

STUDENT OPINIONS RELATING TO ADVISEMENT IN  
THE DEPARTMENT OF CLOTHING, TEXTILES AND  
MERCHANDISING AT OKLAHOMA  
STATE UNIVERSITY

By

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## CHAPTER I

### INTRODUCTION

The largest survey of academic opinion ever made was conducted in 1969-70 by the Carnegie Commission on Higher Education (Mash, 1978). Seventy thousand undergraduates, thirty thousand graduate students and sixty thousand faculty members were included in the study. As a result of the findings, the Commission recommended that greater emphasis be placed on academic advising as an increasingly important aspect of higher education. Mash (1978, p. 33) also emphasized this idea:

Historically the task of advising undergraduate students about their academic program has been viewed as a high priority item in higher education. One could probably make a strong case that, in fact, it should be the highest priority item. In view of these contentions, we ought to wonder about the discrepancy between the perceived importance of academic advising and the way it is performed on many campuses.

Academic advising is essential in the development of the college student. If an institution expects to fulfill its responsibility to its students, academic advising must be considered an educational experience rather than a fringe benefit. Each institution must formulate its own advising philosophy based on available resources, unique characteristics of the institution, and specific student needs. The institutional approach to advisement is vital to a well run educational system; however, the institutional commitment to advisement is the significant variable in the workings of the total advisement system.

The advising system can be one of the most valuable middle management systems in integrating student development concepts throughout the institution. Success in an advising program promotes success in the academic world and requires a concentrated effort which has been carefully and systematically planned.

#### Purpose and Objectives

The general purpose of the study was to determine student perceptions of the advisers and the advising system presently used in the Clothing, Textiles and Merchandising Department in the Division of Home Economics at Oklahoma State University.

Specific objectives of the research were the following:

1. To determine student utilization and perception of advisers and the advising process.
2. To identify student needs and expectations of advisers and the advising process.
3. To examine the current status of the advisement system in the Clothing, Textiles and Merchandising Department.

#### Limitations

1. The study was limited to college seniors and faculty in the Department of Clothing, Textiles and Merchandising.
2. The variation in the amount of interaction between students and advisers due to both students and advisers may have affected the results of the study.
3. Personalities of students and advisers may not have been compatible, thus biasing student responses toward the overall process



of advising.

4. While responding to the questionnaire, the student may have been reflecting solely on the enrollment procedure rather than on his adviser and the advising process, thus biasing student responses.

#### Definition of Terms

Academic Advising: The process by which designated faculty members in an institution of higher education assist students in planning their educational programs.

Commitment: An agreement or pledge to do something in the future; the state of being obligated.

Four-Year Plan: A means of determining a student's course of study for his duration in college.

Student Profile: The recording of a student's personal and academic background, current expectations and strengths.

## CHAPTER II

### REVIEW OF LITERATURE

Academic advising can be subdivided into many variables which contribute to the process as a whole. Each variable must be considered individually and then synthesized one with the other to develop a total working system.

#### Institutional Commitment

Academic advising is a traditional function in institutions of higher education. According to Caldwell and Wesley (1977, p. 3), "Academic advising is the process by which designated staff members in an institution of higher education assist students in planning their educational programs." The basic framework of any advising system is dependent upon a strong foundation, this being the mission of the institution at hand and its commitment to academic advising. More often than not, the degree of administrative commitment to academic advising will influence the effectiveness of the advising system.

Today, commitment appears to be lacking in colleges. However Abel (1978, p. 102) stated, "No longer is it assumed that students can change but an institution cannot." Although the administration sets the stage for the roles to be played by the advisers and the students, it is now being realized that the institution needs the insights and encouragement of students, advisers, and other staff members who deal

with students, as it moves toward developing a system which will foster the best possible adviser-advisee relationship. Competent advisers in institutions with a high degree of commitment to advising are actively involved with students and assist them in developing their life goals and outlining programs of study which will help to achieve these goals.

### Steps for Developing an Institutional System of Academic Advising

After formulation of a philosophy for academic advising consistent with its mission, institutional administrators need to determine the organizational structure of this advising system and clearly establish rights and responsibilities of the participating individuals. Caldwell and Wesley (1977) indicated that the system should reflect the philosophy, perceived student needs and the best use of available resources. The following guidelines were suggested to expedite the development of a new or improved system of advising.

- (1) Job description. A clearly defined job description should stipulate the functions and responsibilities of advisers in relation to their advisees and the institution.
- (2) Minimum qualifications. The institution should seek advisers who meet stated criteria - e.g., education, experience, skill, personal attributes such as personality, attitudes, values - and who desire to advise.
- (3) Appointment of advisers. There should be a clear statement as to who appoints advisers, to whom they are responsible, and the terms of their appointment.
- (4) Training of new advisers. Advisers will feel more comfortable, be more effective, and gain more satisfaction if a training program is implemented.
- (5) On-going communication. Each institution needs an on-going training program to keep advisers updated through meetings, announcements of changes in policies or services, and an adviser's manual.

- (6) Dissemination system. Each institution should establish a system to disseminate information about students (academic records, test results, health or personal problems, etc.) to advisers.
- (7) Reward system. Advisers need to perceive that their role is valued by receiving released time for advising and by being afforded appropriate opportunity for promotion and salary increments.
- (8) Space. Adequate facilities should be provided for the advising function. This should provide for privacy in conferences, space for resource material and files, and space for para professionals if they are used, and space for clerical help to handle routine tasks.
- (9) Use of academic support services. The advisers should be aware of the institutional support services which help students pursue their academic program.
- (10) Evaluation. There should be procedures for evaluating periodically the system and the effectiveness of individual advisers.
- (11) Research. An institution needs on-going research relating to the changing needs of students, the level of success of students, drop-out and stop-out students, institutional factors affecting student progress, and what happens to students after leaving the institution. The advisers as well as the administration should analyze the findings from such studies.
- (12) Facilitator for change. An institution should have established procedures which make it easy for students to change their educational objectives and advisers when there is need to do so (Caldwell and Wesley, 1977, pp. 6-7).

#### Student Needs

According to Crookston (1970, p. 12) the academic adviser is

. . . concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavioral awareness, and problem solving, decision-making, and evaluation skills.

The student of today has demanding needs and thus his expectations of his adviser tend to increase. During the past few years a growing

number of institutions of higher education in the United States have demonstrated a commitment to open admissions, resulting in a significant increase of a new type of student.

These students generally come from an urban setting, are first-generation college students, include a large percentage of men and women from racial minorities, are predicted as high risks on standard achievement tests, have not fared well academically in the past, and generally cope poorly in traditional educational structures (Crawford, McFarland and Rhatigan, 1978, p. 298).

An adviser needs to be aware of these new students in order to assist with their specific problems instead of compounding the ones already at hand.

