

EFFICACY OF ACADEMIC ADVISEMENT AS PERCEIVED BY  
UNDERGRADUATE STUDENTS WITHIN THE DIVISION  
OF AGRICULTURAL SCIENCES AND NATURAL  
RESOURCES, OKLAHOMA STATE UNIVERSITY

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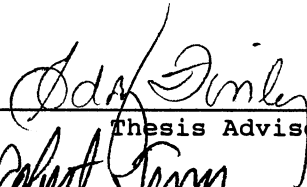
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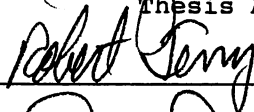
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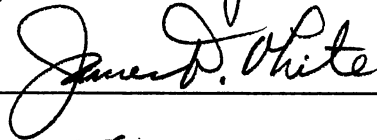
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## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	2
Purpose of the Study . . . . .	2
Objectives of the Study. . . . .	3
Assumptions of the Study . . . . .	4
Scope and Limitations of the Study . . . . .	4
Definition of Terms . . . . .	4
II. REVIEW OF LITERATURE . . . . .	7
Introduction . . . . .	7
Academic Advisement Past, Present, and Future. . .	7
The Past. . . . .	7
The Present . . . . .	8
The Future. . . . .	9
Analysis of the Models of Academic Advisement. . .	10
Student Expectations and Characteristics of Advisors . . . . .	11
Summary of Review of Literature. . . . .	14
III. DESIGN AND METHODOLOGY. . . . .	16
Introduction . . . . .	16
Institutional Review Board (IRB) . . . . .	16
The Sample . . . . .	17
Sampling Method. . . . .	18
Random Selection of Individuals. . . . .	19
Selection and Development of the Instrument. . . .	20
Conduct of the Study . . . . .	22
Analysis of Data . . . . .	22
IV. PRESENTATION AND ANALYSIS OF DATA . . . . .	24
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	47
Introduction . . . . .	47
Purpose of the Study . . . . .	47
Objectives of the Study. . . . .	47
Assumptions of the Study . . . . .	48
Scope and Limitations of the Study . . . . .	49
Major Findings of the Study. . . . .	49

Chapter	Page
Conclusions. . . . .	57
Recommendations. . . . .	59
Recommendations for Additional Research. . . . .	59
SELECTED BIBLIOGRAPHY. . . . .	61
APPENDIXES . . . . .	63
APPENDIX A - INSTITUTIONAL REVIEW BOARD . . . . .	64
APPENDIX B - QUESTIONNAIRE. . . . .	66
APPENDIX C - LETTERS. . . . .	69
APPENDIX D - QUALITATIVE RESPONSES TO QUESTION #34. . .	71
APPENDIX E - QUALITATIVE RESPONSES TO QUESTION #35. . .	80

LIST OF TABLES

Table	Page
I. Sample Size and Distribution of Respondents by Department . . . . .	19
II. Distribution of Respondents by Classification . . . . .	25
III. Distribution of Respondents by Whether or Not They Transferred From Another Institution. . . . .	25
IV. Distribution of Respondents by Gender . . . . .	26
V. Distribution of Respondents by Whether the Advisor was Assigned to Them or Selected by Them. . . . .	27
VI. Distribution of Respondents by Whether or Not Advisors Have Regular Office Hours or Allow Them to make an Appointment. . . . .	28
VII. Distribution of Respondents by Approximate Number of Times They Visit Their Advisor per Semester . . . . .	28
VIII. Descriptive Analysis by Levels of Agreement as Perceived by the Respondents. . . . .	30
IX. Descriptive Analysis of General Attributes of Advisement Practices as Perceived by Undergraduate Students. . . . .	34
X. Descriptive Analysis of Information Specific to Majors as Perceived by Undergraduate Students . . . . .	37
XI. Descriptive Analysis of Counseling Attributes of Advisement Practices as Perceived by Undergraduate Students. . . . .	39
XII. Distribution of Respondents by Whether or Not they Believe Their Advisor Enjoys Advising Students. . . . .	43
XIII. Distribution of Respondents on the Perceived Performance of Their Advisor. . . . .	44
XIV. Distribution of Respondents Based on the Extent They Need Formal Advising . . . . .	44

Table	Page
XV. Distribution of Respondents Based on Who Assistance is Required From . . . . .	46
XVI. Distribution of Respondents Based on the Most Effective Location for Advisement . . . . .	46
XVII. Summary of Responses Relative to Selected Questions . .	50
XVIII. Summary of Mean Relative to Respondents' Agreement with Advisement Attributes. . . . .	55



## CHAPTER I

### INTRODUCTION

The thing which makes it all (advising) worthwhile is that probably no one is more valued in the career of a student than a knowledgeable, compassionate advisor (Hoops, 1983). Academic advising in higher education has not received the same attention as teaching. Advising, on most campuses, consists of only class scheduling in preparation for the next term (Wilder, 1981). Some programs continue to exist for student recruitment and retention rather than concern for the individual's growth (Wilkinson, 1983). But, the continuing relationship between advisee and advisor is likely to have more impact on a student than a one-term student-instructor relationship.

Evaluations of teaching effectiveness are performed routinely at most colleges. Teaching evaluations provide feedback for course improvements and are frequently employed in faculty promotion reviews (Saxowsky, et. al., 1985). However, many advising programs, including that in the College of Agricultural Sciences and Natural Resources, Oklahoma State University (hereafter referred to as the College of Agriculture), have no channels through which students can communicate their perceptions, evaluations, and suggestions for improving advising services. As a result, an opportunity to serve students is ignored, and a potential source of information for

recognizing and rewarding faculty advising activity is not utilized (Wilkinson, 1983).

#### Statement of the Problem

There was agreement among the committee members serving on the Oklahoma State University College of Agricultural Sciences and Natural Resources "Committee on Advisement Retention and Counseling" that research needed to be conducted to determine undergraduate students' perceptions of the effectiveness of academic advisement received by them. This need was based on the fact that no information was available which described the students' perception of the aforementioned advisement. It was therefore determined to be essential to conduct baseline research that would possibly evolve into a longitudinal study, thereby measuring and/or evaluating advisement practices much in the same manner as teaching effectiveness is currently measured and/or evaluated.

#### Purpose of the Study

The purpose of this study was to determine the efficacy of academic advisement as perceived by undergraduate students within the College of Agriculture, Oklahoma State University. A secondary purpose of this study was to establish a baseline from which further research could be pursued.

### Objectives of the Study

In order to accomplish the purpose of this study, the investigation was directed toward the following specific objectives:

1. To determine the students' majors, academic classifications, whether or not they transferred to Oklahoma State University from another institution, and their gender;
2. To determine if their academic advisor was assigned to or selected by the student, and whether or not their advisor maintained regular office hours or allowed them to make an appointment;
3. To determine the frequency per semester the student meets with his or her advisor;
4. To determine the level of agreement with regard to specific attributes concerning advisors as perceived by the students (i.e. approachability, general information, and counseling);
5. To determine whether or not the advisors enjoy advising as perceived by students;
6. To have the students rate the performance of their advisor;
7. To determine to what extent the students believe they need formal advising and from whom they most often request assistance from; and,
8. To determine the location considered by the students to be most effective concerning their academic advisement needs (i.e. within their major department or a centralized location on campus).

### Assumptions of the Study

Concerning this research study, the following basic assumptions were made:

1. The responses provided by the students were accurate and sincere;
2. The list of undergraduate students enrolled at Oklahoma State University within the College of Agriculture during the spring semester of 1992, by major area of study, was indeed accurate; and
3. The instrument designed elicited the type of responses which would satisfy the objectives of this study.

### Scope and Limitations of the Study

The scope of this study included 288 randomly selected students from a population of 1155 undergraduate students enrolled in the College of Agriculture during the spring semester of 1992. The 288 randomly selected students were proportionally representative of the twelve major departments within the college. In other words, a stratified (by major) proportional random sample of students was selected to ensure a .95 level of confidence.

This research effort was limited as a result of three students who opted to have their names omitted and made unavailable (via the Privacy Act and its provisions) to the researcher.

### Definition of Terms

The following terms are defined as they pertain to this study and are presented as follows:

1. Major - The principal field of academic specialization chosen by the student. Examples include Agronomy, Animal Science, Agricultural Education and so forth.
2. Classification - A means of categorizing students into various groups, according to how many semester credit hours they have passed. For example, Senior, Junior, Sophomore, and Freshman.
3. Gender - A set of two categories. One being male and the other being female.
4. Academic Advisor - A person who informs and counsels students to help them obtain their academic goals.
5. Approachability - The receptiveness, accessibility, and friendliness of the students advisor.
6. Counseling - Receiving advice and guidance from the student's advisor.
7. Centralized Location - An intermediacy specified region on campus where all students would be advised.
8. Major Department - The specialized department within the College of Agriculture in which a student is enrolled. Examples include Agronomy, Animal Science, Agricultural Education and so forth.
9. Undergraduate Student - A college student who has not received a Bachelors Degree.
10. Freshman - A student who has passed fewer than 28 semester credit hours.
11. Sophomore - A student who has passed 28 to 59 semester credit hours.

12. Junior - A student who has passed 60 to 93 semester credit hours.

13. Senior - A student who has passed 94 or more semester credit hours.

14. Transfer Student - A student who has translocated from one institution to the institution they now attend. For example, when a student transfers from Northeastern Oklahoma A&M Junior College to Oklahoma State University.

15. Advising - A process that arouses and assists students in their search for an improved quality of life.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

The purpose of this chapter was to present a review of selected literature which was related to this study. The intent of this study was to determine the efficacy of academic advisement as perceived by undergraduate students within the Division of Agricultural Sciences and Natural Resources, Oklahoma State University. The review was conducted in the following areas:

- (1) academic advisement in the past, present, and future,
- (2) analysis of the models of academic advisement, (3) student's expectations and characteristics of effective advisors, and
- (4) summary of the review of literature.

#### Academic Advisement Past, Present, and Future

##### The Past

Historically, the primary role of advisors was restricted to clerical tasks, including maintenance of students' records, signing of registration forms, and the design of students' curricula. Now, academic advisement has become a complex process, where students require a more personalized relationship (Grites, 1979). This new

advisor/advisee relationship was partially due to the decline in student enrollment during the 1980's. College administrators have converted academic advisement duties from a very low professional priority, as perceived by most tenure-track faculty, to a successful rewarding service (Williams, 1990).

### The Present

Today's students expect advisors to assist them in combining academic opportunities with personal interests, capabilities, and goals (Trombley, 1984). In order to meet these intricate student expectations an advisor needs to understand what good advising requires. In order to understand what advising *is*, it is important to state what advising is *not*. Ender, (1983) depicted what academic advising and advisors are *not*:

1. *Academic advisor* is not synonymous with *faculty member*.
2. Academic advising is not primarily an administrative function.
3. Academic advising is not a paper relationship.
4. Academic advising is not a computer printout.
5. Academic advising is not a conference held once a term.
6. Academic advising is not obtaining a signature to schedule classes.
7. Academic advising is not a closed or limited activity.
8. Academic advising is not a judgmental process.
9. Academic advising is not personal counseling.
10. Academic advising is not supplementary to the educational process (p. 4).

These ten statements clearly state what advisors and academic advising is *not*.

