

A STUDY OF FRESHMEN STUDENTS' SATISFACTION
AND PERCEPTION OF THE ACADEMIC ADVISE-
MENT PROGRAM AT OKLAHOMA
STATE UNIVERSITY

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CHAPTER I

INTRODUCTION TO THE PROBLEM

The methods and effectiveness of academic advising programs constitutes one of the main problems in higher education in this decade and will for decades to come. Advisement by faculty is a problem in many universities because clear and workable objectives for advisement programs have not been established. Faculty advising should be a tridimensional activity, concerned first of all with discerning the purposes of the institution in its teaching-learning mission. Second, faculty advising should consider and perceive the purposes of the college learner. Third, faculty advising should promote these purposes in conference with the college learner. The faculty adviser in this situation is a coordinator of learning experiences for college students. There are many approaches to the tridimensional process of faculty advising; however, many faculty advising programs have tended to gloss over the process of advising. As a result of this glossing over the true dimensions of advising have often been obscured [19].

In many cases faculty advising as a tridimensional activity has become unattainable in large colleges and universities, especially in departments where there has been an increase in student growth. Faculties are under increased obligations to do research, to attend committee meetings, and to obtain government contracts for their universities. Research has become the choice of some faculty members

and an obligation for other faculty members because incentive, merit, and reward in many cases are based on the amount of research and publication accomplished by a faculty member. The lack of faculty involvement with students seems particularly evident in colleges which have grown four- and five-fold within a ten-year period. Although student enrollment is increasing and faculties are obligated to perform other tasks, faculty advisement must become an integral part of a college or university's mission [18].

Nature of the Problem

During the early part of the nineteenth century colleges were small intimate institutions and the face-to-face nature of the relationship between an academic advisor and his advisee were deeply established. It is often thought that faculty advising was not a part of early educational development. In fact, there is no evidence to support this impression. The history of academic advising is the same as the historical development of higher education in general. During the early periods of academic advisement between 1640 and 1860, there was a personal concern for students. During this period clergymen who were the teachers and advisors believed that their most important role was to shape the character of their students and take care of the needs of their students [16]. During this period the faculty member provided spiritual and academic instruction along with disciplinary counseling.

Higher education in the nineteenth century differed from nation to nation. According to many educators and authors nationalism during the nineteenth century was the dominant trend. The medieval social class system in England was still a dominant force, while in France there was

a disorganized structure in higher education. After the birth of Imperial Germany in 1871, the concept of the university as an instrument dedicated to the service of the state was developed to a high degree. In many German universities research and training especially in the natural sciences and medical sciences were considered paramount. Concern for the whole student did not exist in the German university. The German university's "sink or swim" philosophy assumed no responsibility for the non-intellectual growth of the student and the academic advisor was only interested in the "training of the mind." This trend was soon adopted by the American university since many students from America attended German universities and upon returning to America became American university administrators [6]. At the end of the nineteenth century concern for the whole student was again in vogue. By the mid-twentieth century the student personnel movement was established and general education was also greatly emphasized again. Efficient utilization of academic advisors was also of major interest during this period [9].

M. D. Hardee [19] defined "academic advisor" in this context as an activity dispatched by members of the teaching faculty and directed toward assisting students with their vocational, educational, and personal interests at a defined level of competence. Williamson [55] clarified the term "academic advisor" as referring to one assisting students "in meeting the faculty's requirements for graduation and providing optimum learning for the formal content of the curriculum." Mueller [42] explained this function as a person-to-person contact with individual students and an opportunity to become acquainted with their intellectual and personal qualities by means of written and oral

response, by a constant appraisal of the student's work, and by conferences about their progress.

On many campuses academic advising has taken on many stereotypic forms. "The automat stereotype" is the common "slip a coin in and get a schedule out" process wherein the student and adviser communicate solely in a mechanical process of working out a program suitable for a given period of registration. Many advisors hold the view that when a student has been assisted in arranging a schedule of classes that has met the student's needs, the major task of advising has been fulfilled [36]. The "thousand mile checkup" stereotype is one that conceives of the advisor as active in arranging a program of courses and checking intermittently from a month to six weeks thereafter to see how the program has worked [14]. The "patch-after-crash" stereotype typifies the faculty adviser who is galvanized into action when a crisis occurs. The student gets into trouble academically or violates a social regulation and is about to be dropped from the institution. The faculty adviser races to the student's rescue with "sirens blowing" to keep the student in school. Usually this procedure is so ill-planned that very little good comes out of this kind of approach. The "malevolent benevolency" is the stereotyped advisor that over-protects his advisee, hovering over the student day and night like a mother hen [19].

Because of the increase in student numbers, faculty advisors have become inaccessible in many institutions. It became impossible for faculty members to advise 70 to 80 students in any effective way. Undergraduate life became disorganized because academic advising was too brief and was primarily devoted to "what" and not "why." Hardee [19] also states that it should not be taken for granted that students

can understand the skeletal outlines of course numbers and credits found in a college catalogue. If a course catalogue could be perfected to explain beyond a shadow of a doubt its purpose and function, the importance to the student of coming to know well one woman or man who not only knows the field but has found it exciting enough to make the field a lifetime profession has tremendous rewards [11]. All of the dilemmas mentioned so far caused administrators in different universities and departments to re-evaluate their academic advising programs and look for other approaches which would solve their advisement problems [37].

Introduction to the Statement of the Problem

The process of helping students develop a program of courses specific to their unique needs is one of the central responsibilities of the academic adviser [53]. The importance of this function is revealed in the high proportion of student-advisor contact hours devoted to planning programs as well as by studies which show that students tend to evaluate the effectiveness of the academic adviser in terms of his knowledge of administrative requirements and alternatives. While every department or college strives to conduct academic advising to accomplish their own desired purposes, the advisee's perception and satisfaction of their effectiveness may serve as a cogent criterion of how well or efficient the program of academic advising actually functions [9].

Every college or division at Oklahoma State University provides a unique function in their advisement programs which supposedly brings about greater satisfaction between the adviser and advisee. The College

of Home Economics, for example, considers their "open door policy" as their unique function in their advisement program, disseminating career information to advisees in the College of Agriculture is its unique function. The advisers providing a friendly and supportive atmosphere when advising their advisees is the unique function of the advisement program in the College of Engineering. The unique function in the College of Education's advisement program is the communication of regulations and requirements to advisees to insure successful completion of academic programs. The College of Arts and Sciences emphasizes the humanization of educational experiences of their advisees. The College of Business does not assign their advisees to a faculty adviser until the second semester of the advisee's sophomore year. These varied methods and unique functions outwardly appear to be fulfilling their purpose.

Statement of the Problem

This study will attempt to obtain feedback from students in these varied programs to perceive how the students themselves view their advisement programs. More specifically this study will concern itself with the views of students' satisfaction or dissatisfaction of their advisement programs.

The results of this study could help to improve each advising program as well as benefit the entire Oklahoma State University community. This study will attempt to provide constructive and informed suggestions for improvements; obtain information from advisees to see if their programs are satisfying; if the programs are found too unsatisfactory, the programs could be changed so that they could be satisfying

and relevant to the students' advising needs.

Statement of Hypotheses

Hypothesis One: Students in the College of Home Economics will tend to report higher satisfaction on the unique function "open door" policy than will the students in the other six programs.

Hypothesis Two: Students in the College of Education will tend to report higher satisfaction on the unique function "knowledge of educational regulations and opportunities" than will the students in the other six programs.

Hypothesis Three: Students in the College of Engineering will tend to report higher satisfaction on the unique function "friendly and supportive atmosphere" than will the students in the other six programs.

Hypothesis Four: Students in the College of Business will tend to report higher satisfaction on the unique function "non-faculty advisement" than will the students in the other six programs.

Hypothesis Five: Students in the College of Arts and Sciences will tend to report higher satisfaction on the unique function "humanizing the educational experiences" than will the students in the other six programs.

Hypothesis Six. Students in the College of Agriculture will tend to report higher satisfaction on the unique function "competence in career related fields" than will the students in the other six programs.

Operational Definitions

Key terms used in this study are defined to accommodate the clarity of this presentation.

"Humanizing the Educational Experience": "Humanizing the educational experience" is doing those things which bring dignity to the person and provides growth. Also in this setting, the student is valued as a person of worth. It rejects behavior which undermines, destroys, or belittles human personality.

"Friendly and Supportive Atmosphere": The adviser displays a kindly interest, shows concern, and generates a feeling of good will toward his advisees in the adviser-advisee setting when he is assisting and helping his advisees with personal and academic problems.

"Open Door" Policy: The "open door" policy means that an adviser is available and accessible for an advisee to visit with or have conferences with anytime during the normal working day.

Faculty Adviser: A member of the teaching faculty who assists students with their educational, vocational, and personal concerns.

Counselor: A person that is specifically trained and experienced in areas of educational, psychological, or clinical counseling procedures.

Non-Faculty Advisement: Freshmen and first semester sophomores that are not assigned to faculty advisers during these terms. Advisement for freshmen and first semester sophomores is directed by the Director of Student Services and the Academic "Counselor."

Perception: The ability to observe, understand, or recognize.

Satisfaction: The fulfillment of a need or want.

Competence in Career Related Fields: The adviser is very knowledgeable of occupations, vocations, professions, and unfamiliar occupations in the advisee's major field of study.

Unfamiliar Field: A vocation, occupation, or profession that an

advisee is not aware of that is closely related to his field of interest or study.

Unique Function: A service that advisement programs provide for their advisees, which supposedly satisfy their advisees, and increase the overall effectiveness of their advisement programs.

Assumptions and Limitations

Assumptions

The following are assumptions of this study:

- (A) The unique factors and items that make up the instrument are accurate representations of what each academic advisement program considers to be its primary function.
- (B) The students' self-reported responses to the items on the instrument (the Questionnaire) are accurate indications of the students' perceptions of their academic advisement programs.
- (C) The random sampling procedure supports the assumption that the students selected will be representative of the freshmen in each College at Oklahoma State University during the 1972-73 school year. In the final analysis, the conclusions can only be generalized to the particular populations to be sampled in each college.

Limitations

This study is limited by the inherent weakness of the instrument used in collecting the data, the method of collecting the data, and the accuracy of the subjects' individual performance on the instrument.

The programs involved in the study are in the process of change. Because of this change, the programs involved in this study will not be representative of the future programs in those Colleges.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Morgan [41] stated that it is not at all difficult to perceive that higher education generally faces a particularly different challenge today which is extremely complex in its simplicity. While the major purpose of academic advising is to coordinate the learning experiences of students, which is simple, many institutions have adopted many different approaches in providing these experiences, which makes advising complex.

The review of the literature will be categorized into groups which are representative of similar studies or similar advising techniques. All of the literature will reflect work which has been done in the areas of faculty advising, student-to-student counseling, and other approaches to academic advising in the adviser-advisee setting.

Released Time for Faculty Advising or Extra Pay for Faculty Advising

Rossman [46] during the academic years 1964-65 and 1965-66 did a study in which six Macalester College faculty members were given released time to devote to academic advising.

In the fall of 1964 and again in the fall of 1965, 120 freshmen

(60 men and 60 women) were randomly selected from the entering classes of approximately 500 students at Macalester College in St. Paul, Minnesota. Each of these experimental group students was assigned to one of six faculty members who had been released from one of the three courses they would ordinarily have taught. The remaining control group students were carrying full teaching loads. During the first year of the program (1964-65) students were assigned to advisers randomly (10 men and 10 women to each adviser), while for the second year (1965-66) an attempt was made to assign students to advisers from departments related to the students' major fields of interest.

Three criteria were used in selecting the faculty members: (a) an interest in the program; (b) previous experience with faculty advising at Macalester; and (c) representation from a number of different departments within the college. The data collected during the spring of 1966 indicated that the students in the experimental group were more satisfied with their faculty advisers, but there were no significant differences between the two groups in relationship to rate of retention, grade point average, level of aspiration, satisfaction with college and the students' perception of the campus. Morehead and Johnson [40] stated that faculty members are in a favorable position to advise students in regard to adjustments to academic achievement. However, Morehead and Johnson also stated that because faculty members are given more time or extra pay to advise does not necessarily mean that a faculty advising program will be effective. In a study done by Jamrick [26] it was pointed out that the most desirable area of tangible institutional recognition for faculty advisers was the reduction of their teaching load. Many faculty members were of the opinion that

their time was already limited, and extra financial remuneration would not replace or create that time.

The Faculty in Academic Advisement

One of the major problems related to academic advisement is the accessibility of advisers by their advisees. Dilly [12] states that students, faculty, and administrators expect faculty members to make themselves accessible to students who may wish to discuss a specific problem that they may have. Many faculty members designate certain hours each week when he will be available to meet with students. Dilly goes further and states that if the faculty member is at the designated place, then faculty members are considered accessible to students and communication can take place. Research was conducted by Dilly on 42 faculty members representing 11 departments at the University of Wisconsin. A research team was organized to make contact with a random sample of faculty members. The contact was tried each week for six weeks, it was found that of the 42 faculty members with whom contact was attempted, 20 were accessible and 22 were not. The accessibility was defined by the research as follows. A faculty member was classified accessible if (a) the name of the faculty member and office number appeared on the building directory, (b) his office could be located physically and was identifiable, (c) office hours were posted on the door or a secretary had instructions as to how and when a contact could be made, and (d) he was present in his office during the posted office hours or during the time the secretary said he was available, at the time and during the specific week the contact was attempted.

Donk and Oetting [13] found that most of our college and university

campuses still utilize the faculty advising system inherited from the last generation. In this setting the adviser is generally assigned at random within the college or in his proposed major field. The adviser checks and signs the student's class schedule and does little more than this in his advisory role. The advisory role actually becomes a clerical role. Donk and Oetting point out that one rationale for assigning the adviser to this role is usually to provide the student with a faculty contact, a person he can go to if he encounters difficulties, and who can provide guidance in planning his career and academic program. Robertson [45] agrees with the researchers and states:

... in general, the advising programs at such major universities ... have in common a tenuous, uneven involvement of faculty and a central core of administrative specialists whose advising duties are narrowly conceived. Frequently, many members of the faculty do "advising," it is true, but usually in a superficial, temporary, clerical capacity. Standard procedure calls for the semi-annual herding of hundreds of drafted faculty into an armory or a gymnasium to plan programs and to approve election cards for students they do not know and for whom they have no continuing responsibility.

Donk and Oetting [13] which have already been cited earlier found that there is less need for a formal system of advising for upperclassmen. It was found that upperclassmen have the time over a two-year period to establish relationships with other faculty. These students who do not have any personal relationships with the faculty, either because they do not have enough independence to go to a faculty member, or because they do not want such a relationship. It was also found that forcing these students to meet with a faculty adviser does not establish wholesome advisee-adviser relationships.

In 1965, Hendrix [25], Director of the Division of Student

Personnel and Guidance, did a study on the effect of special advising on achievement of freshmen with low predicted grades. The purpose of the study was to determine whether the achievement of University of Wyoming students with low predicted grades might be improved by special advising. One experimental group which received special advising and three control groups which received regular advising were selected for the study. The achievement of 20 college freshmen students with low predicted grade averages who received special advising was significantly better than that of 60 freshmen students with low predicted grade averages who were advised by regular faculty advisers. The better achievement of the experimental group was not attributable to disproportionate inclusion of less difficult courses in their schedules. The experiment provided no basis for judging which aspect or aspects of the advising technique employed; therefore, it was not determined in the study what the real variables were that caused the results.

Cameron [8] studied the evaluation processes and changes that Miami University were involved in because of the increase in enrollment after the war. The rapid post-war expansion at Miami University raised a number of questions pertinent to the faculty advisory program for upperclassmen, and to its adaptability to the institution with its larger enrollment. As a result, a coordination committee representing advisers from all divisions of the University, in cooperation with the Student Counseling Service undertook an investigation; first, to ascertain the manner in which the program actually functions; second, to determine the upperclass students' needs which could be served by the faculty adviser; and third, by obtaining information regarding the strengths and weaknesses of the Faculty Advisory Program, to determine

how the Program could be made more efficient in the face of variations in institutional size and administrative structure.