Even the student who is well prepared has clarified goals and is motivated to achieve his specific needs. The basic student-faculty relationship builds upon Crookston's statement above since the main objective of academic advising is to satisfy the student's basic needs for survival in the academic community. Academic community encompasses numerous areas of academic activities such as enrollment procedures, course scheduling, course choices, course content, graduation requirements, choosing a major field of study; personal needs--the psychological and sociological environment of the student; and areas outside the immediate academic setting such as extracurricular activities and university services such as counseling center or health center.

#### Attributes of Effective Advisers

According to Teague (1977, p. 282), the following list pinpoints the attributes of successful academic advisement:

- (1) Adviser knowledge and interest in advisee.
- (2) Accessibility of adviser.
- (3) Discussion of non-academic problems.

- (4) Adviser knowledge of institutional regulations and requirements.
- (5) Warmth and friendliness of adviser.
- (6) Frequency of contact.
- (7) Freedom and encouragement to be open.
- (8) Elimination of enrollment errors by adviser.

Various assumptions are made about the characteristics of the successful adviser. Many assume the successful adviser must have a humanistic or person centered outlook. This type of adviser helps the students understand enough about themselves, their strengths, values and aspirations, to make a commitment to the learning offerings they select (Buzzard and Kinghorn, 1975).

The way in which academic advisers function will vary greatly. Advisers have varying backgrounds and experiences and they differ in their perceptions and modes of operation. An adviser is unlikely to be perceived in the same manner by all advisees. Personality conflicts are bound to exist. Some advisers cannot relate positively to students with certain personality traits, ability levels, or other characteristics. Likewise, some students may be unable to relate to an adviser who is perceived as being authoritarian, indecisive, or any other way that is disliked by the student.

#### Knowledge, Skills, Role and

#### Functions of Advisers

According to Bogard, Hornbuckle, and Mahoney (1977, p. 4) "Advising is seen as an activity peripheral to the central mission of teaching, prescriptive in nature, with only the student as the follower of the advice." Perhaps one of the most important characteristics of advisers in providing services is that they are just what their title

implies, an adviser, whose main function is to help students develop decision making skills (Goldenberg and Wootton, 1977).

The adviser should be able to provide information on enrollment procedures, course scheduling, course choices, course content, opportunities for remedial and honors courses, graduation requirements, institutional policies and procedures, institutional services, opportunities for graduate studies, and choosing a major field of study. Furthermore, the adviser should be able to maintain appropriate and accurate records and must be available to students during his designated office hours.

Often times intrusive counseling becomes a practice for the adviser. Glennen (1976) suggested that advisers should not be passive and wait for students to come for advice and counseling. In this aspect, the adviser becomes a friend to the student. He becomes knowledgeable of the student's needs and problems through effective formulation of the student's profile and consistent monitoring of this profile. When situations of concern arise, the adviser will be informed and the student can be invited to the office to discuss the problem in its early stages. A positive working relationship may, therefore, begin to form between the adviser and the advisee. In this situation, the student can begin to explore his life goals--who he is and who he wants to be. Career opportunities of interest can be discussed in depth, decision making skills can be developed and movement toward becoming more fully human can be initiated.

An adviser can deal only with a certain degree of complexity of a student's problem. Each adviser must realize his limitations and act accordingly. A student may wish to explore an academic area of

interest outside his major field or a student may have psychological problems with which the adviser is not capable of dealing. In cases such as these, the adviser must be knowledgeable about the total offerings of the university system and competent in referring the student to other sources for further aid.

#### Selection of the Academic Adviser

Due to the fact that all institutions have unique characteristics, the selection and utilization of the best personnel to conduct academic advisement for a particular institution will vary from institution to institution. Academic advisers generally come from the academic discipline for which they advise. They may be appointed by the dean of the college upon recommendation of the appropriate department head, director, or chairman of the major area of study.

Individual differences among faculty members in interests, competencies, and personality play a major role in this selection process. According to Mash (1978) if the administration, dean, and head of the department believe that a certain faculty person's time is better spent on teaching and research, then he or she should be assigned accordingly. Only those with perceived caring, understanding, and sincere interest in the advising process should be allowed to advise. These people may end up forfeiting some of their teaching and research responsibilities due to time allotment, yet hopefully rewards such as recognition, released time, and promotion will compensate. Furthermore, the advising process needs to be evaluated and monitored throughout each semester.

Although it is recommended that only certain people be assigned to



advise students, frequently advising is the responsibility of all faculty. Thomas J. Grites (1978, p. 2.1), Director of Academic Advising at Stockton State College, stated:

Academic advising has long been a part of every faculty member's professional responsibility, but its importance has rarely been recognized. Typically, each newly hired faculty member is handed a college catalog and informed that he/she is now an advisor to a group of students who had previously been the responsibility of some departed faculty member. There is no selectivity; there is no training. No institution would hire curriculum specialists, grant research sabbaticals, assign committee chairpersons or promote and tenure its faculty on such nominal criteria for those faculty responsibilities. It seems important, then, to insure adequate preparation of faculty to fulfill this responsibility.

#### Training of the Academic Adviser

A training program is in effect in some institutions to develop a thorough understanding of the institution's academic programs and its related support services. However, the number of colleges and universities implementing this type of program is very small in relation to the total number of institutions.

Most graduate schools stress research competence as a requisite for an advanced degree. Some lean toward instructional exposure. Few, if any, require the graduate student to interact in an advisory capacity with undergraduate students. Crookston (1972) believes that this is a shortcoming of the total system and bears attention by graduate programs.

Advisers in the future may be attending mandatory national and state advising conventions. Here special workshops will be conducted in which advisers will be grounded in curriculum, college rules, regulations and advising techniques (Glennen, 1976).

### Summary

Academic advising is a fundamental necessity within all institutions of higher education. The institutional commitment is the most vital factor in a well run system and various steps have been formulated for developing such a system to its maximum potential. Due to the many variables dealt with during the advising process, it can be seen that the advising system can be one of the most valuable middle management systems in integrating student development concepts throughout the institution. A successful advising program requires a concentrated effort which must be carefully and systematically planned.

## CHAPTER III

### METHOD AND PROCEDURE

The purpose of the study was to determine student perceptions of the advisers and the advising system presently used in the Clothing, Textiles and Merchandising Department in the Division of Home Economics at Oklahoma State University.

#### Description of Sample

Participants in the study were college seniors majoring in clothing, textiles and merchandising at Oklahoma State University during the spring semester, 1979. Questionnaires were distributed to all 59 seniors in the department. Fifty-six questionnaires were returned and three were deleted due to incompleteness leaving a total of 53 which were used in the data analysis.

#### Description of Instrument

The questionnaire (Appendix A, p. 42) used in the study was developed by the researcher using selected materials and research cited in the review of literature. The questionnaire was pilot tested among graduate students in reference to their own undergraduate advisers and advisement systems. Suggestions from each of these participants were utilized for restructuring weak portions of the questionnaire.

