Edu 200 Found. of Amer. Edu.
—	5	—	Edu 350 Tchg. Rdg. and Lang. Arts - E.
—	4	—	Edu 420 Tchg. Soc. Sci., Sci., and Math - E.
—	3	—	Edu 410 Seminar – Professional Semester
—	11	—	Edu 450 Dir. Tchg. – Professional Semester
—	—	—	Totals

Note: See Teacher Education for prerequisites and sequences for the above courses.

Dates worksheet copies sent to student:

INTELLECTUAL PLAN
Work Sheet

Intellect: The power of personal perception or thought expresses
in the ability to choose, to understand people and things in a
more than ordinary comprehension of their relationship, laws,
and meanings. The sum of mental powers by which knowledge is ac-
quired retained and understood. It is distinguished from the
senses, emotion and volition.

Skill areas: creative and critical thinking, thought organi-
zation.

I. Establish objectives (What)	II. Program (How)	III. Schedule (When and by when)	IV. Budget (How much)

SPIRITUAL PLAN
Work Sheet

Spirit: The divine influence of God upon His children as expressed in creative, animated power of personhood. A state of mind and principle of life in men and women.

Skill areas: meditation, appreciation, aesthetics, faith development, creative worship.

I. Establish objectives (What)	II. Program (How)	III. Schedule (when and by when)	IV. Bud... (... mu...

PERSONAL PLAN
Work Sheet

Person: An individual having rights and responsibilities and
expressing them uniquely through the physical body, emotional and
volitional character. The personality is often a mask which
hides or protects the vital creative spirit of the individual.
The sum total of ways in which an individual reacts to and
interacts with others.

Skill areas: personality adjustment/development, physical
wellness.

I. Establish objectives (What)	II. Program (How)	III. Schedule (When and by when)	IV. Budget (How much)

SOCIAL PLAN
Work Sheet

Social: The relationships by which persons become accepted members
of groups by expressing behavior and attitudes that represent values
that are held in common.

   Skill areas: interpersonal skills, community development,
career, family, church.

I. Establish objectives (What)	II. Program (How)	III. Schedule (When and by when)	IV. Budget (How much)

APPENDIX B

WHOLE PERSON ADVISING MODEL

WPAM
QUESTIONNAIRE

	definitely	moderately	neutral	slightly	not at all
	1	2	3	4	5

1. WPAM helped you in personal
   decision-making.

   1 2 3 4 5

2. The contract structure in WPAM
   was helpful to you.

   1 2 3 4 5

3. There was change in my behavior
   during WPAM.

   1 2 3 4 5

4. I agree with the assumption that
   scripture should be considered
   in my life choices.

   1 2 3 4 5

5. My WPAM advisor was helpful.

   1 2 3 4 5

6. SAC should use WPAM for all
   freshmen and transfer students.

   1 2 3 4 5

APPENDIX C

APPENDIX C

Presented below is the survey used to determine the actual behaviors and opinions of the 12 WPAM advisors.

	definitely agree	moderately agree	neutral	slightly disagree	definitely disagree	Average Response
	1	2	3	4	5	
1. During the time when Whole Person Advising (WPAM) was implemented, I tended to use the questioning technique presented in the model in my interaction with my advisees.	1	2	3	4	5	1.37
2. I asked the student to think about his or her personal goals in terms of the Ideal Graduate Statement.	1	2	3	4	5	1.85
3. During the time of WPAM, the model assisted me to intentionally listen to the student.	1	2	3	4	5	1.12

4. WPAM encouraged me to   1   2   3   4   5   1.0
    interact with the advisee
    in terms of the student's
    interests and goals (rather
    than"signing off" the
    registration form).

5. I used the contract form to   1   2   3   4   5   1.87
    provide the needed structure
    for students to organize and
    plan in accord with goals for
    development.

6. I participated in specific   1   2   3   4   5   2.00
    contracted activities with
    or in support of the
    student's plan.

7. I met with my advisees for   1   2   3   4   5   1.62
    the prescribed 3-5 meetings
    per month.

8. I tended to continue to use   1   2   3   4   5   2.25
    the WPAM approach to student
    advising after the project
    was completed.

9. Please provide additional
    comments or observations
    regarding the WPAM project.

        Additional comments made by WPAM advisors were

characterized by the following comments:

            "The most difficult aspect of WPAM was to initially
            involve the students. After the process was
            started, they seemed to be well-motivated."

            "The biggest problem with the project was the short
            duration. If there had been more time given to
            this type of advising, we would see great benefits.
            WPAM has good potential."

            "The approach was demanding but was worth it!"
            "WPAM is a unique approach to student advising and
            provides opportunities to relate closely with
            students on their terms."

"Even after the program was completed, I use the model. In fact, I used it this morning."

One hundred percent of the WPAM advisors supported the on-going whole person advising program at Spring Arbor College. The model is currently being utilized with each transfer and sophomore student at the College.

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