Focusing on defining advising, Ender, et. al., (1984) defined advising as a process that stimulates and supports students in their



quest for an enriched quality of life; it is a systematic process based on a close student-advisor relationship to aid students in achieving emotional and personal goals through the full range of instructional and community resources. To help advisors better their advising skills, Ender, (1983) noted seven key phases:

1. Advising is a continuous process with an accumulation of personal contacts between advisor and advisee-these contacts have both direction and purpose.
2. Advising must concern itself with quality of life issues and the advisor has a responsibility to facilitate the quality of a student's experience while on the college campus.
3. Advising is goal-related and goals should be established and owned by the advisee-these goals should include academic, career, and personal planning areas.
4. Advising requires the establishment of a caring human relationship-one in which the advisor must take primary responsibility for its initial development.
5. Advisors should be models for students to emulate-specifically demonstrating behaviors that lead to self-responsibility and self-directiveness.
6. The advisor seeks to integrate the services and expertise of both an academic and student affairs professional.
7. Advisors should seek to use as many campus and community resources as possible (p. 7).

Therefore, good advising characteristics include: student-centered, planned, and organized activity requiring some real direction from advisors (Groth, 1990).

Furthermore, quality advising for today's student, requires a student-centered relationship that emphasizes the total student-emotionally, socially, intellectually, and developmental.

### The Future

Fernandes, et. al., (1988) found that students would like more help from advisors in securing jobs and scholarships, finding graduate school opportunities, improving study habits, and

identifying career areas that fit their personal strengths and interests. With improvement in these areas, and consistency in quality advising skills, student needs will be fulfilled.

This brief, but precise, overview of academic advisement synthesizes the past, present, and future of academic advisement. It appears evident, academic advisement has increasingly contributed to the academic success of students. Plus, it has provided a sense of respect among advisors who provide quality service to the students. This formula seems to be providing a sense of pride for both parties involved.

#### Analysis of the Models of Academic Advisement

Gordon, (1982) proposed that there are seven models of academic advising. They are identified as: (1) faculty, (2) computer-assisted, (3) group, (4) self, (5) peer, (6) paraprofessional, and (7) advising center. For the purposes of this study this portion of the literature will focus only on the faculty advising model.

Faculty advising, the traditional model, has two primary roles to fulfill. Broadly, they are referred to as an informational role and a counseling role. The informational role specifically deals with providing information about university and community resources, making appointments for advising meetings, informing students about program requirements, and monitoring students' progress (Trombley, 1984). The Potter model (Potter, et. al., 1978) described four basic types of academic advising which includes the informational realm of advising. Specifically they suggest that informational

advising focuses on data rather than students, its purpose being to inform. The academic counseling cluster provides a more personable aspect of advising. Specific tasks that deal with the counseling aspect include: identifying educational goals, developing a major area of study, and relating academic options to specific careers (Trombley, 1984).

As evident, a mixture of the informational role and the counseling role would benefit the students the most. Trombley, (1984) stated that the formula for these functions include: helping to define educational goals, helping to choose a major, and helping students clarify their thinking about careers or occupations.

The results of using a mixture system could better meet the students' expectations and needs.

#### Students Expectations and Characteristics of Effective Advisors

Advisor-advisee relationships are enhanced if both parties precisely understand what is expected of them. For example, the purpose the academic advisor fulfills and the preparation and acceptance of responsibility of the advisee. In order to better understand one another Williams, (1987) proposed the following expectation lists:

- A. What the advisee can expect from the advisor.
  1. Concern for me and my welfare as an individual.
  2. Accurate information concerning academic programs, requirements, policies and procedures.
  3. Assistance in the exploration of career, educational and academic goals.

4. Assistance in the exploration of educational options and the planning of the advisee's academic program.
  5. Assistance in the selection and scheduling of courses.
  6. Assistance with the processing of academic forms required for enrollment, changing enrollment and graduation.
  7. Assistance with implementing an official degree check prior to my last semester in school.
  8. Referrals when needed to other support services, i.e. student health, financial aid, etc.
  9. Confidentiality concerning all personal and private matters.
- B. What advisors can expect from their advisees:
1. Thoughtful consideration of education and academic goals.
  2. Familiarity with the advisee's academic program including applicable requirements.
  3. Acceptance of responsibility for the advisee's choices and decisions concerning academic and educational goals.
  4. Questions when the advisee feels a lack of sufficient information. Don't be afraid to ask questions.
  5. Notification when the advisee encounters academic or other problems where the advisor might be an information or solution source.
  6. Careful reading and appropriate responses to communications from the advisor, department, college, or university.
  7. Consideration for other students.
  8. Time for the advisor to be able to fulfill certain advisement responsibilities rather than expecting "just a signature."
  9. An effort to become aware of important deadlines.
  10. An awareness that the advisor has other professional responsibilities in addition to academic advising (p. 18).

With cooperation, dedication, and hard work the advisor-advisee relationship can become mutually beneficial.

It is difficult to prepare a specific list of characteristics an advisor must possess. There are as many characteristics as there are people coining the list. Saxowsky, et. al., (1985) have suggested that there are four general categories that characteristics are derived from. Those categories include:

(1) Approachability, (2) General Information, (3) Information

Specific to Major, and (4) Counseling.

The approachability category included the following characteristics: friendliness, willingness to meet with the advisee, interested in the student, concisely answering questions, and lastly, interacting with advisees in an informal, nonacademic situation.

General information is a much broader category; therefore, the list is much more universal. These characteristics include: contributing accurate information about courses to the advisee, referrals to other persons when deemed necessary, and maintaining the advisee records.

Characteristics of the information specific to the major include: explaining the requirements of the major, demonstrating the relevance of courses and their effect on educational goals, providing accurate information regarding alternatives, and information about career opportunities.

Lastly, the counseling category contributes these specific characteristics for effective advisors: offering suggestions but allowing the advisee to make decisions independently, offering an opinion when asked, motivating students when the advisor believes advisees are not performing to their capability, and willingness to talk about nonacademic problems and provide encouragement.

Saxowsky, et. al., (1985) believed this list of characteristics best defines the duties of an effective advisor. He recognized that each advisor has his/her own unique personality, but by incorporating the characteristics and their personality more

effective advising will take place.

#### Summary

Academic advisement has drastically changed from the past to the present. Historically, academic advisement was restricted to clerical tasks. Now, academic advisement has become a complex process. Students require a more personalized relationship. Today's student anticipates combining academic goals with personal interests and capabilities. Furthermore, quality advising for today's student, demands a student-centered relationship that emphasizes the total student-emotionally, socially, intellectually, and developmental. The future of academic advisement may bring opportunities for advisors to help students more in the areas of securing jobs and scholarships, finding graduate school opportunities, improving study habits, and identifying career opportunities.

Today's advisor needs to fulfill two distinct roles. First, the informational role which specifically deals with providing information about university and community resources, making appointments for advising meetings, informing students about program requirements, and monitoring students' academic progress. Secondly, the counseling role which handles identifying educational goals, developing a major area of study, and relating academic progress toward career goals. A mixture of these two roles is much more beneficial than if just one was used.

Academic advising is a relationship between the advisor and the advisee. This process (advising) is a two way street, and not a one-sided affiliation. The advisor can expect various attributes from the advisee and the advisee can expect certain qualities from the advisor. With hard work, dedication, and cooperation the advisee-advisor relationship can become mutually beneficial.

## CHAPTER III

### DESIGN AND METHODOLOGY

#### Introduction

The purpose of this chapter is to illustrate the methods used and the procedures followed in conducting this study. In order to collect data which would provide information relating to the purpose and objectives of this study, the sample was determined and the instrument was developed for data collection. A procedure was established and methods of data analysis were selected. Information was collected during the spring semester of 1992.

This study was coordinated with the assistance and cooperation of the Oklahoma State University College of Agricultural Sciences and Natural Resources "Committee on Student Advisement and Retention Counseling", as well as, administrators within the Office of the Associate Dean for Academic Affairs.

#### Institutional Review Board (IRB)

Federal regulations and Oklahoma State University policy require review and approval of all research studies that involve human subjects before investigators can begin their research. The Oklahoma State University Research Services and the IRB conduct this review to protect the rights and welfare of human subjects involved in biomedical and behavioral research. In compliance with the



aforementioned policy, this study received the proper surveillance, was granted permission to continue, and was assigned the following number: AG-92-011 (Refer to Appendix A).

#### The Sample

To accomplish the purpose of this study, it was considered unfeasible, from the standpoint of time and money, to attempt to survey the entire population of students in the College of Agriculture. Therefore, a sample of the population was selected.

The sample of this study was derived from the list of names and mailing addresses of undergraduate students enrolled in the College of Agriculture. The names and mailing addresses of the students were provided to the investigator courtesy of the Office of Associate Dean of Academic Affairs within the College of Agriculture and the Office of Associate Dean of Academic Affairs within the College of Engineering.

The total number of students whose names appeared on the list was 1155. Therefore, a method for selecting a sample size for a large population (1155) was obtained. Due to the need for an accurate representation of the entire population of undergraduate students in the College of Agriculture, a confidence interval of .95 was chosen. This confidence interval allows generalization back to the population of undergraduate students enrolled in the College of Agriculture. The random sampling table selected, indicated a sample of 288 students who would provide the required sample size to ensure the .95 confidence interval needed.

### Sampling Method

The sampling procedure selected was a stratified proportional random sampling technique obtained from Bartz's (1976), book entitled Basic Statistical Concepts in Education and Behavioral Sciences. The sample was stratified by major departments within the College of Agriculture. Presented in Table I is the population and sample size selected by departments within the College of Agriculture. Also, presented in Table I is the proportional distribution of students by department, as well as, proportional sample size by department. Furthermore, the number and percentage of students who responded to this survey are presented.

The major departments and stratified population of students were as follows: Agricultural Economics, 272; Agricultural Education, 87; Agricultural Communications, 33; Agricultural Engineering, 26; Agronomy, 60; Animal Science, 462; Biochemistry, 14; Entomology, 17; Forestry, 50; Horticulture/Landscaping, 121; and Other (Pre-Vet/General Agriculture), 13. The sample size proportionally selected from each department is as follows: Agricultural Economics, 68; Agricultural Education, 22; Agricultural Communications, 8; Agricultural Engineering, 7; Agronomy, 15; Animal Science, 115; Biochemistry, 3; Entomology, 4; Forestry, 13; Horticulture/Landscaping, 30; and Other (Pre-Vet/General Agriculture), 3.

TABLE I  
 SAMPLE SIZE AND DISTRIBUTION OF RESPONDENTS BY DEPARTMENT

Department	Total Number Students	Proportions		Number of Respondents	
		% of N	Sample Size (n)	#	%
Ag Economics	272	23.55	68	29	20.14
Ag Education	87	7.53	22	19	13.19
Ag Communications	33	2.86	8	3	2.08
Ag Engineering	26	2.25	7	3	2.08
Agronomy	60	5.19	15	6	4.17
Animal Science	462	40.00	115	49	34.03
Biochemistry	14	1.21	3	2	1.39
Entomology	17	1.47	4	2	1.39
Forestry	50	4.33	13	7	4.86
Horticulture/ Landscape	121	10.48	30	16	11.11
Other (Pre-Vet/ General Ag)	13	1.13	3	8	5.56
Total	1155	100.00	288	144	100.00

#### Random Selection of Individuals

The sampling procedure for selecting students was a random sampling technique obtained from Bartz, (1976). The sample of students was chosen in such a way that each student had an equal chance of being included in the sample. According to Bartz (1976),

the generally accepted method of obtaining a random sample was to use the much preferred table of random numbers.