For the analysis of data, statements on the questionnaire were

grouped into categories pertaining to advisee-adviser recognition and contact; the four-year plan; advisee-adviser consultation; adviser availability; interest and knowledge; responsibilities of the adviser; the ideal adviser; adviser utilization; and evaluation of the advisers and the advising system in the Clothing, Textiles and Merchandising Department.

#### Collection and Analysis of Data

The questionnaire was distributed to all college seniors majoring in clothing, textiles and merchandising at Oklahoma State University between March 1, 1979, and March 23, 1979 during class sessions in which these seniors were enrolled. Students not present in class were sent a questionnaire by mail. All questionnaires were number coded to determine which students had not returned their questionnaires. A follow-up phone call was made to non-respondents. Fifty-nine questionnaires were distributed; 56 questionnaires were returned and three were deleted due to incompleteness. This left a total of 53 questionnaires which were used in the data analysis.

The data were analyzed by the use of frequencies, percentages and means. The findings were utilized in formulating appropriate conclusions regarding the advising process in the Department of Clothing, Textiles and Merchandising.

## CHAPTER IV

### ANALYSIS OF DATA

A questionnaire (Appendix A, p. 42) was developed to obtain information concerning student perceptions of the advisers and the advising system presently used in the Clothing, Textiles and Merchandising Department of the Division of Home Economics at Oklahoma State University. Data were obtained from 53 seniors majoring in clothing, textiles and merchandising at Oklahoma State University during the spring semester, 1979. The questionnaire included items regarding the following: advisee-adviser recognition and contact; the four-year plan; advisee-adviser consultation; adviser availability, interest and knowledge; responsibilities of the adviser; the ideal adviser; adviser utilization; and evaluation of advisers and the advising system in the Clothing, Textiles and Merchandising Department.

#### Background of the Participants

Background information of the participants in the study is presented in Table I. A total of 47 (88.68%) students were majoring in the fashion merchandising program, 5 (9.43%) students were majoring in the clothing and textiles program, and 1 (1.89%) student was meeting the requirements for both fashion merchandising and clothing and textiles. Fifty (94.34%) students were female and 3 (5.66%) students were male. Ages ranged from 20 to 24 with an average age of 21.47.

TABLE I  
 BACKGROUND INFORMATION OF PARTICIPANTS  
 (N=53)

Variable	Number	Percentage	Range	Mean
Major Option:				
Clothing and Textiles	5	9.43		
Fashion Merchandising	47	88.68		
Both	1	1.89		
Sex:				
Female	50	94.34		
Male	3	5.66		
Age:			20-24	21.47

Adviser-Advisee Recognition and Contact

Familiarity of the students with advisers and advisers with students is presented in Table II. All fifty-three participants knew their present adviser. More than three-fourths (79.25%) of the students believed their present adviser knew who they were, leaving 11 (20.75%) of the students who believed their present adviser did not know who they were.

TABLE II  
RESPONSES OF PARTICIPANTS REGARDING FAMILIARITY  
OF STUDENT AND ADVISER  
(N=53)

Variable	N	%
Do you know who your present adviser is?		
Yes	53	100
No	0	0
Do you think your present adviser knows who you are?		
Yes	42	79.25
No	11	20.75

The number of semesters each student had been advised by his present adviser (including the present semester) is indicated in Table III. The tabulation ranged from 1 to 8 semesters with an average of 3.60 semesters during which a student reported that he had the same adviser.

TABLE III  
NUMBER OF SEMESTERS PARTICIPANTS HAD BEEN  
ADVISED BY THEIR PRESENT ADVISER  
(N=53)

Variable	Range	Mean
How many semesters have you been advised by your present adviser? (including present semester)	1-8	3.60

Frequency of student-adviser contact is presented in Table IV. Approximately one-half (52.83%) of the participants indicated they consulted their adviser 1 to 2 times last semester. Approximately one-fourth (24.53%) of the participants replied that they consulted their adviser 3 to 4 times, and 6 (11.32%) indicated 5 times or more. Six (11.32%) students replied they had not met with their adviser last semester.

Approximately one-half of the students (45.28%) reported that they did not consult their adviser other than to sign their enrollment forms



and/or drop and add cards. Eighteen (33.96%) students indicated that they consulted their adviser 1 to 2 times for purposes other than to sign their enrollment forms and/or drop and add cards, 7 (13.21%) students indicated 3 to 4 times, and only 4 (7.55%) students indicated 5 or more consultations per semester.

TABLE IV  
 NUMBER OF TIMES PARTICIPANTS MET WITH  
 THEIR ADVISER DURING THE SEMESTER  
 (N=53)

Variable	N	%
Approximately how many times did you consult your adviser last semester?		
0	6	11.32
1-2	28	52.83
3-4	13	24.53
5 or more	6	11.32
Approximately how many times do you usually consult your adviser each semester other than to sign your enrollment form or drop and add cards?		
0	24	45.28
1-2	18	33.96
3-4	7	13.21
5 or more	4	7.55

### The Four-Year Plan

The four-year plan is a means of determining a student's course of study for his duration in college. It is completed by the student and the graduate assistant in charge of four-year plans at the time a student enters the department as a major. As indicated in Table V all fifty-three participants had made out a four-year plan. Forty-eight (90.57%) students indicated that the four-year plan had been helpful while only five participants (9.43%) indicated that the four-year plan had not been helpful.

TABLE V  
 RESPONSES OF PARTICIPANTS REGARDING  
 THE FOUR-YEAR PLAN  
 (N=53)

Variable	N	%
Have you made out a four-year plan?		
Yes	53	100
No	0	0
Has this practice of making a four-year plan been helpful to you?		
Yes	48	90.57
No	5	9.43

The extent to which the participants followed the four-year plan in scheduling their courses is presented in Table VI. More than one-half (69.38%) of the students followed the four-year plan most of the time and 14 (26.42%) of the participants followed the plan some of the time. Of the remaining seven participants, 5 (9.43%) followed the plan totally and 2 (3.77%) never followed the plan.

TABLE VI  
RESPONSES OF PARTICIPANTS REGARDING  
ADHERENCE TO THE FOUR-YEAR PLAN  
(N=53)

Variable	N	%
To what extent have you followed your four-year plan in making out your course schedules for each semester?		
Totally	5	9.43
Mostly	32	60.38
Somewhat	14	26.42
None	2	3.77

In an open-end question students were asked to explain their reasons if the four-year plan was used only somewhat or not at all. Actual comments of students regarding this are presented in Appendix B, p. 48. Students indicated that scheduling problems, time conflicts,

summer school, correspondence courses, and personal situations affected their four-year plan making it hard to follow.

#### Advisee-Adviser Consultation

Participants were asked to indicate with whom they would prefer to consult regarding course scheduling, course selection, course substitutions, graduation requirements, university policies, career opportunities, and personal questions/life goals. The student was given a choice of consulting with his adviser, another faculty member, department head, graduate assistant in charge of four-year plans, friend, no one or another person (to be specified). The participant was allowed to choose more than one person for each type of consultation.