In 1955, Jamrick [16] provided ample evidence of the diverse approaches to faculty advising found among liberal arts colleges. From a questionnaire sent to 30 private liberal arts colleges, he found that 40 percent of the colleges administered the faculty advising program through the dean of the college, about 40 percent made the dean of students responsible for the program, and those that remained administered the program through some other member of the administration.

The study also reported that in 50 percent of the colleges the advising was actually performed by department chairmen. In the remainder of the colleges the duties were divided among the members of the departments. In about one-fourth of the institutions, all faculty members carried an advising load, while at a few schools upperclass students advised some of the freshmen. Only one-third of the institutions completing the questionnaire described their faculty program as "successful".

A survey was conducted by Hardee [17] on 218 colleges in the United States. All of these institutions reported that faculty members in their institutions conducted academic counseling. Various counseling activities of faculty members were explored who performed duties beyond academic counseling. Many of the institutions reported some persistent problems in their programs. Some of the problems were heavy academic loads, tremendous amounts of paper work, administrative problems, the extent and depth of faculty advising and counseling.

In 1957 Keill [31] administered a check list and sentence completion form to a sample of 200 students who were assigned to 42 counselors

at Brooklyn College, New York. Fifty-five percent of the respondents expressed a preference for drop-in, unscheduled appointments. Fifty percent of the sample considered the main emphasis of the counselor was program planning. Ten percent believed that their counselor did not know enough about the college, its resources and the curriculum for them to have faith in him.

Sander [48] found no significant differences in:

(a) first semester grades; and (b) enrollment for the second semester; and (c) self-perception among three groups of students living in residence halls. One group had had four individual interviews with student residence hall advisers, another group had four group interviews, and the third group had no interviews.

Koile [32] found a great number of colleges and universities in the United States that were involved in establishing faculty counseling that would place greater emphasis on the students individually. Koile also found that studies of many of these programs revealed some serious weaknesses in their operation. Among the most significant unsatisfactory conditions commonly mentioned were:

(a) lack of time for counseling duties; (b) lack of status for those who do the faculty counseling; (c) limited objectives and scope of counseling functions performed by faculty members; (d) inadequate training of those who perform counseling duties; and (e) inadequate selection.

According to Koile many suggestions have been made for eliminating the inadequacies that have prevailed among many of the faculty counseling programs. Much of the concern was related to the selection of teachers that were qualified for counseling duties. The qualifications commonly regarded as essential were:

(a) a knowledge of human behavior and skill in the techniques of counseling; (b) suitable personality; and (c) a genuine interest in working with individual students and in engaging in counseling activities.

Since there was no instrument to identify faculty members interested in counseling activities, Koile became involved in a research project to develop an instrument that would aid in identifying college teachers interested in academic advising. He administered a 90-item Professional Activity Inventory for College Teachers to 500 colleges in 25 states. The sample included 290 institutions with counseling teachers and 210 with non-counseling teachers. A scoring system based upon the logic of discriminant analysis was highly effective in discriminating between faculty who were interested in engaging in counseling activities and teachers who tend to have little or no interest in this work. Centour scores developed on the item-weighting sample proved to be a satisfactory method for classifying a cross-validation sample of college teachers according to membership in one of the two groups.

Chathaparampil in 1970 measured the students' perception of their advisement program at Michigan State University. The purpose of the study was to examine the characteristics which contributed to a program which would be satisfactory to students.

The procedure was to tentatively identify those factors which seemed to be original to each program. This was accomplished by means of interviews with administrators and/or academic advisers from each college. A questionnaire was constructed to measure the satisfaction of a sample of students from the five programs with various aspects of their academic advising programs.

The sample and statistical treatment for the study are as follows:

A representative sample was selected from each of the five selected academic advising groups. The instrument was administered to the entire sample. Four hundred and one

(80.2 percent) of the 500 questionnaires mailed to the sample were returned in usable form.

The statistical tool used to analyze the data was analysis of variance employing the method of profile analysis. To test the significance of difference on each variable, a one-way analysis of variance was performed. The Dunnett's method of post-hoc comparison was employed to test the significance of difference between a particular program and the other four programs on a particular variable which was hypothesized as unique to each college [19].

Morehead and Johnson [40] studied 226 male electrical engineering freshmen at North Carolina State University who were exposed to different faculty advising programs. The control group was composed of 178 students which received regular advisement. Forty-eight students made up the experimental group and these students received a systematized type of advisement. The experimental group was randomly selected from the total number of students that made up both groups. Both groups were alike at the beginning of the experiment in regard to means and variances of age, predicted grade point average and five personality variables as measured by the Minnesota Personality Scale. All were enrolled in the same subjects during the study.

The experimental group was scheduled eight advisement meetings during the year; three each semester in groups and twice each semester individually. Group meetings were concerned with instruction and advice in effective study habits, study schedules and class participation, and discussion and casual conversation. Individual conferences gave the students an opportunity to discuss academic plans and progress.

The faculty advising program for the control group consisted of meeting with students in groups once during the orientation week, giving help in the scheduling of courses for the fall and spring

semester, notifications of mid-term failures, and extending invitations to students to come in for consultations whenever problems arose which required the help of a faculty adviser.

An analysis of the data confirmed the hypothesis that the mean grade-point averages of the students in the experimental group would be significantly higher than that of the control group for the freshman year. There were significant differences in relationship to the number of dropouts and the proportion of low achievers. The experimental group had a greater proportion of high achievers than the control group. The control group had a significantly greater proportion achieving at the average level. The data indicated that the higher grade-point average for the experimental group was not facilitated by an intensive faculty advising program or by professional counseling. It was facilitated by a systematic program that any interested faculty member could conduct with this number of advisees by devoting 40 hours a year to group meetings and individual conferences.

Computer-Assisted Academic Advising

Juola, Winburne, and Whitmore [30] in 1968 described and evaluated how the computer can be used to help students that are on academic probation improve their grade-point averages. Academic probation at Michigan State University (where the study was conducted) is evaluated by the STEP Scale. A student with a grade-point average that is below a 1.0 (D average) is considered to be on academic probation during his freshman and sophomore years. When the student becomes a junior the grade-point average is raised to 2.0 (C average). Any upperclassman

with a grade-point average below a 2.0 is considered to be on academic probation.

A program was developed for IBM-1401 computer which reproduced on one sheet a student's current enrollment, the previous term's enrollment together with term grades in each course, a summary of all cumulative grade data, and the projected term grade-point average needed to bring the cumulative grade-point average to the acceptable level. The computer identified students who appeared to have enrollments which were deemed unwise for the critical term of academic probation.

Students whose enrollments appeared unreasonable were told by their advisers to come to their advisement offices to change their enrollment schedules to a more attainable one. The students who did not appear for the interview were used as a comparison group. All students in the study were essentially the same as far as grade-point averages were concerned. According to the statistical data obtained the enrollment-change group improved their grade-point averages, while the no-show group showed a loss rather than a gain. The study showed that computer technology can be applied to the problems of aiding individual students in areas which have generally been regarded as accessible only through individual efforts of an academic adviser [30].

The United States Air Force Academy uses the computer system in their academic advising programs. Data was fed into the computer that would aid cadets and advisers establish a more efficient advising program. The United States Air Force Academy expressed satisfaction with the program [35].

In 1965, Cogswell and Estaban experimented with computer-assisted counseling. Their idea was to develop an automated system that would

serve as a model for the high school counselors' cognitive behavior in appraisal of student information and his resulting response in the planning interview. Reactions to the automated counseling process differed greatly. Recommending future study, the investigators suggested a development of a retrieval system to allow the person requesting the information to select it by category. In addition, they suggested constructing studies in realistic educational settings. It was proposed that the studies should not be concerned with determining if automated counseling is better than human counseling. The studies should be concerned with determining if automated counseling is better than human counseling. The studies should be concerned with how and to what extent automated interviewing can be successfully integrated into the counseling process. The need for a field study to obtain a basis for recommending the use of automated appraisal and interviewing in actual practice appeared to them to be important.

Student Assistants for Faculty Advisers

College students turn naturally to their peers with their problems and concerns. A student as a junior counselor reaches many of his fellows whom the professional counselor seldom sees, and he aids in detecting many needs and problems that might remain hidden from faculty and staff personnel. In a university community, students give advice to other students and they seek advice from other students. It would seem to be a worthwhile approach to utilize this source of information by systematically selecting and training capable upperclassmen to work with lower division students in an advisement capacity [9].

Brown [4] reported in 1965 of a study at Southwest Texas State

College. Twelve student academic counselors were selected by an eight-step screening process. The student counselors were selected on scholastic ability, study orientation, academic history, peer acceptance, leadership experience and conversational effectiveness. The training of the student academic counselors was accomplished through a 40 hour instructional program--approximately 30 hours of intensive training was given during the spring plus another ten hours of reviewing during the fall of the year.

Two samples of 216 students each containing 108 males and 108 females were selected from 670 full-time freshmen entering Southwest Texas State College in 1960. Students in the control (uncounseled) sample were individually matched with those in the experimental (counseled) sample on sex, high school quarter rank, high school size, scholastic ability, and study orientation. Experimental subjects were organized into 54 counselee groups, with the four freshmen in each group being carefully matched. Six upperclassmen, three females and three males, were randomly assigned as counselors to the same sex counselee groups. The test-retest differential for counseled freshmen was significantly higher on measures of study behavior. Counseled freshmen earned grades averaging one-half letter grade and 8.3 quality points higher during the first semester.

Brown goes further and states:

The developing trend in counseling has been to give the counselee an increasingly responsible role in his own guidance. Furthermore, educators and psychologists recognize that peer-delivered information and advice frequently receives readier acceptance by the typical 18-year-old than does the counsel given by teachers and parents. Five other reasons may be advanced to support the increased utilization of student counselors as described in this report.

First, it assures wider and earlier guidance contact with freshmen. Second, it counteracts the extensive, informal advising of freshmen by upperclassmen. Third, it frees professional guidance workers to handle more specialized counseling activities. Fourth, it permits the systematic exploration of preventive measures for potential academic problems. Finally, it provides for improved communication channels between students and faculty.

Warton, McKean, and Knights [54] in 1966 reported a program in which student assistants were used in academic advising at Allegheny College. Volunteer juniors and seniors who had leadership ability were listed for all prospective faculty advisers that were to advise the new incoming class. Faculty members who wanted assistants ranked their first four choices. First choices were matched wherever possible and the students and advisers were notified of the final teams that had been arranged. The student assistants selected for the program were briefed on curricular requirements, guidelines for the distribution program, course sequences, and general instructions. These briefings were led by the Dean of Instruction and the Director of Counseling.

Each student assistant was responsible for making contact with his faculty partner. Each faculty adviser, in turn, briefed his assistant on the way in which he wished to conduct his conferences with freshmen.

In the first year, 28 of the 52 faculty advisers of over 400 freshmen had requested student assistants. The next year the number had grown to 38 of the 54 advisers concerned. This was an increase from 56 percent to 70 percent. The third year 49 of the 62 advisers selected student assistants to help them advise, which was 79 percent of the faculty.

It was agreed by all faculty members in the study that the new program not only improved the efficiency and quality of registration,

it also contributed to increased mutual respect between faculty and students.

During the academic year of 1964-65, Siegel [50] reported that at Brooklyn College it was decided that student counselors should be used to help counsel students. Four juniors in the Student Adviser Leadership Program were selected to serve during their senior year as student counselors in the General Counseling Program. A professional staff member reviewed the academic records, college and community experiences and all other factors that might be related and made recommendations on the basis of demonstrated leadership skills, ability to communicate effectively, ability to establish rapport with fellow students, interest in providing this service and their academic records. One experienced counselor, a clinical psychologist, was designated as the supervising counselor and was given direct responsibility for immediate supervision of the student counselors.

The student counselors were assigned two counseling hours per week, with a maximum of two students to be seen by any counselor in any week. During the first weeks of the semester, the student counselors observe counseling interviews, attended orientation meetings, and participated in regularly scheduled supervisory hours, both individually and as a group. A counseling manual and other pertinent materials were provided and reviewed during the early training period. Each student counselor counseled both freshmen and sophomores.

The student counselors did not have access to the files and office records. The supervising counselor screened student record folders and provided such information to the student counselors that was necessary and appropriate to deal with the case. Student counselors did not make

entries directly in the student folders, instead they were recorded on a separate data sheet which was then reviewed and screened by the supervising counselor before filing. It was the opinion of the reporter that student counselors did as effective a job to all intents and purposes as faculty counselors in "the general counseling area".

Hardee [22] performed a survey in 1956 and reported that 147 out of 218 colleges employed students to student counseling procedures. Hardee pointed out that the students were primarily used to initiate the incoming students to the university and they were not involved with the more intricate aspects of advisement and counseling.

Summary

In this chapter the author has presented and described those studies from the literature which supported the theoretical framework for this research. The literature reviewed cites many examples of academic advising techniques. The literature has reflected work which has been done in the areas of faculty advising which relates to released time for faculty advising. Rossmann [46] found that when a faculty adviser was released from one of three courses they ordinarily taught and the released time was used for advising, the students advised were more satisfied with their advisers than students who were advised by advisers that did not have released time for this purpose. Jamrick [16] pointed out that reducing the teaching load was most desirable in bringing about satisfactory advisement procedures for their advisees.

Dilly [12] stated that the accessibility of the adviser is very important in bringing about satisfaction between the adviser and

advisee. Dilly goes further to state that if the adviser is at a designated place, then faculty members or advisers are considered accessible to their advisees and communication can take place.

Donk and Oetting [13] found that there is less need for a formal system of advising upperclassmen; however, there is a need for some type of advising system for freshmen or lower-division students. Donk and Oetting [13] have also cited that usually the adviser's role becomes a clerical role, the adviser checks and signs the student's class schedule and does little more than this in his advisory role.

Koile [32] stated that the most significant unsatisfactory conditions that existed among colleges and universities were lack of time for advising duties, lack of status for those who do advising activities, limited objectives and scope of advising and counseling functions performed by advisers, inadequate training of those who perform counseling duties, and inadequate selection.

Chathaparampil [9] found that academic advisement programs provided certain factors and characteristics which contributed to a program which would be satisfactory to students. It seems to the researcher that more research should be done by colleges and universities to determine how effective or satisfying their academic advisement programs are to their students involved with these programs. The purpose of this study is to attempt to evaluate the academic advisement programs at Oklahoma State University to determine how satisfying each program is to their advisees. As Chathaparampil [9] has stated, a study of this type should be valuable in disseminating data on the practical aspects of implementing new programs of academic advising in other institutions of higher education.

CHAPTER III

PROCEDURES

Subjects

The sample population used in this study consisted of: (a) all freshmen students enrolled in the College of Business; (b) Home Economics College; (c) Engineering College; (d) College of Arts and Sciences, non-majors; (e) College of Arts and Sciences, majors; and (f) College of Education.

In the College of Business there were 674 freshmen students, the College of Engineering had 245 freshmen, and the Home Economics College had 251 freshmen students. The College of Education had a total of 251 freshmen and the College of Agriculture enrolled a total of 258 freshmen students. The College of Arts and Sciences which was divided into two groups had 600 freshmen students in the College of Arts and Sciences non-majors group, and 1068 freshmen students in the College of Arts and Sciences majors group.

College of Arts and Sciences Majors and Non-Majors

A non-major or no-preference student is advised by the College of Arts and Sciences. A non-major student at Oklahoma State University is one that does not have a declared major. The non-major student is more

specifically advised by the Director of Student Services and his counseling staff within the College of Arts and Sciences. For this reason the students within the College of Arts and Sciences were divided into two groups, Arts and Sciences majors, and Arts and Sciences non-majors. The Arts and Sciences majors are advised by faculty advisers within the College of Arts and Sciences. Since the Director of Student Services has the specific assignment of coordinating the entire academic advisement program for the College of Arts and Sciences, it was decided that both groups should be analyzed on the same unique function humanization of the educational experiences. There were 1068 freshman majors and 600 freshman non-majors within the College of Arts and Sciences in which a random sample of 100 students were taken from each group.