Several steps were then followed in the sampling procedure. The first included assigning a number to each student whose name was on the list, furnished by the Office of Associate Dean for Academic Affairs within the College of Agriculture and the Office of the Associate Dean of Academic Affairs within the College of Engineering. The first student on the list was assigned a number one and the last student was respectively assigned the largest; this procedure was followed for each major department. The second step involved Bartz, (1976) table of random numbers. From the starting point within the table of random numbers, as many numbers from the columns were drawn as needed to obtain the required sample size per department. The students whose assigned number corresponded to the randomly selected number constituted the sample per department. It is important to note that duplicate numbers were ignored by the investigator and the next non-duplicate number was selected to be included in the sample.

#### Selection and Development of the Instrument

In the preparation of an instrument to meet the objectives of the study, the first step was to review and evaluate the instruments used in related studies.

In analyzing various methods of data gathering, the questionnaire was determined to be the most appropriate to meet the

study objectives.

The first step in the preparation of the questionnaire was to compile a list of general questions that were relevant to determining the Efficacy of Academic Advisement as Perceived by Undergraduate Students, Oklahoma State University. These questions were derived from related studies (primarily Frenandes, et. al., 1988 and Saxowsky, et. al., 1985) and interviews with the chairman of the "Committee of Advisement Retention and Counseling" and the Assistant Dean for Academic Affairs, College of Agriculture. Further input regarding the questions to be used in the questionnaire was utilized from the members of the "Committee of Advisement Retention and Counseling."

The second step was to make the necessary revisions and then test the applicability and continuity of the questions to be used. In this process the questionnaire was field tested utilizing students outside of the College of Agriculture.

Finally, the investigator strengthened the questionnaire, based on comments and suggestions for revisions, and then concluded the questionnaire was ready to be administered.

In its final form, most of the questions on the questionnaire utilized the forced-response format that provided the students several options regarding choice. This format allowed data of a quantitative nature to be obtained, thereby facilitating analysis of the data. There were also several open-ended questions on the questionnaire which were designed to obtain qualitative responses. The final form of this questionnaire may be found in Appendix B.

### Conduct of the Study

It was determined by a consensus of the "Committee of Advisement Retention and Counseling" that the questionnaire be hand delivered to the students by their major advisor. The questionnaire was enclosed in a sealed envelope with the students name and address typed on the envelope. Attached to the questionnaire was a cover letter (refer to Appendix C) which requested the students cooperation, explained the nature of the research, and assured them of their anonymity. Also enclosed in the sealed envelope was a postage-paid self addressed envelope in order that the students could return their completed questionnaire. The method of hand delivery of the questionnaire was deemed appropriate and with the basic assumption that it might perhaps assure a higher percentage of students responding to this research initiative.

The questionnaires were numbered in order that a follow up of non-respondents could be conducted. Two weeks after the initial delivery of the questionnaires to the advisors, an attempt was made to contact non-respondents (via telephone, in - person, via advisors, and via mail). At the end of a subsequent two week period, no further attempt was made to survey the non-respondents. It should be noted that all questionnaires were to be delivered by the advisors to the students. Unfortunately, not all of the responses were received by the students.

### Analysis of Data

The information collected from the questionnaire was programed

into the Statistical Analysis System (SAS) 76 program developed by Barr, Goodnight, Saul, and Helwig (1976) thus enabling the investigator to initiate statistical computations by the Oklahoma State University Computer Centers mainframe computer. Also, a record was kept of the qualitative information collected from the survey instrument. The qualitative information was analyzed by the investigator and reported in narrative format. The information considered quantitative in nature was analyzed via descriptive statistics which primarily included frequency distribution, percentages, and means.

In order to establish a meaningful interpretation of the means reported the following real limits were established: 1.00 to 1.49 = strongly disagree; 1.50 to 2.49 = disagree; 2.50 to 3.49 = agree; 3.50 to 4.00 = strongly agree. Also, 1.00 to 1.49 = excellent; 1.50 to 2.49 = good; 2.50 to 3.49 = average; 3.50 to 4.00 = poor. And finally, 1.00 to 1.49 = great extent; 1.50 to 2.49 = moderate extent; 2.50 to 3.49 = little extent; 3.50 to 4.00 = I do not need formal advisement assistance. An additional category (non-applicable) was not included in the analysis (mean response); however, was included in the distribution.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to report the results from the questionnaire used to conduct the study. The purpose of the study was to determine the efficacy of academic advising as perceived by undergraduate students within the College of Agriculture, Oklahoma State University. A secondary purpose of this study was to establish a baseline from which further research could be pursued.

The scope of this study included 288 randomly selected students from a population of 1155 undergraduate students enrolled in the College of Agriculture during the spring semester of 1992. The 288 randomly selected students were proportionally representative of 12 major departments within the College. In other words, a stratified (by major) proportional random sample of students was selected to ensure a .95 level of confidence. Of the 288 students in the sample, 144 (50.0 percent) responded to the questionnaire.

Reported in Table II is the distribution of respondents based on classification. Of the 144 respondents who answered this question, 13 (9.03 percent) were freshman, 23 (15.97 percent) were sophomores, 50 (34.72 percent) were juniors, and 58 (40.28 percent) were classified as seniors.



TABLE II  
DISTRIBUTION OF RESPONDENTS BY CLASSIFICATION

Classification	<u>Frequency Distribution</u>	
	N	%
Freshman	13	9.03
Sophomore	23	15.97
Junior	50	34.72
Senior	<u>58</u>	<u>40.28</u>
Total	144	100.00

Table III reports the distribution of whether or not the respondents were transfer students from another institution.

TABLE III  
DISTRIBUTION OF RESPONDENTS BY WHETHER OR NOT THEY  
TRANSFERRED FROM ANOTHER INSTITUTION

Response	<u>Frequency Distribution</u>	
	N	%
Yes	76	52.78
No	<u>68</u>	<u>47.22</u>
Total	144	100.00

One-hundred forty-four respondents answered this question. Of these, 76 (52.78 percent) answered yes, they transferred to OSU from another institution. Sixty-eight (47.22 percent) answered no, they did not transfer to OSU from another institution.

Reported in Table IV is the distribution of respondents by gender. Forty-eight (33.33 percent) were female and ninety-six (66.67 percent) were male.

TABLE IV  
DISTRIBUTION OF RESPONDENTS BY GENDER

Response	<u>Frequency Distribution</u>	
	N	%
Female	48	33.33
Male	<u>96</u>	<u>66.67</u>
Total	144	100.00

Illustrated in Table V is the distribution of respondents by the advisor being assigned to them or selected by them. Of the 144 respondents, 91 (63.19 percent) indicated that their advisor was assigned to them. Fifty-three (36.81 percent) implied that their advisor was selected by them.

TABLE V  
DISTRIBUTION OF RESPONDENTS BY WHETHER THE ADVISOR WAS  
ASSIGNED TO THEM OR SELECTED BY THEM

Response	<u>Frequency Distribution</u>	
	N	%
Assigned to You	91	63.19
Selected by You	<u>53</u>	<u>36.81</u>
Total	144	100.00

Indicated in Table VI is the distribution of respondents by whether or not advisors have regular office hours or allow them to make an appointment. Of the 144 respondents, 139 (96.53 percent) answered yes their advisor had regular office hours or allowed them to make an appointment. Five (3.47 percent) respondents reported no their advisor did not have regular office hours nor allowed them to make an appointment.

Table VII was devised to report the distribution of respondents by approximate number of times they visit their advisors. Twenty-two (15.28 percent) indicated they make one visit per semester to their advisor. Thirty-six (25.00 percent) indicated that two visits per semester were made to their advisor, and 37 (25.69 percent) reported three visits per semester. Twelve (8.33 percent) marked four visits per semester. Thirty-six (25.00 percent) made five or

TABLE VI

DISTRIBUTION OF RESPONDENTS BY WHETHER OR NOT ADVISORS  
HAVE REGULAR OFFICE HOURS OR ALLOW THEM  
TO MAKE AN APPOINTMENT

Response	<u>Frequency Distribution</u>	
	N	%
Yes	139	96.53
No	<u>5</u>	<u>3.47</u>
Total	144	100.00

TABLE VII

DISTRIBUTION OF RESPONDENTS BY APPROXIMATE NUMBER OF TIMES  
THEY VISIT THEIR ADVISOR PER SEMESTER

Classification	<u>Frequency Distribution</u>	
	N	%
One time/semester	22	15.28
Two times/semester	36	25.00
Three times/semester	37	25.69
Four times/semester	12	8.33
Five or more times/semester	36	25.00
No visits	<u>1</u>	<u>0.70</u>
Total	144	100.00

more visits per semester, and only one (0.69 percent) reported no visits to his/her advisor.

Table VIII was constructed to present a descriptive analysis by levels of agreement as perceived by the respondents. Eight statements (items 8 through 15 on the questionnaire) were selected to bring forth information concerning approachability. The respondents were asked to designate whether they *strongly agree*, *agree*, *disagree*, or *strongly disagree* with each statement. A *not applicable* selection was also given. The respondents' perceptions follow.

The first statement was, "My advisor is friendly and approachable." Of the 143 respondents, 88 (61.54 percent) chose *strongly agree*. Fifty-one (35.66 percent) marked *agree*, and four (2.80 percent) selected *disagree*. None of the respondents chose *strongly disagree* or *not applicable*. The mean for this item was 3.58 and the standard deviation was 0.55. The mean response for this converted to the descriptor *strongly agree*.

Respondents were asked to signify their level of agreeance with the statement, "My advisor is interested in me and what I say." Seventy-one (49.65 percent) selected *strongly agree*. Sixty-three (44.05 percent) chose *agree*. Three and one half percent or five respondents preferred *disagree*, and three (2.10 percent) marked *strongly disagree*. Only one (0.70 percent) answered *not applicable*. The mean for this question was 3.42, and the standard deviation was 0.66. The descriptor was *agree*.