The preferences of the participants are indicated in Table VII. Since the participant was allowed to choose more than one answer for each type of consultation percentages were determined by totaling all responses for each type of consultation, therefore giving unequal totals for each major variable.

Almost one-half (43.28%) of the respondents indicated that they would prefer to consult with their adviser in reference to course scheduling. The graduate assistant in charge of four-year plans was preferred by 13 (19.40%) of the respondents. Twelve (17.91%) participants indicated that they would prefer talking to no one and 10 (14.93%) participants preferred to talk to another faculty member.

Thirty (38.96%) participants indicated they would prefer to consult with their adviser when making course selections. Sixteen (20.78%) students preferred to consult with the graduate assistant in charge of four-year plans, 12 (15.58%) students preferred another faculty member

TABLE VII  
 RESPONSES OF 53 PARTICIPANTS REGARDING  
 CONSULTATION PRACTICES

Variable	N <sup>a</sup>	% <sup>b</sup>
<b>Course Scheduling:</b>		
Your adviser	29	43.28
Another faculty member	10	14.93
Department head	1	1.49
Graduate assistant in charge of 4-year plans	13	19.40
Friend	2	2.99
No one	11	16.42
Other	<u>1</u>	<u>1.49</u>
Total	67	100.00
<b>Course Selection:</b>		
Your adviser	30	38.96
Another faculty member	12	15.58
Department head	5	6.49
Graduate assistant in charge of 4-year plans	16	20.78
Friend	10	12.99
No one	3	3.90
Other	<u>1</u>	<u>1.30</u>
Total	77	100.00
<b>Course Substitutions:</b>		
Your adviser	26	36.62
Another faculty member	14	19.72
Department head	10	14.08
Graduate assistant in charge of 4-year plans	16	22.54
Friend	2	2.82
No one	3	4.23
Other	<u>0</u>	<u>0</u>
Total	71	100.01
<b>Graduation Requirements:</b>		
Your adviser	23	32.39
Another faculty member	9	12.68
Department head	8	11.27
Graduate assistant in charge of 4-year plans	31	43.66
Friend	0	0
No one	0	0
Other	<u>0</u>	<u>0</u>
Total	71	100.00

TABLE VII (Continued)

Variable	N <sup>a</sup>	% <sup>b</sup>
<b>University Policies:</b>		
Your adviser	28	38.36
Another faculty member	18	24.66
Department head	15	20.55
Graduate assistant in charge of 4-year plans	6	8.22
Friend	3	4.11
No one	1	1.37
Other	2	2.74
Total	<u>73</u>	<u>100.01</u>
<b>Career Opportunities:</b>		
Your adviser	27	33.33
Another faculty member	20	24.69
Department head	17	20.99
Graduate assistant in charge of 4-year plans	5	6.17
Friend	9	11.11
No one	0	0
Other	3	3.70
Total	<u>81</u>	<u>99.99</u>
<b>Personal Questions/Life Goals:</b>		
Your adviser	17	24.64
Another faculty member	8	11.59
Department head	2	2.90
Graduate assistant in charge of 4-year plans	2	2.90
Friend	30	43.48
No one	2	2.90
Other	8	11.59
Total	<u>69</u>	<u>100.00</u>

<sup>a</sup>Totals are not equal for each major variable as the participant was allowed to choose more than one answer for each type of consultation.

<sup>b</sup>Does not always equal 100% due to rounding.

and 10 (12.99%) students preferred to consult with a friend. One (1.30%) participant indicated preference for another person but gave no reason for his choice.

More than one-third of the participants indicated that they would prefer to consult with their adviser concerning course substitutions. Approximately one-fourth (22.54%) of the participants preferred to discuss course substitutions with the graduate assistant in charge of four-year plans. Approximately one-fifth of the students indicated a preference for another faculty member and 10 (14.08%) students preferred to speak with the department head.

Almost one-half (43.66%) of the participants indicated that they would prefer to consult with the graduate assistant in charge of four-year plans concerning graduation requirements. Approximately one-third (32.39%) of the students chose to consult with their adviser, 9 (12.68%) participants selected another faculty member and 8 (11.27%) participants preferred to consult the department head.

Twenty-eight (38.36%) participants indicated a preference to discuss university policies with their adviser, approximately one-fourth (24.66%) chose another faculty member, 15 (20.55%) students preferred the department head, and 8 (8.22%) students selected the graduate assistant in charge of four-year plans. Two (2.74%) participants chose to consult with another person. One student specified that this person should be someone concerned with the different policies or a residence hall adviser. The other student gave no reason for his choice.

Consultation with advisers regarding career opportunities was preferred by one-third of the participants (33.33%). Nearly one-fourth (24.69%) of the participants preferred to consult another faculty

member. The department head (20.99%), a friend (11.11%) or another person (3.70%) were preferred less frequently. A specialist in the student's chosen field, a specialist in career counseling and library references were indicated by students who preferred to consult another person. Almost twice as many participants (43.48%) preferred to consult a friend in the area of personal questions/life goals than preferred to consult their adviser (24.64%). Eight (11.59%) students preferred to talk to another faculty member and eight (11.59%) students indicated another person. Two students indicated that they would consult their parents, four would consult someone specialized in that area, and two gave no reason for their response.

#### Adviser Availability, Interest and Knowledge

The participants were questioned about their opinions concerning adviser availability, interest and knowledge in reference to the Clothing, Textiles and Merchandising Department and the university as a whole. A tabulation of their responses is shown in Appendix C, p. 50.

Responses range from 4 (always) to 0 (never). The score of 0 was also assigned to the response don't know and the number indicating don't know was included in determining percentages. The don't know responses were not included in the total and therefore were not taken into account when determining the mean score for each variable.

Mean scores for each variable regarding availability, interest and knowledge of advisers are presented in Table VIII and the variables are ranked in descending order. Seven of the 15 variables had mean scores of more than 3.00. The three highest mean scores indicated that students were able to make appointments with their advisers (3.60), that



TABLE VIII  
 RESPONSES OF PARTICIPANTS REGARDING AVAILABILITY,  
 INTEREST AND KNOWLEDGE OF ADVISERS  
 RANKED BY MEAN SCORES

Variable	Mean Score <sup>a</sup>
If you have made an appointment, does your adviser keep that appointment?	3.71
Can you make appointments with your adviser?	3.60
Is the information you receive from your adviser accurate?	3.22
Is your adviser informed about where to get needed information when the answer to a question is not known?	3.14
Is your adviser informed about requirements in your major field?	3.11
Is your adviser informed about career options and opportunities in your major field?	3.06
Is your adviser informed about division and university requirements?	3.00
Is your adviser generally available?	2.98
Is your adviser informed about other matters (i.e., scholarships, graduate programs, university and other guidance and counseling services)?	2.92
Is your adviser informed about Oklahoma State University policies and procedures?	2.91
Does your adviser seem interested in his advising task?	2.89
Does your adviser spend enough time with you to answer your questions and help you with your problems?	2.80
Does your adviser seem concerned about or interested in you and your problems?	2.77
Do you feel free to consult your adviser if you have an <u>academic</u> question or problem?	2.75
Do you feel free to consult your adviser if you have a <u>personal</u> question or problem?	1.40

<sup>a</sup>Don't know responses were not included in the total and therefore were not taken into account when determining the mean score for each variable.

their advisers kept appointments (3.71) and that the information received from their advisers was accurate (3.22). The next four highest mean scores had to do with whether advisers were well informed about requirements in their major and in the division, career opportunities and where to get needed information. Mean scores from 3.00 to 3.14 indicated that advisers were generally well informed.