Procedures for Data Collection

The Director of Registration and Admissions gave the researcher permission to obtain print-outs of freshman students that were involved in this study (see Appendix C). A sample of 100 students from all Colleges except the College of Arts and Sciences were systematically randomly selected by using a table of random numbers. The College of Arts and Sciences was divided into two groups, majors and non-majors, and 100 students were systematically randomly selected from each group.

The questionnaire and a personal letter was sent to the subjects by mail with an enclosed addressed envelope to the researcher for fast and expedient return. The cover letter was signed by both the researcher and the Vice President of Academic Affairs at Oklahoma State University. The second questionnaire was sent to those subjects who had not responded to the initial questionnaire after two weeks had

passed. Telephone contacts were attempted for the remaining students who had not responded to the second questionnaire. Those students that were contacted were requested by the researcher to return the questionnaire as soon as possible. If the students needed additional questionnaires because they had lost or misplaced them, questionnaires were mailed to the students that day. The researcher expected a return of approximately 60 percent. The final count showed a total return of 74 percent. From the Home Economics College 79 percent were received, 69 percent were received from the College of Agriculture, 70 percent were returned from the Business College, 79 percent from the College of Education, 56 percent from the College of Engineering, 64 percent from the College of Arts and Sciences (non-majors), and 99 percent from the College of Arts and Sciences (majors). A total of 74 percent returned the completed questionnaire from all of the colleges sampled.

Preliminary Form

A preliminary instrument (see Appendix A) was given to a sample of 30 students who were not included in the sample selected for the study. The preliminary instrument was given to see if certain items needed rearranging or reworded if the students had difficulty with them.

In an effort to improve and shorten the preliminary instrument, it was decided by the researcher to reduce the instrument from four pages to two pages. The unique function that was the title that represented the five items of each college was omitted. It was also decided that the responses for the items should be a part of the item on the questionnaire. The researcher had previously decided that the responses would be marked on a separate answering form. The students answered

the items without any apparent difficulty. However, the sample of students who took the preliminary form did encourage some rearranging of items in the instrument.

Development of Hypotheses and Questionnaire

A review of the literature revealed an abundance of institutional research that is relevant to the type of data that is being proposed in this study. Chathaparampil [9] according to the literature reviewed is one of the researchers who has done a similar study. Since this is the case, the research hypothesis does have the traditional framework of a stable theory. As an exploratory study, six hypotheses can be formulated and tested by using Chi Square Analysis.

The hypotheses and instrument that were used in this study were formulated by structured interviews with academic advisers and administrators in each program. The academic advisers of each program were asked to provide what they considered to be the most unique function in their academic advisement programs. This unique function was supposed to enhance their advisees overall satisfaction for each academic advisement program. Five items or objectives which supported the unique function of each academic advisement program were also ascertained from each program to construct the questionnaire.

The Dean and Assistant Dean of the College of Home Economics stated that the "open door policy" was the most unique function of its advising program. Seeing an adviser anytime during normal working hours, not having to report to a secretary before seeing an adviser, informing advisees of advisers' office hours, and the ability to see

another adviser when a regular advisor was unavailable were the items which supported the "open door" policy.

In the College of Home Economics the teaching faculty are advisers. The Dean and Assistant Dean are also advisers. They are responsible for the general advisement of students. The faculty advisers are responsible for advisement in an advisee's major or interest area.

The Administration in the College of Agriculture emphasized "competence of knowledge in Career Related Fields" as their most unique function. In this College, faculty members were advisers. It was stressed that advisers have competence in career related fields, expertise in unfamiliar fields in the advisees' interest area, have materials and career information available for advisees' use, assist advisees in making realistic career choices, and are knowledgeable of employment opportunities in the advisees' interest area.

The Director of Student Services and the Academic Counselor in the College of Business are responsible for all of the advisement services for freshmen and first semester sophomores. In the College of Business, the unique function is "non-faculty advisement." They believe that full-time non-academic advisers can relate to their advisees better and do a better job of advising than faculty advisers. Also, they provide lists or sheets of courses for graduation, they do not require their advisees to take freshman orientation, all advisement is directed from the Director of Student Services office, and students do not have to be concerned with the office hours of faculty for academic advisement purposes.

The College of Engineering utilizes a full-time counselor and the Director of Student Services to advise lower division students. They

emphasize a "friendly and supportive atmosphere" in their academic advisement program. The items which support their unique function are; showing interest when helping advisees select appropriate courses, assistance in efficient study habits and providing tutoring facilities, providing quick and accurate answers to questions, displaying concern and a willingness to advise their advisees, displaying an atmosphere of honesty and frankness in the advisee-adviser setting.

In the College of Education advisees are assigned to members of the teaching faculty in different departments within the College of Education. The unique function in the College of Education is the adviser's "knowledge of educational regulations and opportunities." The five items which support the unique function are; knowledge of regulations for teacher certification, knowledge of the regulations for admission to student teaching, knowledge of the value and utilization of the placement office, knowledge and understanding of employment opportunities in education.

The College of Arts and Sciences stresses the "humanization of educational experiences." The five items which support the unique function are; an adviser respects his advisee as a human being, the adviser is concerned about what happens to his advisee, the adviser disseminates policies, procedures, rules, regulations and programs that help the advisee realize his educational goals, and the adviser allows sufficient time in the adviser-advisee setting to fully discuss problems. There are four full-time counselors in the Office of Student Services in the College of Arts and Sciences. However, many lower division students are assigned to faculty advisers in the departments of Arts and Sciences.

It should be pointed out that in many instances the advisement programs of each College overlapped. This is to be expected since all the programs were specifically concerned with academic advisement. The attention in this study is focused on the approach or method each College utilizes to accomplish advisee satisfaction for each program.

The questionnaire consisted of 31 items. The first 30 items were constructed from the interviews with academic advisers and academic administrators of the six Colleges. Five items were grouped under each of the unique functions that represented each College: "Open Door Policy," "Humanizing the Educational Experience," "Competence of Knowledge in Career Related Fields," "Friendly and Supportive Atmosphere," "Non-Faculty Advisement," and "Knowledge of Educational Regulations and Opportunities." Each unique function is related to the five items which are subsumed under its heading.

The questionnaire used in this study was designed so that the responses could be transformed to an OMR computer card. The data was then tabulated by computer. The students were instructed to mark one of the four letters in each row for each of the first 30 items according to the following key:

- a. Very Satisfactory
- b. Satisfactory
- c. Unsatisfactory
- d. Very Unsatisfactory

The last item, concerning the students' perception of having an academic adviser was marked according to the following key:

- a. Very Important

- b. Important
- c. Not Very Important
- d. Not At All Important

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The analysis of the data collected from six academic advisement programs at Oklahoma State University will be reported in this chapter. All hypotheses were tested for significance by the statistical treatment most commonly used for nominal or ordinal data, the contingency coefficient. To compute the contingency coefficient between scores on three or more sets of categories, the frequencies are arranged in a contingency table. The contingency table that was used in this study was a 4 x 7 table [44]. In this kind of table, expected frequencies are entered into each cell (E_{ij} 's) by determining what frequencies would occur if there were no association or correlation between the variables. The larger the discrepancy between these expected values and the observed cell values, the larger the degree of association between the two variables and thus the higher the value of the contingency coefficient.

The degree of association between sets of attributes may be found from a contingency of the frequencies by [51]:

$$C = \frac{\chi^2}{N + \chi^2}$$

where

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^k \frac{(O_{ij} - E_{ij})^2}{E_{ij}} .$$

To determine if there was a difference between two colleges in relationship to a specific item, the χ^2 two sample test was used to test the alternative hypothesis.

Mean satisfaction scores for each item will be presented in this chapter to relate how each college program scored on each individual item. The mean satisfaction for each item was derived by assigning a weighted score to each item. A score of four was assigned to very satisfactory, a score of three was assigned to satisfactory, two was assigned to unsatisfactory and a score of one was assigned to very unsatisfactory. The mean satisfaction score was derived from combining the scores on four categories on each item and dividing by the number of respondents. The mean scores on each item for students advised by the seven programs are presented in Tables I through VII. The total mean scores for all seven academic advisement programs can be found in Table VIII. The items that the mean scores refer to can be observed in Appendix A.

TABLE I

MEAN SATISFACTION SCORE, STANDARD DEVIATION, AND NUMBER OF RESPONSES
FOR EACH OF THE ITEMS FOR THE COLLEGE OF ARTS AND SCIENCES MAJORS
(RANGE ONE THROUGH FOUR)

Variables	Question Number	Mean	Standard Deviation	Number of Responses
Humanizing the Educational Experience	1	3.38	0.62	99
	2	3.13	0.71	99
	3	3.22	0.74	99
	4	3.16	0.67	97
	5	3.53	0.65	98
Friendly and Supportive Atmosphere	6	3.28	0.67	99
	7	2.70	0.78	98
	8	3.53	0.56	99
	9	3.25	0.70	99
	10	3.52	0.50	99
Educational Regulations and Opportunities	11	3.37	0.65	97
	12	3.25	0.65	95
	13	3.22	0.57	92
	14	2.91	0.59	91
	15	3.18	0.59	93
Competence in Career Related Fields	16	3.38	0.61	94
	17	3.03	0.60	93
	18	3.07	0.82	95
	19	3.05	0.69	94
	20	3.23	0.61	93
Non-Faculty Advisement	21	2.76	0.73	88
	22	3.21	0.87	95
	23	2.27	0.90	95
	24	3.35	0.87	95
	25	2.42	0.94	91
Open Door Policy	26	2.99	0.89	95
	27	3.41	0.70	98
	28	3.16	0.85	95
	29	3.61	0.59	95
	30	2.81	0.88	95
	31	3.77	0.45	98

TABLE II

MEAN SATISFACTION SCORE, STANDARD DEVIATION, AND NUMBER OF RESPONSES
FOR EACH OF THE ITEMS FOR THE COLLEGE OF ARTS AND SCIENCES
NON-MAJORS (RANGE ONE THROUGH FOUR)

Variables	Question Number	Mean	Standard Deviation	Number of Responses
Humanizing the Educational Experience	1	3.36	0.55	64
	2	2.97	0.73	64
	3	3.31	0.71	64
	4	3.06	0.71	64
	5	3.48	0.62	64
Friendly and Supportive Atmosphere	6	3.16	0.84	64
	7	2.84	0.77	63
	8	3.45	0.71	64
	9	3.30	0.71	64
	10	3.50	0.56	64
Educational Regulations and Opportunities	11	3.09	0.60	58
	12	3.05	0.61	57
	13	3.13	0.53	52
	14	2.71	0.74	59
	15	2.97	0.65	58
Competence in Career Related Fields	16	3.10	0.58	59
	17	2.91	0.74	57
	18	3.05	0.87	60
	19	3.00	0.71	57
	20	2.96	0.60	57
Non-Faculty Advisement	21	2.78	0.73	51
	22	3.25	0.89	61
	23	2.67	0.87	58
	24	3.38	0.98	60
	25	2.31	0.88	59
Open Door Policy	26	2.92	0.79	60
	27	3.13	0.85	63
	28	3.02	0.88	62
	29	3.40	0.66	63
	30	2.57	0.89	63
	31	3.69	0.50	64

TABLE III

MEAN SATISFACTION SCORE, STANDARD DEVIATION, AND NUMBER OF RESPONSES
FOR EACH OF THE ITEMS FOR THE COLLEGE OF ENGINEERING
(RANGE ONE THROUGH FOUR)

Variables	Question Number	Mean	Standard Deviation	Number of Responses
Humanizing the Educational Experience	1	3.38	0.62	55
	2	3.09	0.64	56
	3	3.42	0.66	55
	4	3.04	0.74	56
	5	3.39	0.76	56
Friendly and Supportive Atmosphere	6	3.13	0.85	56
	7	2.89	0.72	54
	8	3.39	0.68	56
	9	3.20	0.70	56
	10	3.46	0.69	56
Educational Regulations and Opportunities	11	3.14	0.61	49
	12	3.04	0.45	49
	13	3.05	0.44	42
	14	2.75	0.78	44
	15	3.14	0.61	42
Competence in Career Related Fields	16	3.21	0.58	48
	17	3.00	0.73	46
	18	2.89	0.75	45
	19	3.07	0.67	43
	20	3.13	0.76	45
Non-Faculty Advisement	21	3.07	0.71	42
	22	3.28	0.73	50
	23	2.55	0.93	47
	24	3.17	0.88	48
	25	2.84	0.85	45
Open Door Policy	26	2.98	0.81	48
	27	2.92	0.87	48
	28	3.19	0.80	54
	29	3.64	0.52	53
	30	2.80	0.78	50
	31	3.62	0.71	55

TABLE IV

MEAN SATISFACTION SCORE, STANDARD DEVIATION, AND NUMBER OF RESPONSES
FOR EACH OF THE ITEMS FOR THE COLLEGE OF EDUCATION
(RANGE ONE THROUGH FOUR)

Variables	Question Number	Mean	Standard Deviation	Number of Responses
Humanizing the Educational Experience	1	3.32	0.59	79
	2	3.08	0.64	79
	3	3.22	0.78	69
	4	3.04	0.78	78
	5	3.42	0.52	78
Friendly and Supportive Atmosphere	6	3.06	0.76	79
	7	2.89	0.58	79
	8	3.37	0.61	78
	9	3.22	0.61	79
	10	3.33	0.50	79
Educational Regulations and Opportunities	11	3.46	0.57	79
	12	3.53	0.55	79
	13	3.35	0.58	78
	14	2.78	0.74	76
	15	3.17	0.53	76
Competence in Career Related Fields	16	3.12	0.51	77
	17	2.96	0.50	77
	18	2.97	0.59	76
	19	2.99	0.65	75
	20	3.09	0.52	76
Non-Faculty Advisement	21	2.80	0.71	71
	22	3.21	0.66	77
	23	2.53	0.81	74
	24	3.30	0.80	77
	25	2.52	0.91	75
Open Door Policy	26	2.88	0.84	77
	27	3.21	0.74	76
	28	3.08	0.78	79
	29	3.44	0.66	78
	30	2.75	0.83	77
	31	3.72	0.58	79

TABLE V
 MEAN SATISFACTION SCORE, STANDARD DEVIATION, AND NUMBER OF RESPONSES
 FOR EACH OF THE ITEMS FOR THE COLLEGE OF AGRICULTURE
 (RANGE ONE THROUGH FOUR)

Variables	Question Number	Mean	Standard Deviation	Number of Responses
Humanizing the Educational Experience	1	3.48	0.56	69
	2	3.22	0.66	69
	3	3.33	0.59	69
	4	3.28	0.66	69
	5	3.54	0.56	69
Friendly and Supportive Atmosphere	6	3.28	0.80	69
	7	2.94	0.59	69
	8	3.48	0.58	69
	9	3.33	0.61	69
	10	3.59	0.52	69
Educational Regulations and Opportunities	11	3.42	0.50	64
	12	3.27	0.52	62
	13	3.15	0.45	55
	14	2.91	0.83	57
	15	3.23	0.67	61
Competence in Career Related Fields	16	3.47	0.60	59
	17	3.10	0.44	59
	18	3.20	0.65	61
	19	3.17	0.64	60
	20	3.34	0.61	58
Non-Faculty Advisement	21	2.70	0.77	53
	22	3.05	0.86	62
	23	2.35	0.96	62
	24	3.29	0.86	62
	25	2.33	0.78	58
Open Door Policy	26	3.08	0.73	62
	27	3.47	0.61	66
	28	2.92	1.04	65
	29	3.57	0.58	67
	30	2.86	0.83	65
	31	3.58	0.63	69