TABLE VIII

## DESCRIPTIVE ANALYSIS BY LEVELS OF AGREEMENT AS PERCEIVED BY THE RESPONDENTS

Approachability	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable		Mean	S.D.	Descriptor
	N	%	N	%	N	%	N	%	N	%			
<u>My Advisor . . .</u> is friendly and approachable.	88	(61.54)	51	(35.66)	4	(2.80)					3.58	0.55	Strongly Agree
is interested in me and what I say.	71	(49.65)	63	(44.05)	5	(3.50)	3	(2.10)	1	(0.70)	3.42	0.66	Agree
is willing to meet with me when I assistance.	84	(58.74)	54	(37.76)	3	(2.10)			2	(1.40)	3.57	0.53	Strongly Agree
keeps appointments with me.	83	(58.04)	51	(35.66)	3	(2.10)			2	(1.40)	3.56	0.57	Strongly Agree
answers my questions concisely.	69	(48.25)	58	(40.56)	11	(7.69)	3	(2.10)	2	(1.40)	3.37	0.71	Agree
provides caring, open atmosphere.	73	(51.05)	60	(41.95)	4	(2.80)	3	(2.10)	3	(2.10)	3.45	0.65	Agree

TABLE VIII (Continued)

Approachability	<u>Strongly Agree</u>		<u>Agree</u>		<u>Disagree</u>		<u>Strongly Disagree</u>		<u>Not Applicable</u>		Mean	S.D.	Descriptor
	N	%	N	%	N	%	N	%	N	%			
is a good listener.	73	(51.05)	59	(41.26)	8	(5.59)	2	(1.40)	1	(0.70)	3.43	0.66	Agree
provides full attention at our meetings.	76	(53.15)	58	(40.55)	3	(2.10)	3	(2.10)	3	(2.10)	3.47	0.64	Agree

The third statement, item number 10, was, "My advisor is willing to meet with me when I need assistance." Of the 143 respondents, 84 (58.74 percent) selected *strongly agree*. Fifty-four (37.76 percent) indicated that they *agree*. Three (2.10 percent) chose *strongly disagree* and two respondents (1.40 percent) marked *not applicable*. The mean for this item was 3.57. The standard deviation was 0.53. The descriptor was *strongly agree*.

Item number 11 said, "My advisor keeps appointments with me." Only 143 of the respondents answered this question. Of these, 83 (58.04 percent) selected *strongly agree* as their choice. Fifty-one (35.66 percent) indicated *agree*. Three (2.10 percent) chose *disagree*, and only one (0.70 percent) marked *strongly disagree*. There were five (3.50 percent) of the respondents that selected *not applicable*. The mean for this statement was 3.56 and the standard deviation was 0.57. The descriptor was *strongly agree*.

The fifth statement, Item number 12, was, "My advisor answers my questions concisely." One hundred forty-three respondents answered this question, with 69 (48.25 percent) choosing *strongly agree*. Fifty-eight (40.56 percent) marked *agree*, and 11 (7.69 percent) selected *disagree*. Three respondents (2.10 percent) answered *strongly disagree*, and 2 (1.40 percent) preferred *not applicable*. The mean for this item was 3.37, with the standard deviation being 0.71. The descriptor for this item was *agree*.

Item number 13 asked students to respond to the statement, "My advisor provides caring, open atmosphere." Of the 143 respondents, 73 (51.05 percent) selected *strongly agree*. Sixty (41.95 percent)



The mean for this statement was 3.45. The standard deviation was 0.65. The descriptor was *agree*.

The seventh statement, Item number 14, was, "My advisor is a good listener." Of the 143 respondents, 73 (51.05 percent) marked *strongly agree*. Fifty-nine (41.26 percent) chose *agree*, while eight (5.59 percent) answered *disagree*. Two respondents (1.40 percent) indicated *strongly disagree*, and only one (0.70 percent) selected *not applicable*. The mean for the question was 3.43, the standard deviation was 0.66, and the descriptor was *agree*.

Item number 15, the last statement in the approachability category, was, "My advisor provides full attention at our meeting." One hundred forty-three respondents responded to this question with 76 (53.15 percent) answering *strongly agree*. Fifty-eight (40.55 percent) chose *agree*, and three (2.10 percent) selected *disagree*. Three respondents (2.10 percent) marked *strongly disagree*, while three (2.10 percent) indicated *not applicable*. The mean for the statement was 3.47. The standard deviation was 0.64, and the descriptor was *agree*.

Table IX illustrates a descriptive analysis of general attributes of advisement practices as perceived by undergraduate students. Five statements (items 16 through 20 on the questionnaire) were given to advisees and asked to respond by selecting *strongly agree*, *agree*, *disagree*, *strongly disagree*, or *not applicable*. The responses, describing general information attributes, are given below.

TABLE IX

## DESCRIPTIVE ANALYSIS OF GENERAL ATTRIBUTES OF ADVISEMENT PRACTICES AS PERCEIVED BY UNDERGRADUATE STUDENTS

General Information	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable		Mean	S.D.	Descriptor
	N	%	N	%	N	%	N	%	N	%			
<u>My Advisor . . .</u> refers me to other persons for assistance when appropriate.	66	(46.15)	58	(40.57)	8	(5.59)			11	(7.69)	3.44	0.60	Agree
provides accurate information regarding courses.	64	(45.07)	64	(45.07)	11	(7.75)	1	(0.70)	2	(1.41)	3.36	0.65	Agree
helps me understand university procedures.	55	(38.46)	67	(46.85)	13	(9.09)	3	(2.10)	5	(3.50)	3.26	0.71	Agree
maintains accurate records of my progress.	74	(51.75)	57	(39.85)	6	(4.20)	1	(0.70)	5	(3.50)	3.47	0.61	Agree
exhibits confi- dentiality concerning all personnel and private matters.	76	(53.15)	51	(35.66)	3	(2.10)	3	(2.10)	10	(6.99)	3.50	0.65	Strongly Agree

The first statement, Item number 16, stated, "My advisor refers me to other persons for assistance when appropriate." Sixty-six (46.15 percent) chose *strongly agree*, while 58 (40.57 percent) marked *agree*. Eight respondents (5.59 percent) selected *disagree*, and 11 (7.69 percent) answered *not applicable*. The mean for this question was 3.44 and the standard deviation was 0.60. The descriptor was *agree*.

Item number 17 read, "My advisor provides accurate information regarding courses." One hundred forty-two responded. Sixty-four (45.07 percent) indicated *strongly agree*, and 64 (45.07 percent) chose *agree*. Eleven respondents (7.75 percent) marked *disagree*, and one (0.70 percent) selected *strongly disagree*. There were two (1.41 percent) who preferred *not applicable*. The mean for this item was 3.36. The standard deviation was 0.65 and the descriptor was *agree*.

The third statement, Item number 18, was, "My advisor helps me understand university procedures." Of the 143 respondents, 55 (38.46 percent) selected *strongly agree*. Sixty-seven (46.85 percent) marked *agree*, and 13 (9.09 percent) chose *disagree*. Three respondents (2.10 percent) indicated *strongly disagree*, while five (3.50 percent) selected *not applicable*. The mean for this statement was 3.26. The standard deviation was 0.71. The descriptor was *agree*.

Advisees were asked in Item number 19 to respond to, "My advisor maintains accurate records of my progress." Seventy-four (51.75 percent) chose *strongly agree* and 57 (39.85 percent) selected *agree*. Six respondents (4.20 percent) indicated *disagree* while only

one (0.70 percent) marked *strongly disagree*. Five students (3.50 percent) indicated *not applicable*. The mean for the item was 3.47 and the standard deviation was 0.61. The descriptor was *agree*.

The last statement regarding general information, stated, "My advisor exhibits confidentiality concerning all personal and private matters." Seventy-six (53.15 percent) marked *strongly agree*. Fifty-one (35.66 percent) chose *agree* and three (2.10 percent) selected *disagree*. Three respondents (2.10 percent) indicated *strongly disagree*, while ten (6.99 percent) picked *not applicable*. The mean for the statement was 3.50, the standard deviation was 0.65, and the descriptor was close between *agree* and *strongly agree* but concluded as *strongly agree*.

Table X reports a descriptive analysis of information specific to major as perceived by undergraduate students. Questions 21 through 24 were used to elicit information regarding perceptions specific to major. Respondents were asked to mark their level of agreeance with each statement by choosing *strongly agree*, *agree*, *disagree*, *strongly disagree*, or *not applicable*, as in the previous two sections. The responses are described below.

Item number 21 asked respondents to answer a statement which read, "My advisor provides accurate information regarding alternatives in my program of study." Sixty (41.96 percent) selected *strongly agree*, while 64 (44.75 percent) chose *agree*. Another 13 (9.09 percent) marked *disagree*. Three (2.10 percent) of the respondents indicated *strongly disagree*, and three (2.10 percent) selected *not applicable*. The mean for this statement was

TABLE X

## DESCRIPTIVE ANALYSIS OF INFORMATION SPECIFIC TO MAJOR AS PERCEIVED BY UNDERGRADUATE STUDENTS

Information Specific to Major	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable		Mean	S.D.	Descriptor
	N	%	N	%	N	%	N	%	N	%			
<u>My Advisor . . .</u> provides accurate information regarding alter- natives in my program of study.	60	(41.96)	64	(44.75)	13	(9.09)	3	(2.10)	3	(2.10)	3.29	0.72	Agree
provides me with information about career opportunities.	46	(32.16)	63	(44.06)	20	(13.99)	6	(4.20)	8	(5.59)	3.10	0.81	Agree
explains require- ments of my major to show relevance of courses and how they will affect my educational goals.	50	(34.96)	72	(50.35)	13	(9.09)	4	(2.80)	4	(2.80)	3.21	0.72	Agree
helps me plan several semesters of my total academic program.	47	(32.87)	59	(41.26)	25	(17.47)	5	(3.50)	7	(4.90)	3.09	0.81	Agree

3.29 and the standard deviation was 0.72. The descriptor was *agree*.

The next statement, Item number 22, was, "My advisor provides me with information about career opportunities." Forty-six (32.16 percent) chose *strongly agree*. Sixty-three (44.06 percent) marked *agree*, and 20 (13.99 percent) selected *disagree*. Six (4.20 percent) selected *strongly agree*, while eight (5.59 percent) indicated *not applicable*. The mean for this item was 3.10. The standard deviation was 0.81, and the descriptor was *agree*.

Statement number 23 was, "My advisor explains requirements of my major to show relevance of courses and how they will affect my educational goals." Fifty (34.96 percent) selected *strongly agree*. Seventy-two (50.35 percent) chose *agree*, while 13 (9.09 percent) picked *disagree*. Four (2.80 percent) of the respondents indicated *strongly disagree*, and four (2.80 percent) marked *not applicable*. The mean for this statement was 3.21 and the standard deviation was 0.72. The descriptor was *agree*.

The last item in this section, Item number 24, was, "My advisor helps me plan several semesters or my total academic program." Forty-seven (32.87 percent) chose *strongly agree*, while 59 (41.26 percent) selected *agree*. Twenty-five (17.49) respondents marked *disagree*, and five (3.50 percent) picked *strongly disagree*. Only seven (4.90 percent) indicated *not applicable*. The mean for this item was 3.09 and the standard deviation was 0.81. The descriptor was *agree*.