Seven of the 15 variables had mean scores of between 2.75 and 3.00. Students indicated that their advisers were generally available (2.98), that their advisers were informed about other matters (2.92), i.e., scholarships, graduate programs, university and other guidance and counseling services, and that their advisers were informed about Oklahoma State University policies and procedures (2.91). Other variables with a mean of 2.75 to 2.89 related to the interest in and concern of advisers. Only one variable had a mean score of less than 2.00 which indicated that many students did not feel free to consult their advisers if they had a personal question or problem.

#### Responsibilities of the Adviser

Information pertaining to responsibilities of the adviser is presented in Table IX. Twenty-four participants (45.28%) indicated that an adviser should help the student fill out a trial study form (i.e., time scheduling), 23 (43.40%) students believed an adviser should not help the student fill out a trial study form and 6 (11.32%) participants were undecided. More than three-fourths (84.91%) of the participants indicated the adviser should help the student select courses for study, 4 (7.55%) participants indicated the adviser should not help the student select courses for study, and 4 (7.55%) participants were

TABLE IX  
 RESPONSES OF PARTICIPANTS REGARDING  
 DUTIES OF THE ADVISER  
 (N=53)

Variable	N	% <sup>a</sup>
Should an adviser's job include helping you fill out a trial study form (i.e., time scheduling)?		
Yes	24	45.28
No	23	43.40
Undecided	6	11.32
Should an adviser's job include helping you select courses for study?		
Yes	45	84.91
No	4	7.55
Undecided	4	7.55
Should an adviser's job include helping you define and work toward career goals?		
Yes	48	90.57
No	1	1.89
Undecided	4	7.55
Should an adviser's job include helping you define and work through personal problems and/or life goals?		
Yes	24	45.28
No	12	22.64
Undecided	17	32.08

<sup>a</sup>Does not always equal 100% due to rounding.

undecided.

Forty-eight (90.57%) participants indicated an adviser's job should include helping the student define and work toward career goals, 1 (1.89%) student indicated the adviser need not help the student define and work toward career goals, and 4 (7.55%) participants were undecided. Approximately half (45.28%) of the participants indicated that an adviser should help the student define and work through personal problems and/or life goals and 17 (32.08%) participants were undecided.

#### Responses to Open-End Questions About the Advising System

In an open-end question participants were asked to list what they perceived as strengths and weaknesses of the present advising system in the Clothing, Textiles and Merchandising Department. The comments are presented in Appendix D, p. 54 and Appendix E, p. 56. The frequency of each response is indicated.

When students were asked what strengths were evident in the clothing, textiles and merchandising advising system, the largest number (16) indicated the four-year plan. Other favorable aspects mentioned by students included the availability of advisers, adviser helpfulness with scheduling, adviser knowledge about career opportunities, the pre-enrollment meeting, and the possibility of having a teacher as an adviser.

Aspects that students disliked included the following: advisers are not well informed on class schedules, course descriptions, course substitutions and/or course changes; advisers often give the students

a "run-around" because they are either not aware or are poorly informed about university policies and activities; and advisers do not seem interested in the student as a person.

#### The Ideal Adviser

In an open-end question students were asked to describe what they thought would be the personal characteristics and qualities of an ideal adviser. Student comments are presented in Appendix F, p. 58, accompanied by the frequency of each response.

The prominent characteristics of the ideal adviser as indicated by the participants are as follows: knowledgeable when advising, well informed about career options, well informed about courses, willing to spend time with the student, helpful, caring, interested, and concerned.

#### Adviser Utilization

The participants were asked to rate on a scale of 4 (to a great extent) to 0 (not at all) the extent to which they had given their adviser a chance to serve them well. The responses of the participants are indicated in Table X.

On the scale of 4 to 0, approximately half, 25 (47.17%) of the participants checked 3. Three (5.66%) participants checked 4, 15 (28.30%) participants checked 2, 9 (16.98%) participants checked 1 and 1 (1.89%) participant checked 0. The mean score was 2.38.

In an open-end question students were asked to explain why they had or had not given their adviser a chance to serve them. Their responses are listed in Appendix G, p. 60. These responses are grouped according to the amount of adviser utilization. The one participant

TABLE X  
 RESPONSES OF PARTICIPANTS REGARDING UTILIZATION  
 OF THEIR ADVISER  
 (N=53)

Variable	To a Great Extent				Not At All		Mean				
	4		3		2			1		0	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
To what extent have you given your adviser a chance to serve you well?	3	5.66	25	47.17	15	28.30	9	16.98	1	1.89	2.38

who checked 0 (not at all) gave no explanation for his response.

Student explanations of why they had or had not given their adviser a chance to serve them well varied; there was no dominant explanation given for any of the categories.

Evaluation of Advisers and the Advising System  
in the Clothing, Textiles and  
Merchandising Department

The participants were asked to rate their present adviser and the advising system in clothing, textiles and merchandising on a scale of 4 (excellent) to 0 (poor). The results are shown in Table XI.

On the scale of 4 to 0, more than one-third (35.85%) of the participants checked 4 when rating their present adviser compared to past advisers. Seventeen (32.08%) participants checked 3, 12 (22.64%) participants indicated 2 as their choice, 2 (3.77%) students checked 1 and 3 (5.66%) students checked 0. The mean score was 2.89. Approximately two-thirds (66.04%) of the participants checked 3 on the scale of 4 to 0 when rating the present advising system in the Clothing, Textiles and Merchandising Department. Ten (18.87%) students checked 2, 4 (7.55%) students checked 1, 3 (5.66%) students checked 4, and 1 (1.89%) student indicated 0 as his choice. The mean score was 2.66.