TABLE VI

MEAN SATISFACTION SCORE, STANDARD DEVIATION, AND NUMBER OF RESPONSES
FOR EACH OF THE ITEMS FOR THE COLLEGE OF BUSINESS
(RANGE ONE THROUGH FOUR)

Variables	Question Number	Mean	Standard Deviation	Number of Responses
Humanizing the Educational Experience	1	3.40	0.52	70
	2	3.09	0.65	70
	3	3.26	0.66	69
	4	3.17	0.62	69
	5	3.61	0.49	69
Friendly and Supportive Atmosphere	6	3.16	0.66	68
	7	2.79	0.64	68
	8	3.44	0.56	68
	9	3.34	0.61	68
	10	3.43	0.53	68
Educational Regulations and Opportunities	11	3.27	0.60	66
	12	3.15	0.54	65
	13	3.15	0.49	54
	14	2.83	0.75	58
	15	3.16	0.52	58
Competence in Career Related Fields	16	3.18	0.59	61
	17	2.98	0.50	61
	18	3.16	0.63	62
	19	3.10	0.68	60
	20	2.98	0.68	60
Non-Faculty Advisement	21	2.90	0.65	61
	22	3.37	0.68	62
	23	2.74	0.85	62
	24	3.35	0.75	62
	25	2.69	0.80	62
Open Door Policy	26	3.30	0.61	61
	27	3.14	0.83	69
	28	3.24	0.68	67
	29	3.49	0.56	67
	30	2.82	0.74	67
	31	3.71	0.57	69

TABLE VII

MEAN SATISFACTION SCORE, STANDARD DEVIATION, AND NUMBER OF RESPONSES
FOR EACH OF THE ITEMS FOR THE COLLEGE OF HOME ECONOMICS
(RANGE ONE THROUGH FOUR)

Variables	Question Number	Mean	Standard Deviation	Number of Responses
Humanizing the Educational Experience	1	3.23	0.66	78
	2	3.04	0.69	79
	3	3.10	0.80	78
	4	2.96	0.65	78
	5	3.42	0.65	79
Friendly and Supportive Atmosphere	6	3.22	0.77	78
	7	2.83	0.76	78
	8	3.34	0.62	79
	9	3.14	0.72	78
	10	3.28	0.62	78
Educational Regulations and Opportunities	11	3.21	0.85	77
	12	3.16	0.79	75
	13	3.14	0.62	71
	14	2.63	0.75	70
	15	3.08	0.67	71
Competence in Career Related Fields	16	3.19	0.72	74
	17	2.70	0.64	73
	18	3.05	0.79	75
	19	2.90	0.79	72
	20	3.04	0.75	73
Non-Faculty Advisement	21	2.72	0.76	71
	22	3.26	0.87	76
	23	2.61	0.86	74
	24	3.12	1.02	76
	25	2.49	0.81	75
Open Door Policy	26	2.96	0.74	76
	27	3.52	0.53	79
	28	2.95	0.82	78
	29	3.43	0.72	77
	30	2.80	0.73	76
	31	3.67	0.55	76

TABLE VIII

THE TOTAL MEAN SATISFACTION SCORES, STANDARD DEVIATIONS, AND
NUMBER OF RESPONSES FOR EACH OF THE ITEMS FOR ALL
ACADEMIC ADVISEMENT PROGRAMS
(RANGE ONE THROUGH FOUR)

Variables	Question Number	Mean	Standard Deviation	Number of Responses
Humanizing the Educational Experience	1	3.36	0.59	514
	2	3.09	0.68	516
	3	3.26	0.71	513
	4	3.10	0.69	511
	5	3.49	0.61	513
Friendly and Supportive Atmosphere	6	3.19	0.76	513
	7	2.83	0.70	509
	8	3.43	0.61	513
	9	3.25	0.67	513
	10	3.44	0.56	513
Educational Regulations and Opportunities	11	3.30	0.65	490
	12	3.23	0.62	482
	13	3.18	0.54	444
	14	2.79	0.73	455
	15	3.14	0.61	459
Competence in Career Related Fields	16	3.24	0.61	472
	17	2.95	0.60	466
	18	3.06	0.74	474
	19	3.03	0.69	461
	20	3.12	0.65	462
Non-Faculty Advisement	21	2.81	0.73	437
	22	3.23	0.80	483
	23	2.51	0.89	472
	24	3.28	0.88	480
	25	2.50	0.87	465
Open Door Policy	26	3.01	0.79	479
	27	3.28	0.75	499
	28	3.02	0.84	500
	29	3.51	0.62	500
	30	2.78	0.82	493
	31	3.69	0.56	510

Descriptive Data

Descriptive data representing the seven academic advisement programs will be presented in this chapter. The findings for each item will be presented showing the percentages and frequencies of respondents from each college. The data was computed to the nearest tenth of a percent, however in the tables to follow, the nearest whole percent will be reported.

The frequencies and percentages will be given for each category of satisfaction. The categories are very satisfactory, satisfactory, unsatisfactory, and very unsatisfactory.

Humanizing the Educational Experience

The first item under the variable "humanizing the educational experience" was (the respect that my adviser has for me as a human individual). The frequency and percentage of the student responses on this item indicated if the students in the seven advisement programs were satisfied or were not satisfied. The data in Table IX indicates that 41 percent of the total student sample were very satisfied, 54 percent were satisfied, 4 percent were not satisfied, and 1 percent considered this item to be very unsatisfactory. The frequencies and percentages of each advisement program is found in Table IX for item one.

TABLE IX

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY AND VERY UNSATISFACTORY ON ITEM ONE

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	44	44	50	51	4	4	1	1	99
Arts and Sciences Non-Major	25	39	37	58	2	3	0	0	64
College of Agriculture	35	51	32	46	2	3	0	0	69
College of Business	29	41	40	57	1	2	0	0	70
College of Engineering	25	46	26	47	4	7	0	0	55
College of Education	29	37	47	59	2	2	1	1	79
College of Home Economics	26	33	46	59	4	5	2	3	78
TOTAL	213	41	278	54	19	4	4	1	514

The second item under the variable "humanizing the educational experience" indicated that 27 percent of the sample population were very satisfied, 57 percent were satisfied, 15 percent found this item unsatisfactory, and 1 percent indicated that the item was very unsatisfactory. Frequencies and percentages for item two is found in Table X.

TABLE X

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM TWO

Advisement Programs	VS		S		U		WU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	30	30	54	55	13	13	2	2	99
Arts and Sciences Non-Major	15	23	33	52	15	13	1	0	64
College of Agriculture	24	35	36	52	9	15	0	0	69
College of Business	18	26	40	57	12	17	0	0	70
College of Engineering	14	25	33	59	9	16	0	0	56
College of Education	18	23	50	63	10	13	1	1	79
College of Home Economics	18	23	48	61	11	14	2	3	79
TOTAL	137	27	294	57	79	15	6	1	516

The third item under the variable "humanizing the educational experience" indicated that the student sample considered the item to be very satisfactory 40 percent and satisfactory 47 percent, 11 percent of the population perceived the item to be unsatisfactory and only 2 percent perceived the item very unsatisfactory. The data in Table XI shows that the students are very satisfied to satisfied on the item 87 percent, and unsatisfactory to very unsatisfactory 13 percent.

TABLE XI

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM THREE

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	38	38	47	48	12	12	2	2	99
Arts and Sciences Non-Major	29	45	26	41	9	14	0	0	64
College of Agriculture	27	39	38	55	4	6	0	0	69
College of Business	26	38	35	51	8	12	0	0	69
College of Engineering	28	51	22	40	5	9	0	0	55
College of Education	31	39	37	47	8	10	3	4	79
College of Home Economics	26	33	37	47	12	15	3	4	78
TOTAL	205	40	242	47	58	11	8	2	513

The fourth item under the variable "humanizing the educational experience" (my advisers' concern about what happens to me) showed that the students felt that the item was very satisfactory to satisfactory 85 percent. Only 14 percent considered the item to be unsatisfactory to very satisfactory. The frequencies and percentages are presented in Table XII.

TABLE XII

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM FOUR

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	29	30	57	59	9	9	2	2	97
Arts and Sciences Non-Major	17	27	35	54	11	17	1	2	64
College of Agriculture	26	38	37	54	5	7	1	1	69
College of Business	20	29	41	59	8	12	0	0	69
College of Engineering	14	25	32	57	8	14	2	4	56
College of Education	21	27	43	55	10	13	4	5	78
College of Home Economics	13	17	51	65	12	15	2	3	78
TOTAL	140	27	296	58	63	12	12	2	511

The fifth item (after counseling with me, my adviser allows or encourages me to make my own decisions) the percentages and frequencies for this item are presented in Table XIII. The responses on this item indicated that the students were very satisfied 54 percent, satisfied 42 percent and unsatisfied to very unsatisfied only 4 percent.

TABLE XIII

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM FIVE

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	58	59	36	37	2	2	2	2	98
Arts and Sciences Non-Major	35	55	25	39	4	6	0	0	64
College of Agriculture	39	56	28	41	2	3	0	0	69
College of Business	42	61	27	39	0	0	0	0	69
College of Engineering	29	52	22	39	3	5	2	4	56
College of Education	34	44	43	55	1	1	0	0	78
College of Home Economics	39	50	35	44	4	5	1	1	79
TOTAL	276	54	216	42	16	3	5	1	513

Friendly and Supportive Atmosphere

Items six through ten represent the variable "friendly and supportive atmosphere." The frequencies and percentages for item six are presented in tabular form in Table XIV. The student sample perceived the item (the interest my adviser shows in helping me to select appropriate courses) to be very satisfying and satisfying 84 percent, and unsatisfactory to very unsatisfactory 16 percent.

TABLE XIV

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM SIX

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	39	39	50	51	9	9	1	1	99
Arts and Sciences Non-Major	26	41	24	37	12	19	2	3	64
College of Agriculture	31	45	29	42	6	9	3	4	69
College of Business	21	31	37	54	10	15	0	0	68
College of Engineering	21	38	24	43	8	14	3	5	56
College of Education	22	28	43	54	11	14	3	4	79
College of Home Economics	31	40	35	45	10	13	2	2	78
TOTAL	191	37	242	47	66	13	14	2	513

The frequencies and percentages for item seven are presented in Table XV. The student sample perceived this item to be satisfactory 61 percent; however, 22 percent perceived the item to be unsatisfactory. Thirteen percent perceived the item to be very satisfactory and four percent indicated that the item was very unsatisfactory.

TABLE XV

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM SEVEN

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	11	11	55	56	24	25	8	8	98
Arts and Sciences Non-Major	12	19	31	49	18	29	2	3	63
College of Agriculture	9	13	48	70	11	16	1	1	69
College of Business	6	9	44	65	16	23	2	3	68
College of Engineering	10	19	29	54	14	25	1	2	54
College of Education	8	10	55	70	15	19	1	1	79
College of Home Economics	12	15	46	59	15	19	5	7	78
TOTAL	68	13	308	61	113	22	20	4	509

The eighth item (my adviser answers my questions very quickly and as accurately as possible), the frequencies and percentages are listed in tabular form in Table XVI. Ninety-five percent of the student sample indicated that item number eight was either very satisfactory or satisfactory. Only five percent perceived the item to be unsatisfactory or very unsatisfactory.

TABLE XVI

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM EIGHT

Advisement Programs	VS		S		U		VU		N
	f	%	f	F	f	%	f	%	
Arts and Sciences Major	55	56	41	41	3	3	0	0	99
Arts and Sciences Non-Major	35	55	25	39	2	3	2	3	64
College of Agriculture	36	52	30	44	3	4	0	0	69
College of Business	32	47	34	50	2	3	0	0	68
College of Engineering	27	48	25	45	3	5	1	2	56
College of Education	34	44	39	50	5	6	0	0	78
College of Home Economics	32	41	43	54	3	4	1	1	79
TOTAL	251	49	237	46	21	4	4	1	513

The frequencies and percentages for item nine (the interest, concern, and willingness my adviser shows when advising me), indicated that the student population was very satisfactory to satisfactory 90 percent, and unsatisfactory to very unsatisfactory 10 percent. The data for item nine is presented in Table XVII.

TABLE XVII

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM NINE

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	37	37	53	54	6	6	3	3	99
Arts and Sciences Non-Major	27	42	30	47	6	9	1	2	64
College of Agriculture	28	41	36	52	5	7	0	0	69
College of Business	28	41	35	42	5	7	0	0	68
College of Engineering	20	36	27	48	9	16	0	0	56
College of Education	25	32	46	58	8	10	0	0	79
College of Home Economics	24	31	43	55	9	12	2	2	78
TOTAL	189	37	270	53	48	9	6	1	513

(My adviser's honesty and frankness) represents the tenth item under the variable "friendly and supportive atmosphere." The student sample indicated that this item was very satisfactory to satisfactory 97 percent and 3 percent indicated that the item was unsatisfactory to very unsatisfactory. The frequencies and percentages can be viewed in Table XVIII.

TABLE XVIII

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM TEN

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	51	51	48	49	0	0	0	0	99
Arts and Sciences Non-Major	34	53	28	44	2	3	0	0	64
College of Agriculture	42	61	26	38	1	1	0	0	69
College of Business	30	44	37	54	1	2	0	0	68
College of Engineering	31	55	21	38	3	5	1	2	56
College of Education	27	34	51	65	1	1	0	0	79
College of Home Economics	28	36	45	58	4	5	1	1	78
TOTAL	243	47	256	50	12	2	2	1	513

Educational Regulations and Opportunities

Items eleven through fifteen represent the variable "educational regulations and opportunities." The student sample perceived the item (my adviser's knowledge of the regulations for teacher certification in my major) to be very satisfactory and satisfactory 93 percent, and unsatisfactory to very unsatisfactory 7 percent. The frequencies and percentages are presented in Table XIX.

TABLE XIX

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM ELEVEN

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	43	44	49	51	3	3	2	2	97
Arts and Sciences Non-Major	13	22	37	64	8	14	0	0	58
College of Agriculture	27	42	37	58	0	0	0	0	64
College of Business	22	33	41	62	2	3	1	2	66
College of Engineering	11	22	36	74	0	0	2	4	49
College of Education	39	49	37	47	3	4	0	0	79
College of Home Economics	32	42	34	44	6	8	5	6	77
TOTAL	187	38	271	55	22	5	10	2	490

Item twelve represents (the adviser's knowledge of the regulations for admission to teacher education). The distribution of responses are categorized in tabular form in Table XX.

TABLE XX

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM TWELVE

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	33	35	55	58	5	5	2	2	95
Arts and Sciences Non-Major	11	19	39	68	6	11	1	2	57
College of Agriculture	19	31	41	66	2	3	0	0	62
College of Business	15	23	45	69	5	8	0	0	65
College of Engineering	5	10	42	86	1	2	1	2	49
College of Education	44	56	33	42	2	2	0	0	79
College of Home Economics	26	35	39	52	6	8	4	5	75
TOTAL	153	32	294	61	27	6	8	1	482

The student responses for item thirteen (my adviser's knowledge of the regulations for admission to student teaching) indicates that 93 percent of the student sample perceived the item to be very satisfactory to satisfactory and 7 percent perceived the item to be unsatisfactory to very unsatisfactory. The percentages and frequencies are reported in Table XXI.

TABLE XXI

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM THIRTEEN

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	27	29	58	63	7	8	0	0	92
Arts and Sciences Non-Major	11	21	37	71	4	8	0	0	52
College of Agriculture	10	18	43	78	2	4	0	0	55
College of Business	11	20	40	74	3	6	0	0	54
College of Engineering	5	12	34	81	3	7	0	0	42
College of Education	31	40	43	55	4	5	0	0	78
College of Home Economics	19	27	43	61	9	12	0	0	71
TOTAL	114	26	298	67	32	7	0	0	444

The student population for item fourteen (the information disseminated to me concerning the utilization of the placement office when seeking employment), indicated that 72 percent of the sample perceived the item to be very satisfactory to satisfactory; however, 28 percent perceived the item unsatisfactory to very unsatisfactory. The percentages and frequencies are presented in Table XXII.