Table XI reports a descriptive analysis of counseling attributes of advisement practices as perceived by undergraduate

TABLE XI

DESCRIPTIVE ANALYSIS OF COUNSELING ATTRIBUTES OF ADVISEMENT PRACTICES AS  
PERCEIVED BY UNDERGRADUATE STUDENTS

Counseling	<u>Strongly Agree</u>		<u>Agree</u>		<u>Disagree</u>		<u>Strongly Disagree</u>		<u>Not Applicable</u>		Mean	S.D.	Descriptor
	N	%	N	%	N	%	N	%	N	%			
<u>My Advisor . . .</u> is willing to talk about nonacademic problems.	42	(29.58)	51	(35.92)	9	(6.34)	1	(0.70)	39	(27.46)	3.30	0.66	Agree
is willing to provide encourage- ment when I need it.	51	(35.92)	64	(45.07)	6	(4.23)	1	(0.70)	20	(14.08)	3.35	0.61	Agree
offers suggestions but encourages me to make decisions independently.	62	(43.36)	69	(48.24)	6	(4.20)	1	(0.70)	5	(3.50)	3.39	0.60	Agree
offers his/her own opinions when I ask for them.	64	(44.76)	72	(50.35)	4	(2.79)	1	(0.70)	2	(1.40)	3.41	0.58	Agree

TABLE XI (Continued)

Counseling	<u>Strongly Agree</u>		<u>Agree</u>		<u>Disagree</u>		<u>Strongly Disagree</u>		<u>Not Applicable</u>		Mean	S.D.	Descriptor
	N	%	N	%	N	%	N	%	N	%			
suggests ways to improve my study habits.	33	(23.08)	50	(34.96)	31	(21.68)	5	(3.50)	24	(16.78)	2.94	0.83	Agree
encourages me to participate in student organizations.	50	(34.97)	61	(42.66)	17	(11.89)	5	(3.50)	10	(6.98)	3.17	0.79	Agree

\*N varies because not all respondents answered this question.



students by levels of agreement. Respondents were asked to mark their level of agreeance with each statement by choosing *strongly agree*, *agree*, *disagree*, *strongly disagree*, or *not applicable*.

Item number 25 asked respondents to reply to a statement which read, "My advisor is willing to talk about nonacademic problems." Of the 142 respondents, 42 (29.58 percent) chose *strongly agree*, while 51 (35.92 percent) selected *agree*. Another nine (6.34 percent) marked *disagree*, and one (0.70 percent) indicated *strongly disagree*. Thirty-nine (27.46 percent) picked *not applicable*. The mean was 3.30 and the standard deviation was 0.66. The descriptor was *agree*.

Statement number 26 was, "My advisor is willing to provide encouragement when I need it." This item had 142 respondents with 51 (35.92 percent) marking *strongly agree*. Sixty-four selected *agree*. Six (4.23 percent) respondents chose *disagree*, and one (0.70 percent) picked *strongly disagree*. Twenty (14.08 percent) indicated *not applicable*. The mean for this statement was 3.35 and the standard deviation was 0.61. The descriptor was *agree*.

The next statement, Item number 27, was, "My advisor offers suggestions but encourages me to make decisions independently." Sixty-two (43.36 percent) selected *strongly agree*. Sixty-nine (48.24 percent) picked *agree*. Six (4.20 percent) picked *disagree*. One (0.70 percent) chose *strongly disagree* and five (3.50 percent) indicated *not applicable*. The mean for this item was 3.39. The standard deviation was 0.60, and the descriptor was *agree*.

Item number 28 of the questionnaire read, "My advisor offers his/her own opinions when I ask for them." Sixty-four (44.76

percent) of the 143 respondents chose *strongly agree*. Seventy-two (50.35 percent) indicated *agree*, while four (2.79 percent) picked *disagree*. One (0.70) percent respondent marked *strongly disagree*, and two (1.40 percent) indicated *not applicable*. The mean for this statement was 3.41, the standard deviation was 0.58 and the descriptor was *agree*.

Item number 29 asked the respondents to answer, "My advisor suggests ways to improve my study habits." Thirty-three (23.08 percent) chose *strongly agree*. Fifty (34.96 percent) picked *agree*. Thirty-one (21.68 percent) respondents indicated *disagree*, and five (3.50 percent) marked *strongly disagree*. Twenty-four (16.78 percent) selected *not applicable*. The mean for this item was 2.94. The standard deviation was 0.83, and the descriptor was *agree*.

The last item in this section, Number 30, read, "My advisor encourages me to participate in student organizations." Of the 143 respondents, 50 (34.97 percent) selected *strongly agree*. Sixty-one (43.66 percent) chose *agree*. Seventeen (11.89 percent) marked *disagree*, and five (3.50 percent) indicated *strongly disagree*. Ten (6.98 percent) respondents picked *not applicable*. The mean for this statement was 3.17 and the standard deviation was 0.79. The descriptor was *agree*.

Table XII was devised to report the distribution of respondents by whether or not they believe their advisor enjoys advising students. Of the 143 respondents, 119 (83.22 percent) indicated *yes* their advisor enjoys advising students. Three (2.10 percent) marked

no their advisor does not enjoy advising, and 21 (14.68 percent) chose *uncertain*.

TABLE XII  
DISTRIBUTION OF RESPONDENTS BY WHETHER OR NOT THEY  
BELIEVE THEIR ADVISOR ENJOYS ADVISING STUDENTS

Response	<u>Frequency Distribution</u>	
	N	%
Yes	119	83.22
No	3	2.10
Uncertain	<u>21</u>	<u>14.68</u>
Total	143	100.00

Reported in Table XIII is the distribution of respondents on the ranking of their advisor. Of the 142 respondents, 76 (53.52 percent) chose *excellent* and 48 (33.80 percent) marked *good*. Sixteen (11.27 percent) indicated *average*, and two (1.41 percent) selected *poor*.

Table XIV was constructed to determine to what extent the respondents needed formal advising. Thirty-one (21.68 percent) indicated a *great extent*. Eight-six (60.14 percent) chose *moderate*

TABLE XIII  
DISTRIBUTION OF RESPONDENTS ON THE PERCEIVED PERFORMANCE  
OF THEIR ADVISOR

Response	<u>Frequency Distribution</u>	
	N	%
Excellent	76	53.52
Good	48	33.80
Average	16	11.27
Poor	<u>2</u>	<u>1.41</u>
Total	142	100.00

TABLE XIV  
DISTRIBUTION OF RESPONDENTS BASED ON THE EXTENT  
THEY NEED FORMAL ADVISING

Response	<u>Frequency Distribution</u>	
	N	%
Great Extent	31	21.68
Moderate Extent	86	60.14
Little Extent	26	18.18
Do Not Need Formal Advising	—	—
Total	143	100.00

extent, and 26 (18.18 percent) marked *little extent*. *I do not need formal advising* was not chosen by anyone.

Item number 33 on the questionnaire asked the respondents who they most often request assistance from. Ninety-five (65.97 percent) selected "My advisor." Ten (6.94 percent) indicated another faculty member, and 32 (22.23 percent) chose other students. Only seven (4.86 percent) marked the "other" box.

Item number 34 on the questionnaire elicited the respondents' opinion on the most appropriate and effective location for advisement. One hundred thirty-two (94.96 percent) of the respondents chose within their major department. Four (2.88 percent) marked a centralized location, and only three (2.16 percent) picked other. This specific question also asked for a qualitative response, which can be found in Appendix D.

TABLE XV  
 DISTRIBUTION OF RESPONDENTS BASED ON WHO  
 ASSISTANCE IS REQUESTED FROM

Response	<u>Frequency Distribution</u>	
	N	%
My Advisor	95	65.97
Another Faculty Member Other Than My Advisor	10	6.94
Other Students	32	22.23
Other, Specify _____	<u>7</u>	<u>4.86</u>
Total	144	100.00

TABLE XVI  
 DISTRIBUTION OF RESPONDENTS BASED ON THE MOST  
 EFFECTIVE LOCATION FOR ADVISEMENT

Response	<u>Frequency Distribution</u>	
	N	%
Within Major Department	132	94.96
Centralized Location	4	2.88
Other	<u>3</u>	<u>2.16</u>
Total	139	100.00

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction

The purpose of this chapter is to present brief summaries of the following topics: purpose of the study; objectives of the study; scope of the study; and, major findings of the research. Conclusions and recommendations derived from detailed observation of the findings are also presented.

#### Purpose of the Study

The purpose of this study was to determine the efficacy of academic advisement as perceived by undergraduate students within the College of Agriculture, Oklahoma State University. A secondary purpose of this study was to establish a baseline from which further research could be pursued.

#### Objectives of the Study

In order to accomplish the purpose of this study, the investigation was directed toward the following specific objectives:

1. To determine the students' majors, academic classifications, whether or not they transferred to Oklahoma State University from another institution, and their gender.
2. To determine if their academic advisor was assigned to or

selected by the student, and whether or not their advisor maintained regular office hours or allowed them to make an appointment.

3. To determine the frequency per semester the student meets with his or her advisor.

4. To determine the level of agreement with regard to specific attributes concerning advisors as perceived by the students (i.e., approachability, general information, and counseling).

5. To determine whether or not the advisors enjoy advising as perceived by students.

6. To have the students rate the performance of their advisor.

7. To determine what extent the students believe they need formal advising and from whom they most often request assistance from; and

8. To determine the location considered by the students to be most effective concerning their academic advisement needs (i.e., within their major department or a centralized location on campus).

#### Assumptions of the Study

Concerning this research study, the following basic assumptions were made:

1. The responses provided by the students were accurate and sincere.

2. The list of undergraduate students enrolled at Oklahoma State University within the College of Agriculture during the spring semester of 1992, by major area of study, was indeed accurate.



3. The instrument designed elicited the type of responses which would satisfy the objectives of this study.

#### Scope and Limitations of the Study

The scope of this study included 288 randomly selected students from a population of 1155 undergraduate students enrolled in the College of Agriculture during the spring semester of 1992. The 288 randomly selected students were proportionally representative of the 12 major departments within the college. In other words, a stratified (by major) proportional random sample of students was selected to ensure a .95 level of confidence.

This research effort was limited as a result of three students who opted to have their names omitted and made unavailable (via the Privacy Act and its provisions) to the researcher.

#### Major Findings of the Study

Revealed in Table XVII are the major findings of the study. Of the 144 respondents, approximately one-third (34.03 percent) was from the Animal Science Department. The Agricultural Economics Department produced 20.14 percent of the respondents, while the Agricultural Education Department yielded 13.19 percent. Approximately one-tenth (11.11 percent) came from the Horticulture/Landscape Architecture Department. The remaining respondents were from Agricultural Communication, Agricultural Engineering, General Agriculture, Agronomy, Biochemistry, Entomology, Forestry, and

TABLE XVII  
SUMMARY OF RESPONSES RELATIVE TO SELECTED QUESTIONS

Summary of Responses	N*	%
<b>Respondents' Department</b>		
Agricultural Economics	29	20.14
Agricultural Education	19	13.19
Agricultural Communication	3	2.08
Agricultural Engineering	3	2.08
Agronomy	6	4.17
Animal Science	49	34.03
Biochemistry	2	1.39
Entomology	2	1.39
Forestry	7	4.86
Horticulture/Landscape	16	11.11
Pre-Vet/General Agriculture	8	5.56
Total	144	100.00
<b>Classification</b>		
Senior	58	40.28
Junior	50	34.72
Sophomore	23	15.97
Freshman	13	9.03
Total	144	100.00
<b>Whether or Not Respondents Transferred to OSU</b>		
Yes	76	52.78
No	68	47.22
Total	144	100.00
<b>Gender</b>		
Male	96	66.67
Female	48	33.33
Total	144	100.00

TABLE XVII (Continued)

Summary of Responses	N*	%
<b>Academic Advisors</b>		
Assigned to You	91	63.19
Selected by You	53	36.81
Total	144	100.00
<b>Whether or Not the Respondents' Advisors Have Regular Office Hours</b>		
Yes	139	96.53
No	5	3.47
Total	144	100.00
<b>Approximate Number of Times Respondents Met with Their Advisors</b>		
One time per semester	22	15.28
Two times per semester	36	25.00
Three times per semester	37	25.69
Four times per semester	12	8.33
Five or more times per semester	36	25.00
I don't know my advisor	1	0.70
Total	144	100.00
<b>Whether or Not the Respondents' Advisor Enjoys Advising</b>		
Yes	119	83.22
No	3	2.10
Uncertain	21	14.68
Total	144	100.00
<b>Respondents Rating of Their Advisor</b>		
Excellent	76	53.52
Good	48	33.80
Average	16	11.27
Poor	2	1.41
Total	144	100.00

TABLE XVII (Continued)

Summary of Responses	N*	%
<b>Extent that Respondents Need Advising</b>		
Great	31	21.68
Moderate	86	60.14
Little	26	18.18
I do not need formal advising	0	0.00
Total	144	100.00
<b>Who Respondents Most Often Request Assistance</b>		
My Advisor	95	65.97
Another Faculty Member	10	6.94
Other Students	32	22.23
Other (Specify)	7	4.86
Total	144	100.00
<b>Location Which Would be Most Effective</b>		
Within Major Department	132	94.96
Centralized Location on Campus	4	2.88
Other (specify)	3	2.16
Total	144	100.00

\* N varies because not all respondents answered each question.