TABLE XI

RESPONSES OF STUDENTS REGARDING EVALUATION OF CLOTHING, TEXTILES  
AND MERCHANDISING ADVISERS AND THE CLOTHING, TEXTILES  
AND MERCHANDISING ADVISING SYSTEM

Variable	Excellent				Poor				Mean		
	4		3		2		1			0	
	N	% <sup>a</sup>	N	% <sup>a</sup>	N	% <sup>a</sup>	N	% <sup>a</sup>		N	% <sup>a</sup>
On the following scale, rate your present adviser compared to other advisers you have had	19	35.85	17	32.08	12	22.64	2	3.77	3	5.66	2.89
On the following scale, rate the present advising system in clothing, textiles and merchandising	3	5.66	35	66.04	10	18.87	4	7.55	1	1.89	2.66

<sup>a</sup>Does not always equal 100% due to rounding.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of the study was to determine student perceptions of the advisers and the advising system presently used in the Clothing, Textiles and Merchandising Department in the Division of Home Economics at Oklahoma State University. Data were collected through the use of a questionnaire which 53 seniors in the Clothing, Textiles and Merchandising Department completed between March 1 and March 23, 1979. Data were tabulated and analyzed using frequencies, percentages and mean scores.

All participants knew their present adviser. The majority of the participants believed their present adviser knew who they were. Students indicated their adviser was generally available, they could generally make appointments with their adviser and that their adviser generally kept these appointments. A large number of students reported that they made appointments with their adviser only 1 to 2 times during the semester. The majority of students indicated they gave their adviser a chance to serve them well.

Students indicated their advisers were generally informed about the following: requirements in the major field; division and university requirements; career options and opportunities in the major field; scholarships, graduate programs, university and other guidance and counseling services; and where to get needed information when the

answer to a question is not known. Students indicated the information received from the adviser was generally accurate. However, some students indicated that advisers were not well informed on class schedules, course descriptions, course substitutions and/or course changes.

All participants had made out a four-year plan. The majority indicated the four-year plan had been helpful and had been followed most of the time. The adviser was chosen by the greatest number of participants as the person to consult with in reference to course scheduling, course selections, course substitutions, university policies, and career opportunities. The graduate assistant in charge of four-year plans was chosen by the greatest number of participants to be the person to consult in reference to graduation requirements.

Students indicated that their adviser was interested in his advising task and seemed concerned about or interested in the student and his problems. Students indicated that their adviser generally spent enough time with the student to answer questions and help with problems. Students usually felt free to consult their adviser if they had an academic question or problem, but did not feel free to consult their adviser if they had a personal question or problem and consulted a friend instead. However, the majority of the respondents indicated that an adviser's job should include helping the student define and work through personal problems and/or life goals.

According to student responses, an ideal adviser should have the following characteristics: knowledgeable, well informed about career options and courses, willing to spend time with the student, helpful, caring, interested, and concerned. Overall, the advisers and the advising system in the Clothing, Textiles and Merchandising Department

appear to be well received by the students.

### Conclusions

In general, the advisers and the advising system in the Clothing, Textiles and Merchandising Department were perceived favorably by students. Advisers should continue to make an effort to know their advisees, they should continue to spend time with the student, to be available for appointments and to be well informed about program requirements, division and university requirements and career options and opportunities. Advisers should make an effort to be better informed about class schedules, course descriptions, course substitutions and/or course changes. All advisers should make a conscious effort to be helpful, caring, interested and concerned.

The four-year plan of study was favorably utilized by all of the participants of the study. The four-year plan was perceived as a very beneficial aspect of the advising system and should be continued.

The area of personal questions and/or life goals appeared to be a controversial area of the study. Students indicated that advisers seemed concerned about and interested in students and their problems, and a large number of students indicated that an adviser's responsibilities should include helping one define and work through personal problems and/or life goals. Many students, however, indicated that they did not feel free to consult their adviser if they had a personal question or problem and chose to discuss it with a friend instead. This raises the question of whether this should be a responsibility of an academic adviser.

### Recommendations

Recommendations for further research include the following:

1. Repeat the study with sophomores and conduct a follow-up study when these sophomores become seniors to determine whether student opinions vary in relation to the level of their education and the length of time in the advising system.
2. Conduct a study of the same nature concerning faculty opinions relating to advisement in the Clothing, Textiles and Merchandising Department at Oklahoma State University.
3. Conduct a study of the same nature throughout all departments in the Division of Home Economics at Oklahoma State University to determine the most effective method of advisement.

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**APPENDIXES**

APPENDIX A  
ADVISEMENT COVER LETTER  
AND QUESTIONNAIRE



O S U

O k l a h o m a   S t a t e   U n i v e r s i t y  
Department of Clothing, Textiles & Merchandising

Stillwater, Oklahoma 74074  
Home Economics West 312  
(405) 624-5034

February 12, 1979

Dear Student:

All seniors in the Clothing, Textiles and Merchandising Department are being asked to participate in a research project which will aid in the process of academic advising. We would like to evaluate our academic advisement system and the attached questionnaire will help if you reply frankly and thoughtfully. Your cooperation in completing the questionnaire is greatly appreciated.

Please place the completed questionnaire in the collection box in the clothing, textiles and merchandising office (Room 315) by February 28, 1979. You do not need to sign the questionnaire and all information will be kept confidential.

Sincerely,

/s/ Lisa Baker

Lisa Baker  
Graduate Assistant

/s/ Lynn Sisler

Lynn Sisler, Ed.D.  
Professor and Head of Department

## QUESTIONNAIRE

## BACKGROUND INFORMATION:

Major Option: CT \_\_\_\_\_ FM \_\_\_\_\_ Age: \_\_\_\_\_ Sex: Female \_\_\_\_\_ Male \_\_\_\_\_

To answer the following questions, place the appropriate number in the right hand column for each question.

1. Do you know who your present adviser is? (1) yes (2) no 1. \_\_\_\_\_
2. Do you think your present adviser knows who you are?  
(1) yes (2) no 2. \_\_\_\_\_
3. How many semesters have you been advised by your present adviser? (Including present semester). 3. \_\_\_\_\_
4. Approximately how many times did you consult your adviser last semester? (1) 0 (2) 1-2 (3) 3-4 (4) 5 or more 4. \_\_\_\_\_
5. Approximately how many times do you usually consult your adviser each semester other than to sign your enrollment form or drop and add cards?  
(1) 0 (2) 1-2 (3) 3-4 (4) 5 or more 5. \_\_\_\_\_
6. Have you made out a four-year plan? (1) yes (2) no 6. \_\_\_\_\_
7. Has this practice of making a four-year plan been helpful to you? (1) yes (2) no 7. \_\_\_\_\_
8. To what extent have you followed your four-year plan in making out your course schedules for each semester?  
(1) totally (2) mostly (3) somewhat (4) none 8. \_\_\_\_\_  
If (3) or (4) please explain \_\_\_\_\_  
\_\_\_\_\_
9. From the list on the right, indicate who you would prefer to consult with regarding each of the items on the left. (You may choose more than one answer for each blank.)
 

Course scheduling	_____	A Your adviser
Course selection	_____	B Another faculty member
Course substitutions	_____	C Department head
Graduation requirements	_____	D Graduate assistant in charge of 4-year plans
University policies	_____	E Friend
Career opportunities	_____	F No one
Personal questions/Life goals	_____	G Other (specify) _____

On the following questions, circle your answer on the scale given.