TABLE XXII

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM FOURTEEN

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	11	12	62	68	17	19	1	1	91
Arts and Sciences Non-Major	7	12	31	53	18	30	3	5	59
College of Agriculture	13	23	30	52	10	18	4	7	57
College of Business	8	14	36	62	10	17	4	7	58
College of Engineering	6	14	24	55	11	25	3	6	44
College of Education	9	12	46	61	16	21	5	6	76
College of Home Economics	5	7	40	57	19	27	6	9	70
TOTAL	59	13	269	59	101	22	26	6	455

The frequencies and percentages for item fifteen are presented in Table XXIII. The student sample indicated that item fifteen was very satisfactory 25 percent, satisfactory 64 percent, unsatisfactory 10 percent, and 1 percent indicated that the item was very unsatisfactory. The frequencies and percentages for the item (my adviser's knowledge and understanding of employment opportunities in education) are reported in Table XXIII.

TABLE XXIII

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM FIFTEEN

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	25	27	61	66	6	6	1	1	93
Arts and Sciences Non-Major	11	19	34	59	13	22	0	0	58
College of Agriculture	21	34	31	56	5	8	1	2	61
College of Business	13	21	41	71	4	7	0	0	58
College of Engineering	10	24	29	69	2	5	1	2	42
College of Education	18	24	53	70	5	6	0	0	76
College of Home Economics	18	25	42	59	10	14	1	2	71
TOTAL	116	25	294	64	45	10	4	1	459

Competence in Career Related Fields

Items sixteen through twenty represent the variable "competence in career related fields." The frequencies and percentages for item sixteen (my adviser's competence in career related fields) are presented in Table XXIV.

TABLE XXIV

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM SIXTEEN

Advisement Programs	VS		S.		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	42	45	46	49	6	6	0	0	94
Arts and Sciences Non-Major	13	22	39	66	7	12	0	0	59
College of Agriculture	31	53	25	42	3	5	0	0	59
College of Business	17	28	38	62	6	10	0	0	61
College of Engineering	13	27	33	69	1	2	1	2	48
College of Education	15	20	56	73	6	7	0	0	77
College of Home Economics	25	34	40	54	7	10	2	2	74
TOTAL	156	33	277	59	36	8	3	0	472

The student population for item seventeen (my adviser's expertise in unfamiliar fields related to my interest area), indicated that 84 percent of the sample perceived the item to be satisfactory to very satisfactory, 16 percent perceived the item unsatisfactory to very unsatisfactory. The percentages and frequencies are presented in Table XXV.

TABLE XXV

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM SEVENTEEN

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	17	18	63	68	12	13	1	1	93
Arts and Sciences Non-Major	10	18	35	61	9	16	3	5	57
College of Agriculture	9	15	47	80	3	5	0	0	59
College of Business	7	12	46	75	8	13	0	0	61
College of Engineering	10	22	28	61	6	13	2	4	46
College of Education	7	9	61	79	8	10	1	2	77
College of Home Economics	4	6	46	63	20	27	3	4	73
TOTAL	64	14	326	70	66	14	10	2	466

The student's response on item eighteen (career information and career materials that are readily available for your use), indicated that 28 percent were very satisfactory, 54 percent were satisfactory, 16 percent were unsatisfactory, and 2 percent were very unsatisfactory. The percentages and frequencies are listed in Table XXVI.

TABLE XXVI

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM EIGHTEEN

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	29	31	50	53	10	10	6	6	95
Arts and Sciences Non-Major	20	33	27	45	9	15	4	7	60
College of Agriculture	20	33	33	54	8	13	0	0	61
College of Business	18	29	36	58	8	13	0	0	62
College of Engineering	9	20	23	51	12	27	1	2	45
College of Education	12	16	50	66	14	18	0	0	76
College of Home Economics	23	31	35	47	15	20	2	2	75
TOTAL	131	28	254	54	76	16	13	2	474

The frequencies and percentages for item nineteen are presented in Table XXVII. This item asks the students the question (does their adviser have the ability to assist them in making career choices according to the student's individual abilities). Table XXVII presents the students' responses for item nineteen.

TABLE XXVIII

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM NINETEEN

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	23	25	55	59	14	14	2	2	94
Arts and Sciences Non-Major	13	23	32	56	11	19	1	2	57
College of Agriculture	17	28	37	62	5	8	1	2	60
College of Business	15	25	38	63	5	8	2	4	60
College of Engineering	11	26	24	56	8	18	0	0	43
College of Education	13	17	50	67	10	13	2	3	75
College of Home Economics	15	21	39	54	14	19	4	6	72
TOTAL	107	23	275	60	67	15	12	2	461

The fifth item under the variable "competence in career related fields" (my adviser's knowledge of employment opportunities), indicated that the students perceived the item to be very satisfactory 26 percent, satisfactory 60 percent, unsatisfactory 12 percent, very unsatisfactory 2 percent. The frequencies and percentages are presented in Table XXVIII.

TABLE XXVIII

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM TWENTY

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	30	32	54	58	9	10	0	0	93
Arts and Sciences Non-Major	9	16	37	65	11	19	0	0	57
College of Agriculture	24	41	30	52	4	7	0	0	58
College of Business	11	18	39	65	8	13	2	4	60
College of Engineering	15	33	22	49	7	16	1	2	45
College of Education	14	18	55	72	7	10	0	2	76
College of Home Economics	19	26	41	56	10	14	3	4	73
TOTAL	122	26	278	60	56	12	6	2	462

Non-Faculty Advisement

Items twenty-one through twenty-five represents the variable "non-faculty advisement." The frequencies and percentages for item twenty-one is presented in tabular form in Table XXIX. The student sample perceived the item (the advisement service I receive from my College Advisement Office rather than an assigned faculty adviser), to be very satisfactory 13 percent, satisfactory 59 percent, unsatisfactory 22 percent, very unsatisfactory 6 percent.

TABLE XXIX

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM TWENTY-ONE

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	9	10	55	63	18	21	6	6	88
Arts and Sciences Non-Major	6	12	31	61	11	22	3	5	51
College of Agriculture	7	13	26	49	17	32	3	6	53
College of Business	7	12	44	72	7	12	3	4	61
College of Engineering	11	26	24	57	6	14	1	3	42
College of Education	9	13	42	59	17	24	3	4	71
College of Home Economics	9	13	37	52	21	30	4	5	71
TOTAL	58	13	259	59	97	22	23	6	437

The student sample indicated that item twenty-two (the list or sheet of courses that I must take to graduate given to me by my advisor) was very satisfactory 42 percent, satisfactory 43 percent, unsatisfactory 11 percent, and very unsatisfactory 4 percent. The frequencies and percentages are presented in Table XXX.

TABLE XXX

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM TWENTY-TWO

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	42	44	37	39	10	11	6	6	95
Arts and Sciences Non-Major	29	48	22	36	6	10	4	6	61
College of Agriculture	20	32	29	47	9	15	4	6	62
College of Business	30	49	25	40	7	11	0	0	62
College of Engineering	22	44	20	40	8	16	0	0	50
College of Education	25	33	44	57	7	9	1	1	77
College of Home Economics	36	47	29	38	6	8	5	7	76
TOTAL	204	42	206	43	53	11	20	4	483

The student responses for item twenty-three (some advisement programs do not use members of the teaching faculty during the first year and a half of a student's advisement program, do you think a program of this type is), indicated that approximately 46 percent of the students perceived the item to be unsatisfactory to very unsatisfactory. The frequencies and percentages are presented in Table XXXI.

TABLE XXXI

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM TWENTY-THREE

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	7	7	34	36	32	34	22	23	95
Arts and Sciences Non-Major	8	14	30	52	13	22	7	12	58
College of Agriculture	9	15	16	26	25	40	12	19	62
College of Business	10	16	32	52	14	23	6	9	62
College of Engineering	8	17	16	34	17	36	6	13	47
College of Education	7	10	33	45	26	35	8	10	74
College of Home Economics	11	15	30	41	26	35	7	9	74
TOTAL	60	13	191	41	153	32	68	14	472

The student responses for item twenty-four (the option of enrolling in freshman orientation or not being forced to enroll in freshman orientation is), indicated that 82 percent perceived the item to be satisfactory to very satisfactory. The frequencies and percentages are presented in Table XXXII.

TABLE XXXII

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM TWENTY-FOUR

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	54	57	24	25	13	14	4	4	95
Arts and Sciences Non-Major	39	65	10	17	6	10	5	8	60
College of Agriculture	31	50	21	34	7	11	3	5	62
College of Business	31	50	23	37	7	11	1	2	62
College of Engineering	31	42	19	40	6	12	3	6	48
College of Education	20	49	25	33	13	17	1	1	77
College of Home Economics	38	46	24	32	8	10	9	12	76
TOTAL	248	52	146	30	60	13	26	5	480

The percentages for item twenty-five (my college advisement program has one or two advisers who advise all the freshmen and sophomores in that college, to me this method is), indicated that the student population was very satisfied 13 percent, satisfied 38 percent, unsatisfied to very unsatisfied 49 percent. The percentages and frequencies are presented in tabular form in Table XXXIII.

TABLE XXXIII

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM TWENTY-FIVE

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	10	11	37	41	25	28	19	20	91
Arts and Sciences Non-Major	7	12	13	22	30	51	9	15	59
College of Agriculture	5	9	15	26	32	55	6	10	58
College of Business	9	15	29	47	20	32	4	6	62
College of Engineering	9	20	24	53	8	18	4	9	45
College of Education	12	16	24	32	30	40	9	12	75
College of Home Economics	6	8	34	45	26	35	9	12	75
TOTAL	58	13	176	38	171	37	60	12	465

Open-Door Policy

Items twenty-six through thirty represent the variable "open-door policy." The frequencies and percentages for item twenty-six (my assigned adviser's interest in informing me of his/her office hours is), are presented in tabular form in Table XXXIV.

TABLE XXXIV

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM TWENTY-SIX

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	30	32	41	43	17	18	7	7	95
Arts and Sciences Non-Major	12	20	35	58	9	15	4	7	60
College of Agriculture	17	27	35	57	8	13	2	3	62
College of Business	23	38	33	54	5	8	0	0	61
College of Engineering	11	23	29	60	4	8	4	9	48
College of Education	17	22	40	52	14	18	6	8	77
College of Home Economics	15	20	47	62	10	13	4	5	76
TOTAL	125	26	260	54	67	14	27	6	479

The frequencies and percentages for item twenty-seven (not having to see a secretary before I visit with my adviser is), are presented in Table XXXV.

TABLE XXXV

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM TWENTY-SEVEN

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	51	52	37	38	9	9	1	1	98
Arts and Sciences Non-Major	23	37	29	46	7	11	4	6	63
College of Agriculture	35	53	27	41	4	6	0	0	66
College of Business	25	36	33	48	7	10	4	6	69
College of Engineering	11	23	27	56	5	10	5	11	48
College of Education	28	37	38	50	8	11	2	2	76
College of Home Economics	42	53	36	46	1	1	0	0	79
TOTAL	215	43	227	46	41	8	16	3	499

The frequencies and percentages for the twenty-eighth item (the ability for me to see another adviser when my assigned adviser is not available is), are presented in Table XXXVI.

TABLE XXXVI

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM TWENTY-EIGHT

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	39	41	36	38	16	17	4	4	95
Arts and Sciences Non-Major	21	34	24	39	14	23	3	4	62
College of Agriculture	24	37	20	31	13	20	8	12	65
College of Business	24	36	36	54	6	9	1	1	67
College of Engineering	21	39	24	44	7	13	2	4	54
College of Education	25	32	37	47	15	19	2	2	79
College of Home Economics	18	23	44	56	10	13	6	8	78
TOTAL	172	34	221	44	81	16	26	6	500

The twenty-ninth item under the variable "open-door policy" indicated that the student sample considered the item to be very satisfactory 57 percent, satisfactory 38 percent, unsatisfactory and very unsatisfactory 5 percent. The percentages and frequencies for item 29 (the ability for me to see an adviser during normal working hours because of the "open-door policy" is), are presented in tabular form in Table XXXVII.

TABLE XXXVII

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM TWENTY-NINE

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	62	65	30	32	2	2	1	1	95
Arts and Sciences Non-Major	31	49	26	41	6	10	0	0	63
College of Agriculture	41	61	23	34	3	5	0	0	67
College of Business	35	52	30	45	2	3	0	0	67
College of Engineering	35	66	17	32	1	2	0	0	67
College of Education	39	50	36	46	1	1	2	3	78
College of Home Economics	41	53	30	39	4	5	2	3	77
TOTAL	284	57	192	38	19	4	5	1	500

The thirtieth item under the variable "open-door policy" indicated that the sample considered the item to be very satisfactory 17 percent, satisfactory 51 percent, unsatisfactory 24 percent, very unsatisfactory 8 percent. The percentages and frequencies for item thirty (my adviser's interest in helping me understand the "open-door policy" is), are presented in Table XXXVIII.

TABLE XXXVIII

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY SATISFACTORY, SATISFACTORY, UNSATISFACTORY, AND VERY UNSATISFACTORY ON ITEM THIRTY

Advisement Programs	VS		S		U		VU		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	21	22	43	45	23	24	8	9	95
Arts and Sciences Non-Major	8	13	29	46	17	27	9	14	63
College of Agriculture	13	20	35	54	12	19	5	7	65
College of Business	10	15	38	57	16	24	3	4	67
College of Engineering	8	16	27	54	12	24	3	6	50
College of Education	13	17	38	49	20	26	6	8	77
College of Home Economics	11	15	42	55	20	26	3	4	76
TOTAL	84	17	252	51	120	24	37	8	493

Item number thirty-one (how important do you think it is for you to have an academic adviser) indicated that 95 percent perceived the item very important to important. Only 5 percent perceived the item to be not very important to not at all important. The frequencies and percentages for item thirty-one are presented in Table XXXIX.

TABLE XXXIX

A COMPARISON OF SEVEN ACADEMIC ADVISING PROGRAMS WITH THE PERCENTAGE AND FREQUENCY OF VERY IMPORTANT, IMPORTANT, NOT VERY IMPORTANT, AND NOT AT ALL IMPORTANT ON ITEM THIRTY-ONE

Advisement Programs	VI		I		NVI		NAAI		N
	f	%	f	%	f	%	f	%	
Arts and Sciences Major	76	78	21	21	1	1	0	0	98
Arts and Sciences Non-Major	45	70	18	28	1	2	0	0	64
College of Agriculture	45	65	19	28	5	7	0	0	69
College of Business	53	77	12	17	4	6	0	0	69
College of Engineering	40	73	10	18	4	7	1	2	55
College of Education	61	77	15	19	2	3	1	1	79
College of Home Economics	54	71	19	25	3	4	0	0	76
TOTAL	374	73	114	22	20	4	2	1	510

Statistical Analyses

Contingency Coefficient

The statistical analyses for testing the hypotheses has been described in the beginning of this chapter. All hypotheses were tested for significance by applying the statistical treatment for nominal or ordinal data, the contingency coefficient. The contingency coefficient determined if there was a difference between colleges. When a difference did occur between colleges on an item, the chi-square two sample

cross-tabulation analyses was used to determine where the difference was between the academic programs.

The analysis was performed on the IBM 360 computer, Model 65, using a program developed by W. V. Accola for computing the mean scores. Dr. W. V. Accola is the Director of Administration and System Development at Oklahoma State University. The program used to analyze the contingency coefficient and χ^2 two sample tests were developed by the Health Sciences Facility at the University of California in Los Angeles, California.