Pre- Vet. The number of respondents within each department was well distributed.

The majority of the respondents were lower classmen. Three quarters (75.00 percent) of the respondents were Freshmen and Sophomores.

Though most respondents (52.78 percent) transferred to Oklahoma State University from another institution, the distribution was fairly even.

There was exactly two times as many males (66.67 percent) responded to the questionnaire as females. The majority (63.19 percent) of the respondents indicated that their advisors were assigned to them.

A formidable majority (96.53 percent) of the respondents signified that their advisors have regular office hours.

Approximately 75 percent of the respondents indicated that they visit their advisor two, three, and five or more times per semester.

The majority (83.22 percent) of respondents expressed that they believe their advisor enjoys advising. Only 21 respondents were undecided about their advisor's happiness with advising.

Over three quarters of the respondents implied that the ranking for their advisor was excellent or good. Furthermore, the majority (60.14 percent) of respondents needed a moderate extent of advisement.

Nearly one-third of the respondents signified that they request assistance from their advisor, rather than other faculty members or other students.

An overwhelming majority (94.96 percent) of the respondents indicated that the most effective location for academic advisement was within the major department.

Table XVIII portrays the respondents' level of agreeance within a multitude of advisement attributes. The respondents signified that they *Strongly Agree* that their advisors are friendly and approachable; are willing to meet with them when assistance is needed; and, keeps appointments. They *Agree* that their advisors are interested in what they say; answer questions concisely; provides a caring, open atmosphere; is a good listener; and, provides full attention at meetings.

In addition, the respondents indicated that they *Strongly Agree* that their advisor exhibits confidentiality concerning all personal and private matters. Plus, they *Agree* that their advisor refers them to other persons for assistance when appropriate; provides accurate information regarding courses; helps them understand university procedures; and maintains accurate records of progress.

Furthermore, the respondents implied that they *Agree* that their advisor provides accurate information regarding alternatives in the program of study; provides them with information about career opportunities; explains the requirements of their major to show relevance of courses and how they will affect their educational goals; and helps plan several semesters or their total academic program.

Finally, the respondents denoted that they Agree that their advisor is willing to talk about nonacademic problems; is willing to provide encouragement when needed; offers suggestions but encourages

TABLE XVIII  
SUMMARY OF MEAN RELATIVE TO RESPONDENTS' AGREEMENT  
WITH ADVISEMENT ATTRIBUTES

Response	Mean	Descriptor
<u>APPROACHABILITY</u>		
My Advisor . . .		
...is friendly and approachable	3.58	Strongly Agree
...is interested in me and what I say	3.42	Agree
...is willing to meet with me when I need assistance	3.57	Strongly Agree
...keeps appointments with me	3.56	Strongly Agree
...answers my questions concisely	3.37	Agree
...provides caring, open atmosphere	3.45	Agree
...is a good listener	3.43	Agree
...provides full attention at our meetings	3.47	Agree
<u>GENERAL INFORMATION</u>		
My Advisor . . .		
...refers me to other persons for assistance when appropriate	3.44	Agree
...provides accurate information regarding courses	3.36	Agree
...helps me understand university procedures	3.26	Agree
...maintains accurate records of my progress	3.47	Agree
...exhibits confidentiality concerning all personnel and private matters	3.50	Strongly Agree

TABLE XVIII (Continued)

Response	Mean	Descriptor
<u>INFORMATION SPECIFIC TO MAJOR</u>		
My Advisor . . .		
...provides accurate information regarding alternatives in my program of study	3.29	Agree
...provides me with information about career opportunities	3.10	Agree
...explains requirements of my major to show relevance of courses and how they will affect my educational goals	3.21	Agree
...helps me plan several semesters or my total academic program	3.09	Agree
<u>COUNSELING</u>		
My Advisor . . .		
...is willing to talk about nonacademic problems	3.30	Agree
...is willing to provide encouragement when I need it	3.35	Agree
...offers suggestions but encourages me to make decisions independently	3.39	Agree
...offers his/her own opinions when I ask for them	3.41	Agree
...suggest ways to improve my study habits	2.94	Agree
...encourages me to participate in student organizations	3.17	Agree

me to make decisions independently; offers his/her own opinion when asked; suggests ways to improve study habits; and encourages them to participate in student organizations.



## Conclusions

The following conclusions were obtained based on the major findings:

1. A majority of the students who responded to the survey transferred to OSU from other institutions.
2. Even though each of the departments had students of all classifications to respond to the study, it was concluded that a large majority of the respondents were male and a large majority of the respondents' academic advisors were assigned to them.
3. It was further concluded based on the findings of this study that the respondents perceived an overwhelming majority of the advisors had regular office hours and the majority of the respondents met with their advisors at least two times or more per semester.
4. Based on the perceptions of the respondents it is concluded that an overwhelming majority of the advisors enjoys advising students, and that the majority of respondents considered their advisors to be excellent advisors.
5. It was further concluded based on the perceptions of the respondents, that they have a need for advising that ranges from moderate to great. Furthermore, an overwhelming majority of the respondents most often request assistance from their advisor and prefer to be advised within their home department.
6. Based on the findings it is further concluded that the respondents perceive their advisor to have the following characteristics: (1) friendly and approachable; (2) interested in

students and what they have to say, (3) willing to meet with the students when they need assistance; (4) keeps appointments and answers questions concisely while providing a caring, open atmosphere; and (5) is a good listener and provides full attention.

7. Furthermore, it was concluded, based on the perceptions of the respondents: (1) advisors make referrals when necessary; (2) provides accurate information regarding courses; (3) helps students understand university procedures; (4) maintains accurate records of student's progress and exhibits confidentiality concerning all personal and private matters.

8. It is further concluded that advisors provide accurate information regarding alternatives in the students program of study; provides students with information about career opportunities; provides a rationale of relevance for courses; and helps students plan several semesters of their total academic program.

9. With regard to counseling, based on the perceptions of the respondents, it is concluded: (1) advisor's are willing to talk about nonacademic problems; (2) provides encouragement; (3) offers their own opinions when requested; (4) suggests ways to improve study habits and encourages students to participate in student organizations.

10. Based on the findings an overwhelming majority of the respondents preferred to be advised within their major department, rather than a centralized location on campus or any other place.

11. With regard to the open-ended question that asked the students to please provide additional comments pertaining to their

perceptions of their advisement experiences, it can generally be concluded that the respondents have a favorable impression of their advisement experiences within the College of Agriculture.

#### Recommendations

Based on the conclusions of this study the following recommendations are presented:

1. That the advisors should continue to have regular office hours and allow students to make appointments.
2. Based on the conclusions that the students perceive their advisors to be approachable and caring among having many other quality characteristics, it is recommended that the advisors within the College of Agriculture be commended for possessing a high level of professionalism.
3. It is recommended that students continue to receive advisement from within their respective departments and not in a centralized location on campus.
4. It is further recommended that every student meet with their respected advisor at least two or more times each semester.

#### Recommendations for Additional Research

The following recommendations are made with regard to additional research. The recommendations are judgments based on having conducted the study and on the examination of the findings of the study.

1. The findings of this study should be compared to those of a study being done concurrently. Qualities and attributes of undergraduate advisement as perceived by academic advisors within the College of Agriculture Sciences and Natural Resources, Oklahoma State University, in order to determine how closely the advisor's perceptions match those of the student's; and

2. A similar study should be conducted university-wide in order to assess the quality of advisement in colleges other than that of the College of Agricultural Sciences and Natural Resources.

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**APPENDIXES**

**APPENDIX A**

**INSTITUTIONAL REVIEW BOARD**



OKLAHOMA STATE UNIVERSITY  
 INSTITUTIONAL REVIEW BOARD  
 FOR HUMAN SUBJECTS RESEARCH

Proposal Title: Efficacy of Academic Advisement as Perceived by  
Undergraduate Students within the Division of Agricultural Sciences and  
Natural Resources, OSU  
 Principal Investigator: Eddy Finley / Maureen Baker  
 Date: 3-16-92 IRB # AG-92-011

-----  
 This application has been reviewed by the IRB and

Processed as: Exempt  Expedite  Full Board Review   
 Renewal or Continuation

Approval Status Recommended by Reviewer(s):

Approved  Deferred for Revision   
 Approved with Provision  Disapproved

Approval status subject to review by full Institutional Review Board at  
 next meeting, 2nd and 4th Thursday of each month.

-----  
 Comments, Modifications/Conditions for Approval or Reason for Deferral or  
 Disapproval:

Signature: Marcia L. Dillay

Chair of Institutional Review Board

Date: 3-16-92

**APPENDIX B**

**QUESTIONNAIRE**

### ADVISEMENT QUESTIONNAIRE

**DIRECTIONS:** Please respond to the following questions and return this completed form to the Department of Agricultural Education in the enclosed postage-paid envelope.

1. What is your major? (Check only one)

- |  |   |
|--|---|
| <input type="checkbox"/> (1) Agricultural Communication<br><input type="checkbox"/> (2) Agricultural Economics<br><input type="checkbox"/> (3) Agricultural Education<br><input type="checkbox"/> (4) Agricultural Engineering<br><input type="checkbox"/> (5) Agriculture (General)<br><input type="checkbox"/> (6) Agronomy<br><input type="checkbox"/> (7) Animal Science | <input type="checkbox"/> (8) Biochemistry<br><input type="checkbox"/> (9) Entomology<br><input type="checkbox"/> (10) Forestry<br><input type="checkbox"/> (11) Horticulture/Landscape Architecture<br><input type="checkbox"/> (12) Pre-veterinary Science |
|--|---|

2. What is your classification? (Check only one)

- |   |   |
|---|---|
| <input type="checkbox"/> (1) Freshman<br><input type="checkbox"/> (2) Sophomore<br><input type="checkbox"/> (3) Junior<br><input type="checkbox"/> (4) Senior | (fewer than 28 semester credit hours passed)<br>(28 to 59 semester credit hours passed)<br>(60 to 93 semester credit hours passed)<br>(94 or more semester credit hours passed) |
|---|---|

3. Did you transfer to OSU from another institution? (Check only one)

- (1) Yes  
 (2) No

4. What is your gender? (Check only one)

- (1) Female  
 (2) Male

5. Was your academic advisor... (Check only one)

- (1) ...assigned to you?  
 (2) ...selected by you?