In your opinion:	<u>Always</u>	<u>Sometimes</u>	<u>Never</u>	<u>Don't</u>	<u>Know</u>
10. Is your adviser generally available?	4	3	2	1	0 0
11. Can you make appointments with your adviser?	4	3	2	1	0 0
12. If you have made an appointment, does your adviser keep that appointment?	4	3	2	1	0 0
13. Does your adviser seem interested in you and your problems?	4	3	2	1	0 0
14. Does your adviser seem concerned about or interested in you and your problems?	4	3	2	1	0 0
15. Do you feel free to consult your adviser if you have an <u>academic</u> question or problem?	4	3	2	1	0 0
16. Do you feel free to consult your adviser if you have a <u>personal</u> question or problem?	4	3	2	1	0 0
17. Does your adviser spend enough time with you to answer your questions and help you with your problems?	4	3	2	1	0 0
18. Is your adviser informed about requirements in your major field?	4	3	2	1	0 0
19. Is your adviser informed about division and university requirements?	4	3	2	1	0 0
20. Is your adviser informed about Oklahoma State University policies and procedures?	4	3	2	1	0 0
21. Is your adviser informed about career options and opportunities in your major field?	4	3	2	1	0 0
22. Is your adviser informed about other matters (i.e., scholarships, graduate programs, university and other guidance and counseling services)?	4	3	2	1	0 0

In your opinion:	<u>Always</u>	<u>Sometimes</u>	<u>Never</u>	<u>Don't Know</u>
23. Is your adviser informed about where to get needed information when the answer to a question is not known?	4	3	2	1 0 0
24. Is the information you receive from your adviser accurate?	4	3	2	1 0 0

To answer the following questions, place the appropriate number in the right hand column for each question.

25. Should an adviser's job include helping you fill out a trial study form (i.e., time scheduling?)  
(1) yes (2) no (3) undecided 25. \_\_\_\_\_
26. Should an adviser's job include helping you select courses for study? (1) yes (2) no (3) undecided 26. \_\_\_\_\_
27. Should an adviser's job include helping you define and work toward career goals?  
(1) yes (2) no (3) undecided 27. \_\_\_\_\_
28. Should an adviser's job include helping you define and work through personal problems and/or life goals?  
(1) yes (2) no (3) undecided 28. \_\_\_\_\_
29. A. What do you see as strengths of the present advising system in the CTM Department?

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B. What do you see as weaknesses of the present advising system in the CTM Department?

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C. Describe what you think would be the personal characteristics and qualities of an ideal adviser.

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30. On the following scale, rate your present adviser compared to other advisers you have had.

4	3	2	1	0
Excellent				Poor

31. To what extent have you given your adviser a chance to serve you well?

4	3	2	1	0	Why? _____
To a great extent			Not at all		_____

32. On the following scale, rate the present advising system in CTM.

4	3	2	1	0
Excellent				Poor

APPENDIX B

STUDENT COMMENTS CONCERNING

THE FOUR-YEAR PLAN

Following are the comments of students (in their own words) regarding why they did not adhere to the four-year plan.

Comments

There were some scheduling problems and I dropped a course.

Conflicts of time have made it almost impossible to stick to my plan.

I accelerated the rate at which I took my classes, so it had to be changed.

I revised it each semester.

I took correspondence courses.

I used it as a guide, but I changed things to fit my needs.

Some courses were not offered or were offered at the wrong time of day.

I changed and added courses for a personal situation.

The four-year plan never worked out more than one semester.

I ended up going to summer school.

APPENDIX C

RESPONSES OF PARTICIPANTS REGARDING AVAILABILITY,  
INTEREST AND KNOWLEDGE OF ADVISERS



TABLE XII  
 RESPONSES OF PARTICIPANTS REGARDING AVAILABILITY,  
 INTEREST AND KNOWLEDGE OF ADVISERS

Variable	Don't Know		Always		3		Sometimes		2		1		Never		Total <sup>a</sup>	Mean <sup>b</sup>
	0		4										0			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Is your adviser generally available?	2	3.77	10	18.87	34	64.15	4	7.55	2	3.77	1	1.89	51	2.98		
Can you make appointments with your adviser?	5	9.43	34	64.15	11	20.75	1	1.89	2	3.77	0	0	48	3.60		
If you have made an appointment, does your adviser keep that appointment?	8	15.09	34	64.15	9	16.98	2	3.77	0	0	0	0	45	3.71		
Does your adviser seem interested in her advising task?	0	0	19	35.85	16	30.19	13	24.53	3	5.66	2	3.77	53	2.89		
Does your adviser seem concerned about or interested in you and your problems?	5	9.43	17	32.08	13	24.53	10	18.87	6	11.32	2	3.77	48	2.77		
Do you feel free to consult your adviser if you have an <u>academic</u> question or problem?	1	1.89	22	41.51	10	18.87	10	18.87	5	9.43	5	9.43	52	2.75		

TABLE XII (Continued)

Variable	Don't Know		Always		Sometimes				Never		Total <sup>a</sup>	Mean <sup>b</sup>		
	0		4		3		2		1				0	
	N	%	N	%	N	%	N	%	N	%	N	%		
Do you feel free to consult your adviser if you have a <u>personal</u> question or problem?	3	5.66	6	11.32	4	7.55	10	18.87	14	26.42	16	30.19	50	1.40
Does your adviser spend enough time with you to answer your questions and help you with your problems?	4	7.55	17	32.08	15	28.30	8	15.09	8	15.09	1	1.89	49	2.80
Is your adviser informed about requirements in your major field?	0	0	23	43.40	20	37.74	6	11.32	1	1.89	3	5.66	53	3.11
Is your adviser informed about Division and University requirements?	4	7.55	17	32.08	22	41.51	5	9.43	3	5.66	2	3.77	49	3.00
Is your adviser informed about Oklahoma State University policies and procedures?	8	15.09	15	28.30	19	35.85	5	9.43	4	7.55	2	3.77	45	2.91
Is your adviser informed about career options and opportunities in your major field?	3	5.66	15	28.30	26	49.06	7	13.21	1	1.89	1	1.89	50	3.06

TABLE XII (Continued)

Variable	Don't Know		Always		Sometimes				Never		Total <sup>a</sup>	Mean <sup>b</sup>		
	0		4		3		2		1				0	
	N	%	N	%	N	%	N	%	N	%	N	%		
Is your adviser informed about other matters (i.e., scholarships, graduate programs, university and other guidance and counseling services)?	15	28.30	9	16.98	20	37.74	7	13.21	1	1.89	1	1.89	38	2.92
Is your adviser informed about where to get needed information when the answer to a question is not known?	11	20.75	17	32.08	19	35.85	2	3.77	3	5.66	1	1.89	42	3.14
Is the information you receive from your adviser accurate?	2	3.77	19	35.85	26	49.06	4	7.55	2	3.77	0	0	51	3.22

Note: Percentages do not always equal 100% due to rounding.