Testing of Individual Hypotheses

College of Home Economics

Hypothesis One: Students in the College of Home Economics will tend to report higher satisfaction on the unique function "open-door policy" than will the other six programs. Items twenty-six through thirty represent the variable "open-door policy." Item twenty-six (my assigned adviser's interest in informing me of his/her office hours is) did not show a significant difference between the College of Home Economics and the other advisement programs. The contingency coefficient for item twenty-six under the "open-door policy" was chi-square = 21.2594. The chi-square value of 21.2594 with eighteen degrees of freedom is not significant at the .05 level of significance. Table XXXIV gives the frequencies and percentages for item twenty-six. Table XL gives the raw chi-square data, degrees of freedom, and level of significance between the six academic programs and the College of Home Economics.

TABLE XL

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF HOME ECONOMICS ON ITEM TWENTY-SIX

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Home Economics and Arts and Sciences (major)	6.0051	3	NS
Home Economics and Arts and Sciences (non-major)	0.2633	3	NS
Home Economics and Engineering	1.1879	3	NS
Home Economics and Education	1.7484	3	NS
Home Economics and Agriculture	1.3637	3	NS
Home Economics and Business	6.4765	3	NS

The contingency coefficient for item twenty-seven under the "open-door policy" was chi-square = 39.2644. The chi-square value of 39.2644 with eighteen degrees of freedom was significant at the .05 level of significance. The advisement programs were compared with the Home Economics College to determine where the difference was. Table XXXV gives the frequency and percentage for item 27. Table XLI shows that four out of six comparisons were significant. The analysis revealed that responses of the group advised by the College of Home Economics was significantly different from student responses in the College of Business, the College of Education, Engineering College and the College of Arts and Sciences (non-major) on item 27, (not having to see a secretary

before i visit with my adviser is). There was no significant difference between the satisfaction level of those advised by the Home Economics College and students from Agriculture and Arts and Sciences College (major).

TABLE XLI

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAM AND THE COLLEGE OF HOME ECONOMICS ON ITEM TWENTY-SEVEN

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Home Economics and Arts and Sciences (major)	5.8715	3	NS
Home Economics and Arts and Sciences (non-major)	10.9467	3	.05
Home Economics and Engineering	17.6438	3	.05
Home Economics and Education	9.2249	3	.05
Home Economics and Agriculture	2.5772	2	NS
Home Economics and Business	10.1893	3	.05

The contingency coefficient for item twenty-eight under the "open-door policy" was chi-square = 28.9846. The chi-square value of 28.9846 with eighteen degrees of freedom was significant at the .05 level of significance. The other six advisement programs were compared by cross-tabulation analyses to determine where the difference was between

programs. Table XXXVI gives the frequencies and percentages for item 28. Table XLII shows that there was a significant difference between the Home Economics College and the Agriculture College and Arts and Sciences College (major).

TABLE XLII

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF HOME ECONOMICS ON ITEM TWENTY-EIGHT

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Home Economics and Arts and Sciences (major)	8.7352	3	.05
Home Economics and Arts and Sciences (non-major)	6.0299	3	NS
Home Economics and Engineering	4.4251	3	NS
Home Economics and Education	4.7382	3	NS
Home Economics and Agriculture	9.4302	3	.05
Home Economics and Business	5.4253	3	NS

The contingency coefficient for item twenty-nine under the "open-door policy" was chi-square = 22.9070. The chi-square value of 22.9070 with eighteen degrees of freedom was not significant at the .05 level of significance. Since there was not a significant difference found we

must assume that all students within each program have the same level of satisfaction on item 29.

TABLE XLIII

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF HOME ECONOMICS ON ITEM TWENTY-NINE

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Home Economics and Arts and Sciences (major)	3.4354	3	NS
Home Economics and Arts and Sciences (non-major)	1.8016	3	NS
Home Economics and Engineering	2.7446	3	NS
Home Economics and Education	2.3891	3	NS
Home Economics and Agriculture	1.4538	3	NS
Home Economics and Business	1.5272	3	NS

The contingency coefficient for item thirty under the "open-door policy" was chi-square = 12.3565. The chi-square value of 12.3565 with eighteen degrees of freedom was not significant at the .05 level of significance.

TABLE XLIV

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF HOME ECONOMICS ON ITEM THIRTY

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Home Economics and Arts and Sciences (major)	3.5510	3	NS
Home Economics and Arts and Sciences (non-major)	4.9244	3	NS
Home Economics and Engineering	0.38591	3	NS
Home Economics and Education	1.3601	3	NS
Home Economics and Agriculture	2.4598	3	NS
Home Economics and Business	0.12613	3	NS

College of Education

Hypothesis Two: Students in the College of Education will tend to report higher satisfaction on the unique function knowledge of "educational regulations and opportunities" than will the other six programs.

Items eleven through fifteen represent the variable "educational regulations and opportunities." Item 11, (my advisor's knowledge of the regulation for teacher certification in my major is) did show a significant difference between the College of Education and some of the other academic advisement programs. The contingency coefficient for item eleven under the variable "educational regulations and opportunities" was chi-square 50.4924 with eighteen degrees of freedom was

significant at the .05 level of significance. Table XIX gives the percentages and frequencies for item 11. Table XLV shows the cross-tabulation between colleges, to determine where the significant differences are between the College of Education and the other academic programs.

TABLE XLV

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF EDUCATION ON ITEM ELEVEN

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Education and Arts and Sciences (major)	1.1523	3	NS
Education and Arts and Sciences (non-major)	12.3437	2	.05
Education and Engineering	12.0737	3	.05
Education and Agriculture	2.3058	2	NS
Education and Business	0.2147	3	NS
Education and Home Economics	4.2603	3	NS

Table XLV above shows that there is a significant difference between the College of Education and the Arts and Sciences (non-major) and the College of Engineering. There was not a significant difference between the College of Education and the other academic advising programs.

Item 12 (my adviser's knowledge of the regulations for admission to teacher education is) under the variable "educational regulations and opportunities" showed a chi-square contingency coefficient of 55.1031. When chi-square crosstabulation analysis was used a significant difference was found between the College of Education and all other academic advisement programs at the .05 level of significance. Table XLVI shows the analytical data for item 12.

TABLE XLVI

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF EDUCATION ON ITEM TWELVE

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Education and Arts and Sciences (major)	8.0536	3	.05
Education and Arts and Sciences (non-major)	19.6907	3	.05
Education and Engineering	27.3414	3	.05
Education and Agriculture	8.8647	2	.05
Education and Business	16.1779	2	.05
Education and Home Economics	8.9801	3	.05

A significant difference does exist between the Education College and the Engineering and Agriculture Colleges. Item thirteen (my

adviser's knowledge of the regulations for admission to student teaching is) is subsumed under the variable "educational regulations and opportunities."

TABLE XLVII

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF EDUCATION ON ITEM THIRTEEN

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Education and Arts and Sciences (major)	2.1836	2	NS
Education and Arts and Sciences (non-major)	4.9727	2	NS
Education and Engineering	10.0797	2	.05
Education and Agriculture	7.6748	2	.05
Education and Business	5.5964	2	NS
Education and Home Economics	4.4841	2	NS

Item fourteen, (the information disseminated to me concerning the utilization of the placement office when seeking employment has been) subsumed under the variable "educational regulations and opportunities" was not significantly different between the Education College and other advisement programs. The frequencies and percentages are presented in Table XXI. Table XLVIII gives the analytical data for item 14.

TABLE LXVIII

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF EDUCATION ON ITEM FOURTEEN

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Education and Arts and Sciences (major)	3.9519	3	NS
Education and Arts and Sciences (non-major)	1.6755	3	NS
Education and Engineering	0.4380	3	NS
Education and Agriculture	2.9370	3	NS
Education and Business	0.3627	3	NS
Education and Home Economics	1.6657	3	NS

Item 15, (my adviser's knowledge and understanding of employment opportunities in education is) was found to be significant only between the Education College and the College of Arts and Sciences (non-major). The frequencies and percentages for item fifteen are presented in Table XXII. Table XLIX gives the statistical data for item 15. The chi-square two sample test was used to determine where the difference was after the application of the contingency coefficient.

TABLE XLIX

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF EDUCATION ON ITEM FIFTEEN

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Education and Arts and Sciences (major)	0.6431	3	NS
Education and Arts and Sciences (non-major)	7.1049	2	.05
Education and Engineering	1.3180	3	NS
Education and Agriculture	3.2284	3	NS
Education and Business	0.0321	2	NS
Education and Home Economics	3.2576	3	NS

College of Engineering

Hypothesis Three: Students in the College of Engineering will tend to report higher satisfaction on the unique function "friendly and supportive atmosphere" than will the other six programs.

Items six through ten represent the variable "friendly and supportive atmosphere." Item six, (the interest my adviser shows in helping me to select appropriate courses is) did not show a significant difference between the College of Engineering and the other advisement programs. The chi-square value of 17.4630 on the contingency coefficient for item six was not significant at the .05 level of significance.

The percentages and frequencies for item six are reported in Table XIV.

Table L gives the statistical data for item 6.

TABLE L

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF ENGINEERING ON ITEM SIX

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Engineering and Arts and Sciences (major)	3.9705	3	NS
Engineering and Arts and Sciences (non-major)	1.0030	3	NS
Engineering and Education	2.0252	3	NS
Engineering and Agriculture	1.3430	3	NS
Engineering and Business	3.2319	3	NS
Engineering and Home Economics	0.8059	3	NS

Item seven, subsumed under the variable "friendly and supportive atmosphere" was not found to be significant when compared between the College of Engineering and the other advisement programs. A chi-square value of 21.8705 was obtained on the contingency coefficient analysis which was not significant at the .05 level. Statistical data on item seven is presented in Table LI.

TABLE LI

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF ENGINEERING ON ITEM SEVEN

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Engineering and Arts and Sciences (major)	3.7485	3	NS
Engineering and Arts and Sciences (non-major)	0.3918	3	NS
Engineering and Education	3.7371	3	NS
Engineering and Agriculture	3.3210	3	NS
Engineering and Business	2.9815	3	NS
Engineering and Home Economics	2.4537	3	NS

Item eight, subsumed under the variable "friendly and supportive atmosphere" was not found to be significant when compared between the Engineering College and the other academic advisement programs. A chi-square value of 15.9152 with eighteen degrees of freedom was obtained on the contingency coefficient, this was not significant at the .05 level. When the chi-square two sample test is used to test the significance between colleges, a chi-square value of 7.8200 is significant at the .05 level. Statistical data on item eight is presented in Table LII.

TABLE LII

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF ENGINEERING ON ITEM EIGHT

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Engineering and Arts and Sciences (major)	2.0813	3	NS
Engineering and Arts and Sciences (non-major)	1.0368	3	NS
Engineering and Education	1.2203	3	NS
Engineering and Agriculture	0.8514	3	NS
Engineering and Business	1.3042	3	NS
Engineering and Home Economics	1.3078	3	NS

Item nine, (the interest, concern, and willingness my adviser shows when advising me is) was not found to be significant when compared between the College of Engineering and the other academic advisement programs. Item nine is subsumed under the variable "friendly and supportive atmosphere." Statistical data for item nine is presented in Table LIII.

TABLE LIII

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF ENGINEERING ON ITEM NINE

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Engineering and Arts and Sciences (major)	4.5401	3	NS
Engineering and Arts and Sciences (non-major)	1.8105	3	NS
Engineering and Education	1.6901	2	NS
Engineering and Agriculture	2.4362	2	NS
Engineering and Business	2.3693	2	NS
Engineering and Home Economics	1.6397	3	NS

Item ten, (my adviser's honesty and frankness is) was found to be significant between colleges on the contingency coefficient. A chi-square value of 32.3491 with eighteen degrees of freedom was obtained on the contingency coefficient. The chi-square two sample test was used to determine where the difference was between colleges. Statistical data for item ten is presented in Table LIV.

TABLE LIV

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF ENGINEERING ON ITEM TEN

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Engineering and Arts and Sciences (major)	5.5859	3	NS
Engineering and Arts and Sciences (non-major)	1.2798	3	NS
Engineering and Education	10.5967	3	.05
Engineering and Agriculture	2.3164	3	NS
Engineering and Business	4.7703	3	NS
Engineering and Home Economics	5.5601	3	NS

College of Business

Hypothesis Four: Students in the College of Business will tend to report higher satisfaction in the unique function "non-faculty advancement" than will the other six programs.

Items twenty-one through twenty-five represents the variable "non-faculty advisement." Item 21, (the advisement service I receive from my College Advisement officer rather than an assigned faculty adviser is) did report a significant difference in the chi-square two sample test. The difference was between the College of Business and the College of Agriculture. Table LV gives the statistical data for item 21.

TABLE LV

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF BUSINESS ON ITEM TWENTY-ONE

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Business and Arts and Sciences (major)	2.5017	3	NS
Business and Arts and Sciences (non-major)	2.3440	3	NS
Business and Home Economics	7.2820	3	NS
Business and Agriculture	8.2745	3	.05
Business and Engineering	4.4963	3	NS
Business and Education	3.7269	3	NS

Item twenty-two, (the list or sheet of courses that I must take to graduate given to me by my adviser is) was not found to be significant between colleges. The frequencies and percentages for item twenty-two are presented in Table XXX. Table LVI gives the statistical data for item twenty-two.

TABLE LVI

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF BUSINESS ON ITEM TWENTY-TWO

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Business and Arts and Sciences (major)	1.7272	3	NS
Business and Arts and Sciences (non-major)	2.2612	3	NS
Business and Home Economics	2.2987	3	NS
Business and Agriculture	4.5463	3	NS
Business and Engineering	0.5738	2	NS
Business and Education	4.6814	3	NS

Item twenty-three, (some advisement programs do not use members of the teaching faculty during the first year and a half of a student's advisement program. Do you think a program of this type would be) was found to be significant between the College of Arts and Sciences (non-major), Agriculture College and College of Business. The frequencies and percentages for item twenty-three can be found in Table XXXI. Table LVII reports the statistical data for item twenty-three.

TABLE LVII

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF BUSINESS ON ITEM TWENTY-THREE

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Business and Arts and Sciences (major)	10.2948	3	.05
Business and Arts and Sciences (non-major)	0.2627	3	NS
Business and Home Economics	2.7516	3	NS
Business and Agriculture	10.4885	3	.05
Business and Engineering	3.8546	3	NS
Business and Education	3.3981	3	NS

Item twenty-four, (the option of enrolling in freshman orientation or not being forced to enroll in freshman orientation is) was found to be significant between the College of Business and College of Arts and Sciences (non-major). The percentages and frequencies for item twenty-four are presented in Table XXXII. Table LVIII reports the statistical data for item twenty-four.

TABLE LVIII

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF BUSINESS ON ITEM TWENTY-FOUR

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Business and Arts and Sciences (major)	3.0429	3	NS
Business and Arts and Sciences (non-major)	8.7486	3	.05
Business and Home Economics	5.3652	3	NS
Business and Agriculture	1.0900	3	NS
Business and Engineering	2.0823	3	NS
Business and Education	0.9862	3	NS

Item twenty-five, (my college advisement program has one or two advisers who advise all the freshmen and sophomores in that college. To me this method is) was found to be significant between the College of Agriculture, College of Arts and Sciences (non-major) and the College of Business. The percentages and frequencies for item twenty-five are presented in Table XXXIII. Table LIX reports the statistical data for item twenty-five.

TABLE LIX

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF BUSINESS ON ITEM TWENTY-FIVE

Program Compared	Chi-Square	Degrees of Freedom	Significance
Business and Arts and Sciences (major)	6.0822	3	NS
Business and Arts and Sciences (non-major)	10.2001	3	.05
Business and Home Economics	2.4913	3	NS
Business and Agriculture	8.6429	3	.05
Business and Engineering	2.9890	3	NS
Business and Education	3.6223	3	NS

College of Arts and Sciences

Hypothesis Five: Students in the College of Arts and Sciences (major) will tend to report higher satisfaction on the unique function "humanizing the educational experiences" than will the other six programs.