6. Does your advisor have regular office hours or allow you to make an appointment? (Check only one)

- (1) Yes  
 (2) No

7. How often do you meet with your advisor? (Check only one)

- (1) One time per semester  
 (2) Two times per semester  
 (3) Three times per semester  
 (4) Four times per semester  
 (5) Five or more times per semester  
 (6) I don't visit my advisor at all throughout the semester

**Instructions:** Please rate the following attributes according to your perceptions about your advisement experiences. Check (✓) the appropriate response to each question.

#### APPROACHABILITY

	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (0)
My Advisor...					
8. ...is friendly and approachable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. ...is interested in me and what I say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. ...is willing to meet with me when I need assistance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. ...keeps appointments with me?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. ...answers my questions concisely?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. ...provides caring, open atmosphere?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. ...is a good listener?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. ...provides full attention at our meeting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### GENERAL INFORMATION

	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (0)
My Advisor...					
16. ...refers me to other persons for assistance when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. ...provides accurate information regarding courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. ...helps me understand university procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. ...maintains accurate records of my progress?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. ...exhibits confidentiality concerning all personnel and private matters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please respond to questions on back as well)

## INFORMATION SPECIFIC TO MAJOR

My Advisor...		Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (0)
21.	...provides accurate information regarding alternatives in my program of study?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	...provides me with information about career opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	...explains requirements of my major to show relevance of courses and how they will affect my educational goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	...helps me plan several semesters or my total academic program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## COUNSELING

My Advisor...		Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (0)
25.	...is willing to talk about nonacademic problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	...is willing to provide encouragement when I need it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	...offers suggestions but encourages me to make decisions independently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	...offers his/her own opinions when I ask for them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	...suggests ways to improve my study habits?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	...encourages me to participate in student organizations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please respond to the following questions by checking (✓) the response you perceive to be most appropriate.

30. Do you believe your advisor enjoys advising students?

- (1) Yes  
 (2) No  
 (3) Uncertain

31. How do you rate your advisor?

- (1) Excellent  
 (2) Good  
 (3) Average  
 (4) Poor

32. To what extent do you believe you need formal advising?

- (1) Great extent  
 (2) Moderate extent  
 (3) Little extent  
 (4) I do not need formal advisement assistance

33. Who do you most often request assistance from? (Check only one)

- (1) My advisor  
 (2) Another faculty member other than my advisor  
 (3) Other students  
 (4) Other, please specify \_\_\_\_\_

34. Which location do you believe would be most effective concerning your academic advisement needs? Also please tell us why you feel this way. (Check only one)

- (1) Within my major department. Why? \_\_\_\_\_  
 \_\_\_\_\_
- (2) In a centralized location on campus. Why? \_\_\_\_\_  
 \_\_\_\_\_
- (3) Other, please specify and explain why! \_\_\_\_\_  
 \_\_\_\_\_

35. Please put any additional comments you wish to make below. Thank you.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**APPENDIX C**

**LETTERS**



*Oklahoma State University*

OFFICE OF ACADEMIC PROGRAMS  
COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES

STILLWATER, OKLAHOMA 74078-0500  
136 AGRICULTURAL HALL  
405-744-5395  
FAX: 405-744-5339

March 30, 1992

Dear Student

We are conducting research designed to determine the effectiveness of academic advisement as perceived by selected undergraduate students within the Division of Agricultural Sciences and Natural Resources at Oklahoma State University. You have been especially selected to be included in this research effort. We value your opinion and want to know what you think. Your input will be considered with regard to the future of academic advisement functions within your major area of studies.

The enclosed questionnaire should require less than 10 minutes of your time. Please complete the questionnaire and return it in the enclosed postage-paid envelope within the week.

Please be assured that your responses will remain confidential and will be included as a part of the total findings of this research effort.

Thanking you in advance for your attention to this request, we remain,

Sincerely,

Maureen Baker,  
Graduate Student

Wes Holley,  
Assistant Dean

APPENDIX D

QUALITATIVE RESPONSES TO

QUESTION #34

The students were asked which location they believe would be most effective concerning their academic advisement needs. The following responses are reported verbatim as indicated on the questionnaire. (Note: To insure confidentiality, references to specific Departments and/or faculty have been omitted).

(1) Within their major department.

"That's where I am most of the time"

"That is where I spend most of my time"

"Because the majority of classes are in that dept. and some may even be taught by the advisor"

"To get individual departmental help. Your advisor is in the department"

"Convenience and seems to be more personal. Communication is easier"

"Easy to reach - always close by"

"If it is in my major department, I'd feel more like they knew more about my major"

"Because I spend most my time there and my advisor, being involved there knows what I need. I also see him around the building, when I'm going to classes. This way I'm in touch with him throughout the year though I only see him at appointments about 3 times a year"

"At a centralized location, crowding would be a real problem. This way interactions are more one to one"

"It is the most convenient location. Also, the advisor are more involved with the class work"

"Because most of my classes are in my major Department"

"I'm there most of the time and makes my advisor more accessible"

"He's in a building, I am in for many classes and he has an understanding of my major"

"Because the department has more relevant information for my needs"

"There is sometimes a need to confer with some professor in my Dept. RE: Independent study opportunities, etc. more convenient if they're down the hall"



"Because that is where my basic interests are at"

"It has worked fine and that is where I spend most of my time"

"That is where I am most of the time"

"The majority of my classes are in the \_\_\_\_\_ hall of Agriculture Hall in which his office is located. When my time is limited, I am always near his office"

"They are more geared toward you and you schedule and can answer questions appropriately for you, although variety in this area wouldn't hurt"

"The classes are centralized in a small area along with the professors - thus assistance is usually only a few feet away"

"The atmosphere is correct, they know what works in the specific field of study"

"It's more convenient for both the student and the advisor, because both are generally around the major department"

"Because that's where I spend most of my time"

"The department is closer and has a more friendly environment"

"Because it's convenient for the advisor"

"I spend a lot of time in and nearby the department"

"Only people in my major know the courses I take"

"Because the advisor should be familiar with the faculty and procedures"

"Because I spend a lot of time in \_\_\_ and it's convenient for me to go there to see my advisor"

"They understand about the major requirements and what other courses would be beneficial and which wouldn't"

"They understand the core requirements and the degree of difficulty"

"So many different professors--hard to determine which could benefit certain circumstances"

"You work 1 on 1 and know more about career, convenient"

"My other major professors are here if I need to talk to them about something. This way I don't have to run all over campus"

"Because I need to know what the requirements on grades are so I can get out of college"

"A lot of my courses are there and it makes it easier on me"

"Because this is where I spend all of my time, all of my classes are here"

"They know more about our field"

"There are many different ways to fill your requirements in undergrad. But knowing which way would be most beneficial in the long run would be of help"

"Because an advisor who is in your dept. will know exactly what you need to take"

"I believe that where my advisor is located in my major dept is great. I already have to be in the building so I can just stop by"

"The advisor is more knowledgeable about his own department and which classes may be substituted, etc."

"The people now what's on and if they do not they know where to refer you to"

"I am in the area most often and it is easiest to stop and make appointments"

"Because I believe that the people in your department know the most about your particular major and can therefore advise you the best. Also, I would feel more comfortable going to my major department for advisement than a central location"

"Because my major department is where I'll be most involved in"

"People outside my department have no clue what \_\_\_\_\_ is about"

"To help in/scheduling my classes, as far as where I need to be for my major"

"It just makes sense to have the advisement take place w/a professor located w/in their department's offices"

"These people know what is going on and would be the best at directing me to the best options"

"Advisors within departments tend to get to know you better as well as the educational situation you are in. The departmental advisors also seem to be more available to schedule meetings and assist you when needed"

"Job opportunities, classes"

"That way your advisor is within your major and will know more about it"

"I feel this way because they will know what courses I need for my major"

"Because they should know how the college is run and its requirements"

"Because this is where the people are found on campus that knows what is going on in the \_\_\_\_ industry and they can provide me with the leadership to go into an area where jobs are plentiful"

"Because these are the people that are closest to the subject matter and can offer the best advise concerning, major scheduling,"

"They know me better and can relate to where I am headed"

"Professor w/in the department understand the program and have a say in how the curriculum is put together. Also, if you have an advisor w'in the department, you are less likely to be just another face"

"B/c they are more aware of what is going on around us"

"That is the best way it could possibly work now as long as there in the dept. and as qualified as my advisor"

"That way this advisor is surrounded with fellow advisors within his/her dept. making for easy repeals and close ties"

"Because that is where my classes are located and it is convenient for me to visit with my advisor"

"Because if the advisement is within the major the advisor will know more about requirements than someone from another major department"

"They understand what is needed to be successful in that major"

"Because these people should know what courses will be like and should be able to tell you what classes to take"

"I believe the advisor's offices are in a good location because many of my classes are there"

"They know the classes and can give practical suggestions"

"If they are within my major's department they understand the subjects and problems than follow along"

"He gives ideas on which classes will be most beneficial for my objective after graduation"

"Because my advisor and I would have things in common. He knows what I need and what will substitute for something else"

"A centralized location would be OK for freshman but upper classmen need help with career planning, etc."

"Other people do not know about my major and if I need other help I can ask other advisors"

"Because this is where the majority of my time is spent making it easier to see my advisor"

"Because people within my major know more about what I need to graduate"

"More 1 to 1 basis, not a number"

"Because it would be in a place that I'm often at"

"They have more ideas of each department, more knowledge"

"Most of my questions, toward my advisor are aimed at my major \_\_\_\_\_ classes"

"This is a confusing question. I guess because it's convenient"

"So I can become familiar with other professors who will be instructing me on the future"

"Better to answer my specific questions"

"Be more in touch with students and their needs if a advisor is within major department"

"Due to the requirement and understanding those requirements"

- "The advisor can be more personal because of mutual interest"
- "This keeps you in touch with your department and things going on in it"
- "Most of my classes are located here"
- "Because this is where most of my classes are, most convenient"
- "It is convenient for me to combine appointment. Easier to connect with other for consultation"
- "Students should be familiar with their department and its faculty and staff. They need to spend time within the department to accomplish this"
- "They know me and have knowledge about my plans for the future"
- "Because that is the department that your going through"
- "Easy to locate, I feel at home in my department environment"
- "Because the advisors in my major department have an excellent understanding of my academic needs"
- "Because I am in my department almost every day and my classes are in the building and I feel very comfortable there"
- "My major department provides the atmosphere and ready information for every question that may arise"
- "Ag Hall; most of the \_\_\_\_\_ classes are there"
- "I am always in Ag Hall with my classes and other activities. It is more convenient"
- "Because a business major has a lot different needs and concerns than I and one advisor could not advise properly"
- "Because they are know the program"
- "Yes, convenient and understand more about me"
- "It is more personable where it is located and if it's in my department I will more likely use it"

"They have more insight on classes and available scholarships than just a campus advisor"

"They know more about your classes, who the teachers are, plus is better to have an advisor in your department so you can feel as though you are known by the people there. Your not just another number"

"Because that is where I spend most of my class time, its the most convenient for me"

"I am in the dept. all the time so it is convenient"

"They know information pertaining to the area you are concerned with"

"I believe advisement should be held within the students dept. b/c of the awareness of the students needs; what can be substituted, or what needs to be done regarding, class schedules. Also, because knowledge within the dept. is greater and on an individual basis, not like it would be at a centralized location"

"Because this is the area I spend most of my time and gives access at odd times"

"Because this is where all my other classes are, convenient location for resources and other professor that can help answer questions. Advisors are not where the resources are, cannot check with other advisors, inconvenient"

"It is close to my classes"

"Because that is where I feel most comfortable"

(2) In a centralized location on campus.