<sup>a</sup>Total excludes answers of don't know.

<sup>b</sup>Since the score of 0 (don't know) was not included in the total, it was not taken into account when determining the mean.

APPENDIX D

STUDENT COMMENTS CONCERNING STRENGTHS OF THE  
ADVISING SYSTEM IN THE CLOTHING, TEXTILES  
AND MERCHANDISING DEPARTMENT

Following are the comments of 48 students regarding what they saw as strengths of the advising system in the Clothing, Textiles and Merchandising Department.

<u>Comments</u>	<u>Frequency of Response</u>
The four-year plan	16
Advisers are always available	6
Advisers are helpful with scheduling	5
Advisers are helpful and knowledgeable about career opportunities	5
The pre-enrollment meeting	4
You may have your adviser as your teacher at some point	3
Advisers know graduation requirements	2
Advisers are cooperative	2
Advisers are well informed	2
Advisers are concerned	2
If your adviser can't see you when you need her, someone else will always help you	2
Advisers are willing to spend time with you	2
No strengths	2
Advisers are honest	1
Advisers allow adequate time for appointments	1
Each student knows who her/his adviser is	1
Advisers are accurate	1
Advisers are well organized	1
Advisers are positive	1
There is an even distribution of students to advisers	1
The small size of the CTM department makes it personable	1
The people in the office know everyone	1
Nancy Peavler	1

APPENDIX E

STUDENT COMMENTS CONCERNING WEAKNESSES OF THE  
ADVISING SYSTEM IN THE CLOTHING, TEXTILES  
AND MERCHANDISING DEPARTMENT

Following are the comments of 44 students regarding what they saw as weaknesses of the advising system in the Clothing, Textiles and Merchandising Department.

<u>Comments</u>	<u>Frequency of Response</u>
Advisers are not well informed on class schedules, course descriptions, course substitutions and/or course changes	12
Advisers often give the students a "run-around" because they are either not aware or are poorly informed about university policies and activities	7
Advisers do not seem interested in the student as a person	6
Advisers are poorly informed about career opportunities	5
The student is not able to choose his own adviser once he is acquainted with the faculty members	4
Advisers are too busy	3
Advisers are not available when needed	2
Advisers are poorly informed about departmental activities	2
Each student has too many advisers during the course of her/his study	2
No weaknesses	2
There is too much responsibility given to advisers (i.e. I can fill out my own enrollment)	1
There are too many advisees for each adviser	1
Pre-enrollment sessions are very non-personalized	1
Scheduling is too technical	1
Four-year plans don't work out	1
The student has to make appointments for one simple question	1
Advisers don't help make good decisions	1
There is not enough emphasis on personal problems	1
Advisers need to have more interest and be more knowledgeable in CT rather than just FM	1
CTM should not be in the Home Economics College. It should be in business so that the advising would pertain to business	1

APPENDIX F

STUDENT COMMENTS DESCRIBING THE

IDEAL ADVISER



Following are the comments of 42 students regarding how students described the ideal adviser.

<u>Comments</u>	<u>Frequency of Response</u>
Knowledgeable when advising	10
Well informed about career options	9
Well informed about courses	8
Willing to spend time with the student	8
Helpful	7
Caring	6
Interested	6
Concerned	6
Best interest of student is number one priority	5
Willing to keep informed of all policies affecting the student	5
Understanding	5
One who sees the student as an individual	4
Honest	3
Friendly	3
Intelligent	2
Sincere	2
Good listener	2
Accessible	2
Easy to talk to	2
Makes an attempt to know the student	2
One who advises student to take a course because it fits the student; not just because the adviser liked the course, and so forth	2
Experience in the field you will be going in to	1
Encourages you to become involved on campus, etc.	1
Cooperative	1
Trusting	1
Polite	1
Dependable	1
Easy going	1
Thoughtful	1
Able to say "I don't know"	1

APPENDIX G

STUDENT COMMENTS CONCERNING  
UTILIZATION OF THE ADVISER

Following are the comments of students (in their own words) regarding utilization of their adviser. They are grouped according to the amount of adviser utilization: 4 (to a great extent) to 0 (not at all).

4

I am always asking her questions.  
She always knows what is going on.  
I trust her judgement; she knows what she is talking about.  
She cares, understands and is on your level.

3

If I had questions I would always feel free to go to my adviser.  
Having changed my major, I had to spend a lot of time getting caught up to graduate in four years. I have had five advisers in the course of my four years here at O.S.U. The first was Mrs. Miller. Then in the past five semesters, I have had four different advisers. I feel like I just got passed around to whoever was available at the time. This does not lead to a feeling that you are getting personal or even interested help.  
I consult her any time I have an academic problem.  
I prefer to talk to a faculty member who I have had as a teacher. However, if she is not available, I would go to my assigned adviser.  
I can talk to her easily.  
I had to tell her what requirements I needed. She didn't know when any were offered or what prerequisites I needed.  
I usually go to her with questions.

2

I just go to see her when I need my schedule signed.  
I have not needed much help or guidance.  
I could have gotten to know her better.  
I don't relate to her that well.  
My adviser seemed uninterested.  
I usually go to my instructors.  
Because I already have the four-year plan developed.  
I never have that many questions.  
At first I tried to go to her a lot, but later I found much better people in the department.

1

I feel as though she is too busy to be bothered.

I had no need to see my adviser really as I had no major problems.

I guess I get most of the information I need by word of mouth from friends.

I don't feel comfortable unless I am super-positive or have "good news".

Because when I needed help, she wasn't around (i.e. during break).

Further, I just haven't had any questions and if I do, I'll go to Lisa or Dr. Sisler.

I always just ask my instructor.

Because I feel that I can talk to another faculty member more easily.

Because she is ignorant, out-dated and uninterested in her knowledge of retail.

VITA

Lisa Ann Baker

Candidate for the Degree of

Master of Science

**Thesis:** STUDENT OPINIONS RELATING TO ADVISEMENT IN THE DEPARTMENT OF CLOTHING, TEXTILES AND MERCHANDISING AT OKLAHOMA STATE UNIVERSITY

**Major Field:** Clothing, Textiles and Merchandising

**Biographical:**

**Personal Data:** Born in Clinton, Iowa, May 3, 1955, the daughter of Mr. and Mrs. R. P. Baker, Jr.

**Education:** Graduated from Clinton High School, Clinton, Iowa, in June, 1973; received the Bachelor of Science in Home Economics degree from the University of Nebraska, Lincoln, in May, 1977; completed requirements for the Master of Science degree at Oklahoma State University in July, 1979.

**Professional Experience:** Executive Trainee at the Bon Marche, Seattle, Washington, October, 1977 - January, 1978; graduate teaching assistant in the Clothing, Textiles and Merchandising Department, Oklahoma State University, August, 1978 - May, 1979.

**Professional Organizations:** Omicron Nu, Phi Upsilon Omicron.