Items one through five represent the variable "humanizing the educational experiences." Item 1, (the respect that my adviser has for me as a human individual is) did not report a significant difference between colleges. Item one on the contingency coefficient reported a chi-square value of 15.4588 with eighteen degrees of freedom. The

frequencies and percentages for item one are presented in Table IX.

The statistical data for item one is presented in Table LX.

Item 2, (the information my adviser gives me concerning policies, procedures, rules, regulations and programs that help me realize my educational goal is) did not report a significant difference between colleges. Item two on the contingency coefficient analysis reported a chi-square value of 13.1313 with eighteen degrees of freedom. The frequencies and percentages for item one are presented in Table X. The statistical data for item two is presented in Table LXI.

Item 3, (the amount of time my adviser gives me when discussing my problem is) did not report a significant difference between colleges. Item three on the contingency coefficient reported a chi-square value of 18.5475 with eighteen degrees of freedom. The frequencies and percentages for item three are presented in Table XI. The statistical data for item three is presented in Table LXII.

Item 4, (my adviser's concern about what happens to me is) did not report a significant difference between colleges. The contingency coefficient for item four reported a chi-square value of 16.8144 with eighteen degrees of freedom. The frequencies and percentages for item four are presented in Table XII. The statistical data for item four is presented in Table LXIII.

Item 5, (after counseling with me, my adviser allows or encourages me to make my own decisions. It considers this to be) did not report a significant difference between colleges. The contingency coefficient for item five reported a chi-square value of 22.5046 with eighteen degrees of freedom. The frequencies and percentages for item five are presented in Table XIII. The statistical data for item five is

presented in Table LXIV. A chi-square value of 28.8700 is significant at the .05 level when eighteen degrees of freedom are utilized in the contingency coefficient analysis. With three degrees of freedom a chi-square value of 7.8200 is significant at the .05 level, also, with two degrees of freedom a chi-square value of 5.9900 is needed for significance at the .05 level. Items one through five did not report chi-square values which were significant at the .05 level.

TABLE LX

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF ARTS AND SCIENCES (MAJOR) ON ITEM ONE

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Arts and Sciences (major) and Arts and Sciences (non-major)	0.9971	3	NS
Arts and Sciences (major) and Engineering	0.9924	3	NS
Arts and Sciences (major) and Agriculture	0.9177	3	NS
Arts and Sciences (major) and Business	1.6639	3	NS
Arts and Sciences (major) and Education	1.6148	3	NS
Arts and Sciences (major) and Home Economics	2.6746	3	NS

TABLE LXI

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF ARTS AND SCIENCES (MAJOR) ON ITEM TWO

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Arts and Sciences (major) and Arts and Sciences (non-major)	3.1762	3	NS
Arts and Sciences (major) and Engineering	1.1033	3	NS
Arts and Sciences (major) and Agriculture	0.8692	e	NS
Arts and Sciences (major) and Business	1.3855	3	NS
Arts and Sciences (major) and Education	1.6521	3	NS
Arts and Sciences (major) and Home Economics	1.2886	3	NS

TABLE LXII

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF ARTS AND SCIENCES (MAJOR) ON ITEM THREE

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Arts and Sciences (major) and Arts and Sciences (non-major)	1.4825	3	NS
Arts and Sciences (major) and Engineering	2.4261	3	NS
Arts and Sciences (major) and Agriculture	2.7497	3	NS
Arts and Sciences (major) and Business	0.6752	3	NS
Arts and Sciences (major) and Education	0.6617	3	NS
Arts and Sciences (major) and Home Economics	1.1653	3	NS

TABLE LXIII

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF ARTS AND SCIENCES (MAJOR) ON ITEM FOUR

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Arts and Sciences (major) and Arts and Sciences (non-major)	2.2554	3	NS
Arts and Sciences (major) and Engineering	0.0962	3	NS
Arts and Sciences (major) and Agriculture	1.2065	3	NS
Arts and Sciences (major) and Business	0.8168	3	NS
Arts and Sciences (major) and Education	1.9190	3	NS
Arts and Sciences (major) and Home Economics	4.8514	3	NS

TABLE LXIV

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF ARTS AND SCIENCES (MAJOR) ON ITEM FIVE

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Arts and Sciences (major) and Arts and Sciences (non-major)	2.5600	3	NS
Arts and Sciences (major) and Engineering	1.9353	3	NS
Arts and Sciences (major) and Agriculture	0.9117	3	NS
Arts and Sciences (major) and Business	1.2444	3	NS
Arts and Sciences (major) and Education	6.1461	3	NS
Arts and Sciences (major) and Home Economics	2.7276	3	NS

College of Agriculture

Hypothesis Six: Students in the College of Agriculture will tend to report higher satisfaction on the unique function "competence in career related fields" than will the other six programs.

Items sixteen through twenty represent the variable "competence in career related fields." Item sixteen, (my adviser's competence in career-related fields is) did show a significant difference between the Agriculture College and four advisement programs. Contingency coefficient data for item sixteen reported a chi-square value of 40.1975 which

is significant at the .05 level. The frequencies and percentages for item sixteen are presented in Table XXIV. Statistical data for item sixteen is presented in Table LXV.

TABLE LXV

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF AGRICULTURE ON ITEM SIXTEEN

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Agriculture and Arts and Sciences (major)	0.9098	2	NS
Agriculture and Arts and Sciences (non-major)	12.0261	2	.05
Agriculture and Engineering	8.8845	3	.05
Agriculture and Education	16.3310	2	.05
Agriculture and Business	7.7346	2	.05
Agriculture and Home Economics	5.2029	3	NS

Item 17, (my adviser's expertise in unfamiliar fields related to my interest area is) did show a significant difference between the College of Agriculture and the College of Home Economics. The frequencies and percentages for item seventeen are presented in Table XXV. Statistical data for seventeen are presented in Table LXVI.

TABLE LXVI

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF AGRICULTURE ON ITEM SEVENTEEN

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Agriculture and Arts and Sciences (major)	3.3841	3	NS
Agriculture and Arts and Sciences (non-major)	6.2506	3	NS
Agriculture and Engineering	5.2300	3	NS
Agriculture and Education	2.5740	3	NS
Agriculture and Business	2.5008	2	NS
Agriculture and Home Economics	14.8554	3	.05

Item 18, (career information and career materials that are readily available for your use is) subsumed under the variable "competence in career related fields" was not significantly different when compared with the College of Agriculture and other programs. Table LXVII presents the statistical data for item 18. The frequencies and percentages for item eighteen are reported in Table XXVI.

TABLE LXVII

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF AGRICULTURE ON ITEM EIGHTEEN

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Agriculture and Arts and Sciences (major)	1.7976	3	NS
Agriculture and Arts and Sciences (non-major)	2.6343	3	NS
Agriculture and Engineering	4.8921	3	NS
Agriculture and Education	5.5423	2	NS
Agriculture and Business	0.2275	2	NS
Agriculture and Home Economics	2 0920	3	NS

Item 19, (my advisor assists me in making career choices according to my individual abilities; his ability to do this is) was not significantly different when compared with the College of Agriculture and other academic advisement programs. Table LXVIII presents the statistical data for item 19. The frequencies and percentages for item nineteen are reported in Table XXVII.

TABLE LXVIII

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF AGRICULTURE ON ITEM NINETEEN

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Agriculture and Arts and Sciences (major)	1.5892	3	NS
Agriculture and Arts and Sciences (non-major)	3.0707	3	NS
Agriculture and Engineering	2.6076	3	NS
Agriculture and Education	2.8443	3	NS
Agriculture and Business	0.4716	3	NS
Agriculture and Home Economics	5.1927	3	NS

Item 20, (my adviser's knowledge of employment opportunities is) was found to be significantly different between the College of Agriculture and the Arts and Sciences College (non-major), Business and Education Colleges. The frequencies and percentages for item twenty are presented in Table XXVIII. The statistical data for item twenty are reported in Table LXIX.

TABLE LXIX

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL OF SIGNIFICANCE BETWEEN THE ADVISEMENT PROGRAMS AND THE COLLEGE OF AGRICULTURE ON ITEM TWENTY

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Agriculture and Arts and Sciences (major)	1.4100	2	NS
Agriculture and Arts and Sciences (non-major)	10.8083	2	.05
Agriculture and Engineering	2.9784	3	NS
Agriculture and Education	8.5388	2	.05
Agriculture and Business	8.3215	3	.05
Agriculture and Home Economics	4.8928	3	NS

Item 31, (how important do you think it is for you to have an academic adviser), reported a significant difference between the College of Agriculture and Arts and Sciences (major). College crosstabulation analyses between all colleges were performed by using chi-square analysis. Statistical data for item thirty-one can be found in Appendix E.

Analysis of the Open-Ended Questions and Comments

Analysis of the open-ended questions are reported in the order of most often mentioned to the least frequently mentioned comments. The

open-ended questions were added to the thirty-one item questionnaire so that students could state specific problems that they may have been confronted with that the questionnaire did not focus upon. The open-ended questions were formulated to detect any possible problems and to suggest possible solutions to them. The questions were stated as follows:

Are there any problems in the academic advising program in your college? If so, what are they?

What suggestions do you have for solution to these problems in your advisement program?

Comments and Suggestions From the Students of
the College of Arts and Sciences (Major)

Forty percent of the sample from the Arts and Sciences College (major) returned the open-ended questions with comments. The most frequently mentioned problem was that advisers had too many advisees. The next problem was that advisers were not knowledgeable of careers and job opportunities outside of their special field. The third most frequently mentioned problem was that there was only one adviser in the health related fields and advisees had to wait for long periods to visit with the adviser.

The suggestions from the students are presented with the most frequent suggestions given first and the least frequently mentioned suggestions given last. The students felt that more student advisers or advisers that are not teachers should be utilized, since advisers do not have enough released time to adequately advise. Advisers that are knowledgeable of career fields and job opportunities should be an important factor in the selection of advisers. Also, advisers that

care about students and are student centered should be another factor in the selection of advisers. Some students felt that sheets should be made available to majors in the College of Arts and Sciences when requirements in their major were changed. The last suggestion of significant frequency was that advisers should be given more free time to advise.

Comments and Suggestions From the Students
of Arts and Sciences (non-major)

Fifty-eight percent of the sample from the College of Arts and Sciences (non-major) returned the open-ended questions with comments. The most frequently mentioned problem was the lack of personal concern for students that did not have a major. The second major complaint was that advisers advising non-majors did not have adequate time to effectively advise advisees. The third complaint according to frequency of problems was that the students felt a need for more advisers or a need to establish a more efficient advisee-adviser ratio. Many students felt that many advisers were not knowledgeable of course requirements in a given major. Some students felt that their advisers were not well informed about university regulations and programs.

Some students suggested that better salaries should be provided for advisers, this in turn would attract more qualified advisory personnel. Many students felt that advisers should be better informed of course requirements in a given major and that graduate students should be utilized in the advising process. They also commented about the pre-enrollment period and suggested that more advisers were needed during this period. There were a few students that commented about

freshman orientation and felt that most freshman students did not receive any real benefit from the orientation process. Most students stated that advisers should advise fewer advisees.

Comments and Suggestions From the
Students of Education

Thirty-four percent of the students from the College of Education returned the open-ended questionnaires with comments. The most frequently mentioned comment was that they had several advisers within a year's period. The next complaint was that their adviser's hours for advising were not made available and the advisers themselves were never available. Many students made the comment that their adviser in many cases signed their class schedule without actually checking the schedule. There were some comments that advisers showed a lack of concern for advisees, that advisers did not inform advisees of alternative courses that an advisee could take outside of the advisee's major, and many students stated that they would like for a secretary or an adviser to be available during the lunch hour. Many students in the College of Education also stated that freshman orientation should be made relevant, as it is offered now they do not think that it is beneficial. Some students felt that their advisers could be better informed in relation to course requirements in a specific major.

The major recommendation was that advisers should advise a select group of advisees so that a better relationship could be established between advisee and adviser. Adviser's office hours should be posted, and the students felt that a letter should be sent to all advisees stating who their advisers were and when to come in for their first visit.

Comments and Suggestions From the Students
of the College of Home Economics

Fifty-two percent of the sample from the College of Home Economics returned the open-ended questions with comment. The main complaint was that all freshmen were assigned to one or two advisers for general advisement. This was done even though they knew what their major was going to be. It appears that these students would prefer to be advised by an adviser in their major field of study. Most students were dissatisfied with the adviser and advisee ratio since many felt that two general advisers were not enough to efficiently advise. Other commented that they were very displeased with being assigned to any adviser that may be available. They suggested that they would prefer a permanent adviser that knew them and was interested in them.

A summary of suggestions are as follows: It appears that some students would prefer several permanent general advisers who are not specialized in a major field of interest, more specifically the students like the advisement personnel they have at the present, they would appreciate more of the same to reduce the advisee-adviser ratio. Again, students want advisers that are personable, informed of career opportunities, informed of academic policies, and many would like a permanent adviser as soon as they declared a major field of study.

Comments and Suggestions From the Students
of the College of Business

Thirty-nine percent of the sample from the College of Business returned the open-ended questions in usable form. The predominant

staff of advisers in the advisement office.

The students in the College of Agriculture suggested that they would like to have more non-faculty advisers that were younger and that would establish a warm personable relationship between advisee and adviser.

Comments and Suggestions From the Students
of the College of Engineering

Forty-five percent of the sample from the College of Engineering returned the open-ended questions with comments. The students' most frequent complaint was that they felt a need for a smaller adviser-advisee ratio. They also feel that the requirements for engineering students are so rigid and strict and they are usually never allowed to take courses of interest outside their major. A few commented that they are not informed of advanced standing tests in the College of Engineering. Knowledge of such tests could save much time and unnecessary duplication. Some students would like to ascertain information about courses that are dropped from the curriculum and added to the curriculum.

The suggestion was made that student comments concerning classes and instructors be made available prior to the upcoming semester. The students in architecture stated that having an architecture adviser during the first year as a freshman would be most beneficial. The reasoning seems to be initiated from the fact that architectural advisers can better outline a professional career and give a more in-depth long-range plan of advisement. There were some comments that

problem was that more advisers are needed in the Business College during the freshmen and sophomore years. Advisees feel that they are rushed through the advisement office and they never get a chance to discuss their future goals. Many students are not satisfied with the dissemination of employment opportunities and career opportunities in their fields. A problem of equal frequency was that information concerning teachers and courses are not provided when requested by advisees.

The suggestions recommended were as follows: Wanted longer time periods with their advisers, they feel that this can be accomplished by providing more advisers. The students would like for the course requirement sheet to be a lot clearer. They also have suggested that teachers describe their courses and be available so that they can set up appointments with the instructors to talk about their courses. A few students suggested that student opinions of teachers and classes should be printed in pamphlet form and provided for students.

Comments and Suggestions From the Students
of the College of Agriculture

Thirty-three percent of the sample from the College of Agriculture returned the open-ended questions. The major complaint was that there is a lack of personal concern for advisees, students would like a closer personal relationship with their advisers. The second major complaint was that courses required for freshmen to take were too difficult and no consideration of a student's ability was utilized. A few students commented about not being given the option of taking courses that they may have an interest in and some students wanted a younger

short orientation programs should be provided to fully understand and comprehend what individualized program instruction is all about.

Summary

This chapter has presented the statistical analysis of the data collected for the study. Chi-square analysis on each item indicated that some of the items showed a significant difference and others did not. Chi-square analysis attempted to test the significance of each academic advisement program with the other student samples of other programs on each specified item.

The testing of the six hypotheses indicated the following statistical results:

1. Students in the College of Home Economics did not tend to report higher satisfaction on the unique function "open door" policy than the students in the other six programs.
2. Students in the College of Education did tend to report higher satisfaction on the unique function "knowledge of educational regulations and opportunities" than the students in all colleges except the students in the Agricultural College.
3. Students in the College of Engineering did not tend to report higher satisfaction on the unique function "friendly and supportive atmosphere" than the students in the other six programs.
4. Students in the College of Business did tend to report higher satisfaction on the unique function "non-faculty advisement" than the students in the other six programs.