"My advisor does not really tell me the classes outside the department that would benefit me the best"

"Every advisor on campus needs to know the rules, everyone tells me different things"

"Because I am not over by my advisor's office very often"

"Being an \_\_\_\_\_ Double major there is not much \_\_\_\_\_ opportunities in the \_\_\_\_\_ Department"

## (3) Other

"In a centralized location in the College of Agriculture easier for freshman to find"

"I prefer the current location. It allows me to meet with professionals in the \_\_\_\_ building"

"My advisor \_\_\_\_\_ is very interested and caring. He is willing to go that extra mile to help a person where needed"

"I also feel that some sort of advisor in every dorm would be great. This would eliminate any personal bids on the advisor's part. He may want you to take classes you don't need if it's in his field. Also, it is very hard to get in to see my advisor because he's so busy. An advisor in my dorm would be convenient and help this problem or another alternative"

APPENDIX E

QUALITATIVE RESPONSES TO

QUESTION #35



- (4) The students were asked to put any additional comments they wished to make. The following responses are reported verbatim as indicated on the questionnaire.

"The above information is about tile student advisor for\_\_\_\_\_ not my advisor in the college of\_\_\_\_\_ who was assigned to me when I enrolled as a freshman. I have seen him upon that one occasion.\_\_\_\_\_ has done an adequate job advising me since then"

"Good advisor! Good friend! Very caring"

"I just changed majors, so I have not had to deal w/this advisor very much"

"I like the one-to-one interaction of departmental advising. Also, there's no reason to establish a new "advising office" that would result in another tuition increase"

"The \_\_\_\_\_ advising department is severely understaffed"

"My advisor is wonderful about referring me to other people if he's not sure about something or he'll work until he finds it himself. I am very impressed with my Advisor. He has been a great help"

"A good, caring advisor is very important to keep a student motivated and on track"

"I feel that I have an extraordinary advisor now but he is an exception. While I am an older student (36) and can advise myself, it is important to have someone to double check or point out possible unseen complication. I have heard horror stories (a couple of which I know to be true) of graduation delays due to incompetent advisement. For this reason, I feel that a strong, emphasis should be placed on recruiting and training, the best qualified and most motivated advisors"

"\_\_\_\_\_, my advisor is more like a friend than an authority figure but he maintains objectivity in helping me meet my goals. I don't think I could have had a better advisor during my 3 1/2 years here!"

"Most of the teachers here do not care if you pass or fail as long as they get their money"

"My advisor does not actually hold any office hours. His door is always open during the day for anyone. It is a real pleasure to talk to him because instead of him telling me what I should do, he lets me make my own decisions and lends his advice in ways that would be more helpful in my academic career"

"It would probably be a good idea to receive academic advisement in some other areas besides your major dept. It would wean some students who seem to be 'spoon-fed' during academic procedures"

"The advisors in my department are constantly helpful in giving advice to students - we are lucky"

"My advisor is changed because \_\_\_\_\_ is doing research. The information is on \_\_\_\_\_."

"I believe the forestry advisors are well aware of what the students accomplishments should be in order to receive a decree not only for freshman students but for transfer students as well"

"I consider an undergraduate advisor must be a person dedicated exclusively to advise students. So, he/she will be available at any time"

"This is his 1st year advising so he's a little shakey on some policies, but I strongly feel he will make an excellent advisor"

"I am a pre-med major and although there are few pre-med majors in Agri. we still need adequate info regarding medical school. Every college should have one advisor that is kept up to date on professional schools (pre-law, pre-med, etc.) and able to pass this current information onto students. I found no relevant info on medical school through Agriculture people. This was very disheartening"

"I have had two advisors since I have been at OSU. The first was chosen by me. This information is based on my second advisor"

"\_\_\_\_\_ is a superior advisor and friend"

"I have had a number of advisors from different colleges at OSU, and those in the college of Ag are far superior to those elsewhere"

"I enrolled late and my advisor was about the only person left on campus before the holiday. He was very nice and he let me know that if I wanted a different advisor I could choose one. \_\_\_\_\_ was very compatible and I chose to remain with him"

"My advisor has always been more than helpful and has always kept up on my progress"

"For the most part I have been very happy with the advising I have received at OSU. I hope it continues much as it has in the past. The only problems I have faced are my advisor being too busy (in class and labs) and I had problems setting up an appointment with him. He was definitely willing to see me; it was simply an conflict of schedules. Thank you for asking me to answer this survey and for listening to my responses!"

"My advisor has been quite helpful in teaching me how to work the college system of "How to find the facts". Plus given me helpful hints on classes and how they are taught.

"My advisor acts like he has no time to spend when I have tried to talk to him and enroll. I just go to another advisor who will spend time w/me"

"I have found the \_\_\_\_\_ - department advisors will help you anytime you need help"

"I think each college on campus should have several academic advisors who's sole purpose was nothing more than to help students with course selection related to majors. The people would be directly involved with the business and industry leaders and could direct students to what areas of business industry will be seeing a need for more people in coming years. For example: If OSU gets the proposed food processing facility, this would be a need for more people in the areas of product development, marketing, advertising, etc. and the advisors could let us know of this"

"Advisement in a centralized location on campus is a very bad idea. In no way can a small group of people fill the needs of the entire campus. Plus, Departmental Advisors are a very good source to us as a reference on job applications"

"Prior to becoming my advisor, \_\_\_\_\_ was my instructor for 3 courses. I was impressed by the way he handled each of my requests for course material confliction. He has provided guidance concerning courses and careers-going above and beyond the call of duty."

"My advisor is the most student caring person I have ever met. He has a wealth of knowledge of nearly every course and most professors on this campus. He never ceases to amaze about how helpful he can be. He gives me the right advise where I need it, but he also realizes when I am doing fine and advise is not needed. He is clearly an asset to his dept., the college, and the university"

"I am very pleased with the advisor I have now, he is very helpful and seems really concerned. I had another advisor who didn't actually "Advise" me, didn't help me decide what to take he just gave me an enrollment sheet and told me to fill it out. My advisor now makes suggestions and helps me in deciding my schedule. I think this is the way advisors should be. They need to try to be concerned and make a student feel they have someone to go to for help"

"I believe my advisor is willing to help, but doesn't have much time to spend working, one-on-one with the students. I believe more time should be made for appointments and when appointments are made they should be kept better than in the past"

"My advisor is better as an advisor than a teacher"

"I haven't seen my advisor very often but when I have, he has been all that I have check. I strongly agree w/his advisement. He really helps me get the classes taken I need for my degree"

"Overall he has been a good advisor. I have had 2 others that I did not like at OSU and \_\_\_\_\_ knows what is going and is always willing to help. He was offering to tutor me in class if possible. That to me means he really cares about the students and its' not just a job"

"The advisor should set aside one day of the week to talk to his or her students knowing that he or she has alot of other important things to do though"

"I believe a student has to ask for help or advice before an advisor is given a chance to show what or how he/she could help the student some advisors are given a chance because students are not aware of the valuable help advisors can give"

"I do not allow my advisor to set my own classes, nor do I allot time for him to discuss my classes. I respect him, but only use him to sign my enrollment card"

"Advisor doesn't seem to show all options in course selection and wants student to seem to follow his path instead of helping students decide what the student really wants. Advisor extremely partial to helping out students that are in his field instead of helping out all students"

"The only thing I might comment on is that some advisors just have too many students at one time"

"\_\_\_\_\_ is a excellent advisor. He tells you the way it is, and what it takes to get it done. Sometimes he's hard to catch, but he doesn't mind phone calls at home. I'm a continuing, transfer student, 31 years old. Does he get paid extra for advising? If not, he should be it can become very time consuming"

"\_\_\_\_\_ is now blessed with an advisor. Feels good that there is someone to talk to and who has adequate time for my needs. In her absence, other helped but could notice they had pressure from other official duties"

"I was here for three semesters before I had an advisor. I wasn't suffering, but I didn't realize what I was missing out on until \_\_\_\_\_ took the job. Now, my academic direction and practical experience have improved 300%. Good advisors are invaluable.

"I think that your advisor should see the personal side of each of its students. I all so think he should call and check on grads and class every 2 weeks and should see that the students have a chance to work in there major more than 2 or 3 hours at a time and before they become a Sr."

"My advisor\_\_\_is great, I feel that I can depend on him for any type of help relating to my academic success"

"I feel my advisor had made a difference in my college career. He gave me motivation, guidance, and the self-confidence to get involved and make a difference in my life and others. I am very pleased with the advisement of my advisor in this major compared with the advisement I got in the major I had before I changed to the \_\_\_\_\_ Dept."

"I feel that my advisor and all other \_\_\_\_\_ faculty is very helpful and ready to assist in any way"

"If it were not for personal major related advisors, I would be like a ship a drift in the ocean with no masts or sales"

"I am very fortunate but some advisors appear too busy at times. Encourage more interaction with all students whether they are advisors or merely pupils. The students like to meet professors/advisors and get to know them"

"I would like to see the results of this survey"

"I would like to able to discuss my future more with my advisor. Sometimes I get a little wary of my major and I think if I knew a little more concerning what my future may possibly hold I would feel more secure"

"I chose my advisor and major 4 years ago, and have been pleased with \_\_\_\_\_ for going on 5 years"

"I was first assigned to another advisor and wasn't satisfied with their effort and advice so I switched"

"I think an academic advisor can be an important part in helping you fulfill your education. It just depends upon the student how he uses his advisor"

"I believe that an advisor should be kept from the beginning of enrollment, unless a change is requested by the student. This builds a close friendship between the two, and allows for easier evaluation of the needs of the students"

"As can be seen, I like my advisor very much and he fills all needs that a person could ask from a advisor. Please do not try to put advisors in a central location on campus. I need someone in my field which know what is going on. Someone like I have now"

"I like the idea of a professor being an advisor, they know about the classes, know faculty-suggest job opportunities, scholarships. I also like the low number of advisees they know who you are an pretty much what you are doing. They are available at almost any time, no appointment necessary. They are extremely friendly and will help you any way they can"

"Every semester I have enrolled my advisor has been out of town for at least two weeks after classes begin. This is one of the main times I need him and have his signature. I really don't think he cares if his advisee's need him or not"

"Advisor's really need to plan the whole academic program. I'm senior that has to come back in the fall for 6 lonely hrs. because they were not offered in the Spring. My advisor did not make me aware of this"

"My advisor does not make schedules appointments. Since he has a very erratic schedule it is difficult for me to contact him"

"On double majors the student should have two advisor's one in each department"

"My advisors have been very poor until I received my new advisor this year who, for a change, seems to care"

"My advisor \_\_\_\_\_ is very interesting and caring. He is willing to go that extra mile to help a person when needed"

VITA

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