5. Students in the College of Arts and Sciences (majors and non-majors) did not tend to report higher satisfaction on the unique function "humanizing the educational experiences" than the students in the other five programs.
6. Students in the College of Agriculture did tend to report higher satisfaction on the unique function "competence in career related fields" than the students in the other six programs.

CHAPTER V

SUMMARY OF FINDINGS AND IMPLICATIONS

Introduction

This chapter presents an overview and summary of the research reported. It includes four parts. They are: (1) a summary or overview of the study, (2) findings based on analyses of data obtained from the test instrument, (3) implications for further study and (4) recommendations.

A Summary of the Study

The major purpose of this study was to explore and examine the unique characteristics of six selected academic advising programs at Oklahoma State University. The study attempted to identify those characteristics which were unique factors contributing to an academic advising program which would be satisfactory to students.

The procedures of identifying those factors or elements which seemed to be unique to each program was accomplished by two methods. The first method utilized was accomplished by interviews with administrators and assistants of the various academic programs. A second method utilized was to interview the academic advisers of the various colleges. The identification of these unique factors resulted in the formulation of six testable hypotheses. A questionnaire was

constructed from these unique functions to measure the satisfaction of students which were randomly selected from the six colleges.

A sample of two hundred students were selected from the College of Arts and Sciences and divided into two equal groups. One group represented the Arts and Sciences (majors) and the second group represented the Arts and Sciences (non-majors). A random sample of one hundred students were selected from each of the other five colleges. A locally developed instrument was administered to the entire population that were randomly selected. Five hundred and sixteen (74.0 percent) of the seven hundred questionnaires were ascertained in usable form.

The statistical tool used to analyze the research data was the Chi-Square Analysis employing the method suggested by Siegel [50]. To test the significance of the difference on each item, crosstabulation analysis was performed with the college which the item represented and the other six colleges.

Summary of Findings

Six hypotheses were tested with the research data collected for the study. All hypotheses were tested by considering the statistical difference of frequencies and percentages for the seven student groups included in the study.

Hypothesis One: Students in the College of Home Economics will tend to report higher satisfaction on the unique function "open-door policy" than will the students of the other six programs. It was found that the College of Home Economics did not report higher satisfaction on the five items subsumed under the variable "open-door policy". In comparison with the frequencies and percentages of students from each

of the other six programs the statistical data revealed that in most cases the frequencies and percentages were so nearly even to produce a difference or the other advisement programs simply did a better job of utilizing some of the items subsumed under the variable "open-door policy".

The implication presented by the research suggested that the academic advising program in the College of Home Economics did not have a characteristic which was different from the other six academic advising programs. This study did not support the administrators' claim in the College of Home Economics that the "open-door policy" was a function that was unique to this College. It was not established in the College of Home Economics that the function "open-door policy" was more satisfying to Home Economics students than the students in the other colleges.

Hypothesis Two: Students in the College of Education will tend to report higher satisfaction on the unique function "knowledge of educational regulations and opportunities" than will the students in the other six programs. The students in the College of Education did report higher satisfaction on all items subsumed under the variable "knowledge of educational regulations and opportunities" than the students in all academic advisement programs except the students in the College of Agriculture. This suggested that the College of Education did provide services that were indeed unique to the students in the College of Education; however, it appears that the College of Agriculture is doing a better job of advising students on the variable "educational regulations and opportunities".

Hypothesis Three: Students in the College of Engineering will tend to report higher satisfaction on the unique function "friendly and supportive atmosphere" than the students in the other six programs. It was hypothesized that the students in the College of Engineering would produce higher satisfaction on the variable "friendly and supportive atmosphere" than the other six programs. However, the statistical analyses revealed that the responses from the College of Engineering were equal to or less than the responses received from all other academic advisement programs. This of course implied that the unique function "friendly and supportive atmosphere" was not a unique function to the College of Engineering. It appears that the other academic advisement programs are doing as good a job or a better job of advocating a "friendly and supportive atmosphere" in their academic advisement programs.

Hypothesis Four: Students in the College of Business will tend to report higher satisfaction on the unique function "non-faculty advisement" than the students in the other six programs. The statistical analyses of the data revealed that the variable "non-faculty advisement" and the items subsumed under the variable were unique to the College of Business students. Greater satisfaction was found on all five items when the responses received by the business students were compared with the students of the other academic advisement programs.

The frequencies and percentages for the items representing the variable "non-faculty advisement" can be found in Tables XXXIX - XLIII. The above hypothesis was not rejected for any of the comparisons that were made between the College of Business and the other programs.

Hypothesis Five: Students in the College of Arts and Sciences

(majors and non-majors) will tend to report higher satisfaction on the unique function "humanizing the educational experiences" than the students in the other five programs. The tested hypothesis stated above was rejected for all five academic advisement programs when comparisons were made between the College of Arts and Sciences and Colleges of Business, Home Economics, Agriculture, Engineering and Education. Tables I - V presents the statistical data for the variable "humanizing the educational experiences". It appears that the academic advisement programs representing the Colleges listed above are "humanizing the educational experiences" just as well as the College of Arts and Sciences.

Hypothesis Six: Students in the College of Agriculture will tend to report higher satisfaction on the unique function competence in "career related fields" than the students in the other six programs. It was hypothesized that the students advised by the Agricultural College would report higher satisfaction on the variable competence in "career related fields" than the other six groups compared. Observation of Tables XXIV - XXVIII indicated that students advised by the Agricultural College reported higher satisfaction than the students' responses from all other colleges. The Chi-Square analysis confirmed that these groups were significantly different on the variable of competence in "career related fields". The results of Chi-Square analyses showed that the frequencies and percentages of those students advised by the Agricultural advisement faculty were significantly higher than the frequencies and percentage scores of those students advised by the other advisement programs.

Implications for Further Research

It should be quite evident from this study that much more valuable information could be ascertained if the instrument was refined and items which were proven to be actually unique to an advisement program were used. When the above improvements were made it would be valuable to replicate a study of this type by administering the instrument to a larger sample or perhaps to the total university by selecting sophomores, juniors and seniors. The process just mentioned would provide a more valid response to the instrument as well as additional evidence of how students perceive their academic advisement programs. Not only would the perception of the students satisfaction be a valuable feedback mechanism to academic advisement programs in relation to the validity of the instrument, it would serve also to compare different advising techniques between upper and lower division programs.

A questionnaire of this type might be sent out during the middle of the fall semester and compared with one that had been sent out during the spring of the year to see if there might be a difference between the timing of the survey or relationship to the time of the year it was disseminated to students.

According to Chathaparampil [9] comparisons across variables and across programs would be more statistically equal if the students were randomly assigned to each program. This of course would be more specifically a concern with studies that manipulated the subjects. If this were the case, any difference found in the groups after the treatment would be more reliably attributed to individual programs.

A study of this type could be designed for minority students.

Certainly the data collected from such a study could very well help academic advisement programs better serve students that represent the minority populations that attend our colleges and universities.

Exploratory studies could be implemented to determine how advising faculties perceived the total advising spectrum, departmental advising methods, or their college's advising program. Although it is known that the guidance and counseling advisers under the auspices of the University Counseling Services worked with the academic advisers in meeting and serving the needs of students, a study to determine how well and efficient this is done could be studied. Finally, the goals of the institution and the goals of the advisement programs could be analyzed to determine if they are congruent with the goals of the students.

Recommendations

Introduction

The following are recommendations based on the data obtained in this study and information acquired from the open-ended questions.

The total mean satisfaction scores which represented each item presented in Table VIII indicates that all seven advisement programs should strive for greater satisfaction of students through their individual academic advising programs.

Arts and Sciences (Major)

Because of the large number of students entering the College of Arts and Sciences both majors and non-majors it places a rather

burdensome load on the advisement program. Approximately 1,500 to 2,000 students are enrolled in this college during the academic year. During the 1972-73 school year 1,068 majors were enrolled and 617 non-majors were in the College of Arts and Sciences. The major problem suggested by the Arts and Sciences (majors) was that there was not enough advisers to adequately advise them properly. Since advising is a very demanding responsibility it would seem that the advisement center at the College of Arts and Sciences need more advisement personnel to meet the need of the tremendous number of students which they are responsible in advising. Many faculty advisers advise students with a major in the College of Arts and Sciences; however, it was commented that many advisers, although they showed personal concern, they were not knowledgeable of careers and opportunities outside of their special field of competence. If indeed this is the case, faculty advisers should be selected that have a broad background of knowledge in relationship to careers and opportunities so that information of this nature can be readily available and accessible to young students starting a life-time goal. Many students felt that advisers do not have adequate time to effectively advise their advisees. The recommendation I would propose is already in effect in the College of Agriculture. In the College of Agriculture one hour of teaching credit is acquired by an adviser who advises fifteen students during a semester. In other words an adviser's teaching load is reduced or adjusted according to the number of advisees he advises.

Many institutions have utilized graduate students as assistants to academic advisers. It is the general feeling that graduate students from the same major are in a better position to give realistic

information about their major field, instructors, professors, course content and difficulty of courses than any other type of counselor or adviser. It has also been stated that if assistant advisers are to be effective in this aspect, they should be graduates from the same institution, from the same departments and currently majoring in the same fields as their advisees [9].

Getting information to students in regard to course changes in a student's major poses another problem. One possible way to get at this problem is to make the announcements of course changes in the classes which are pre-requisites to the dropped or added classes. Announcements of added or dropped courses can be made available in the university newspaper.

Because of the lack of knowledge of interdepartmental disciplines by advisers, time could be made available to advisers for interdepartmental and intradepartmental seminars and training sessions so that a better understanding of different departments could be facilitated.

Arts and Sciences (Non-majors)

The major problem mentioned by the students of Arts and Sciences (non-majors) was the lack of personal concern for students that did not have a major. This is more or less a result of two factors, the student himself has not decided what his occupational choice is and the occupational counselor or adviser lacks the ability to competently advise such a variety of students with different backgrounds and interest. A person advising the non-major students must concern himself with the process of vocational, occupational and professional development. Such factors as the continuity of the development of preferences,

the differences in the stages, choices, entry, and adjustment to the vocational aspiration. The interest, capacity, values and opportunities that affect the student himself must be considered when advising the non-major advisee. The greater the number of advisees the non-major advisor has to advise, the greater the chances are that his job will not be performed successfully.

The College of Arts and Sciences is in desperate need for a vocational guidance counselor or better yet the college could very efficiently use two vocational guidance counselors. There are usually 600 non-major students in the college each year and although many of these students will decide upon an occupational choice themselves, a great deal of these students will still need the expertise and service of a vocational guidance counselor. Such a counselor should truly be interested in his work and should be able to successfully relate to students. Primarily the counselor should be one that concerns himself with helping individuals make decisions and choices necessary to effecting satisfactory vocational adjustment. What the adviser actually does is to help the students in making wise choices in the field that the adviser and advisee have decided upon.

A problem in this college was the lack of personal concern and interest. Advisers can show personal interest in their advisees by setting up appointments with them. An adviser could contact his advisees by an introductory letter explaining that he is concerned and interested in them and when the initial appointment will be.

Another recommendation taken from the literature is to increase coordination between the College of Arts and Sciences with the other colleges of the university. The result of this would allow students to

be referred to a specific individual in a particular field. In this way, the student would have the opportunity to talk to a few people in a department before he chooses his major field [13].

College of Education

The findings indicated that students had several advisers during an academic year. Their selected adviser's office hours were not posted and the advisees themselves were often not available. It seems that the problem could be alleviated by going to a centralized advisement program. The College of Education has been speculating about going to such a system and plan to implement this system in the near future. An academic advisement program that was centralized would alleviate having several advisers during the academic year and not being available when an advisee needed advice. It also seems that one or two advisers is not sufficient to adequately advise the students within the College of Education. Sufficient advisers should be provided to insure that all the students needs are met without the loss of valuable student time.

As far as freshman orientation is concerned, perhaps a committee could be formalized to determine if the objectives of this course are outdated and changes are in order to provide greater relevancy.

College of Home Economics

The major recommendation in the College of Home Economics is to provide more personnel to meet the advising needs which are performed by the general advisers. A second recommendation is to select permanent advisers for those students that have selected a major.

College of Business

The College of Business has two general advisers for all freshman and sophomore students. Again it appears that the major recommendation is to provide more personnel to meet the advising needs which are performed by only two general advisers. By providing more advisers the students would not feel that they are rushed through the advisement office without having ample time to discuss their future goals which relate to their individual careers.

Students also emphasized that information concerning teachers and courses are not provided when requested by advisees. This aspect could be improved in many ways:

1. Publications of courses and personal data sheets of the teaching faculty could be printed and distributed to the students when the students enroll in the College of Business.
2. The publications of courses and personal data sheets of the teaching faculty could be placed on file in the dormitories or library and the students could check them out for their perusal when advance knowledge of a course or the faculty member was a concern of the student.
3. The general adviser could set up appointments with the faculty member that was a concern of an advisee so that the advisee could talk to the adviser personally about the course content and the instructor's method of teaching and expectations before the student enrolled in the course.

College of Agriculture

The major complaint was that there is a lack of personal concern for advisers. This is usually because advisers are generally assigned at random within the student's college or his proposed major field. The adviser typically checks and signs the student's class schedule, sometimes without even looking up to see who the student is. My recommendation is to screen personnel thoroughly to make sure that the best people possible are selected for these positions. The rationale for such high selection is to provide the student with a faculty contact who is interested in his welfare. An adviser the advisee can go to if he encounters difficulties in any aspect of his social, educational or psychological domains. The adviser should be encouraged to make initial contact with their students either by telephone or personal letter. This would make a very positive impression on the students and make them feel that advisers are concerned about them. As in the College of Agriculture, advisers should be given released time so that effective and efficient advising can be promulgated [46].

Another way this problem of lack of concern can be confronted is through the administration. If the administration would properly recognize the advising process and remunerate the adviser accordingly, more than likely the lack of concern could be greatly diminished. Generally the administration should take a serious look at these areas of the advisement program and the weaknesses that exist in them; (1) lack of time for advising duties; (2) lack of status for those who do the faculty advising; (3) limited objectives and scope of advising functions performed by faculty members; (4) inadequate training of

those who perform advising duties, and (5) inadequate selection.

Greater attention should be applied by the administration in these essential areas; the selection of advisers with a knowledge of human behavior and skill in the knowledge of advising, the selection of those individuals with a suitable personality and those individuals with a genuine interest in working with individual students and in engaging in advising activities.

College of Engineering

Colleges that have one or two general advisers that advise students during their freshman and sophomore years do not meet the needs of the students because of the time loss when trying to visit with their adviser. The statement just made does not mean that the advisers are not knowledgeable and competent as far as advising is concerned. The main comment is that advisees must wait for long periods of time to see an adviser and they may only have one question to inquire about which may take only a minute or a couple of minutes.

The recommendation for students that would like to know when courses are dropped or added, the same procedure could be applied that was recommended for the students in the College of Arts and Sciences (major).

Information concerning advanced standing tests is not made available to students in the College of Engineering. Perhaps the dates when these tests will be given can be posted on the bulletin boards on each floor in the engineering buildings so that students will be aware of the times these tests are given. Another alternative is to make these

announcements in the university's newspaper prior to the time that they are to be given.

In conclusion it is the feeling of the researcher that the results presented in this exploratory study will add a great deal to the present body of knowledge concerning academic advisement in our colleges and universities.

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APPENDIX A

INSTRUMENT

QUESTIONNAIRE

College _____ Student Number _____

NAME _____
Last First Middle

The following items may or may not be representative of your academic advisement program; however, we would like for you to answer all items. Please read each of the following statements and circle an answer that corresponds to your reaction to the statement.

1. The respect that my adviser has for me as a human individual is:
(a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
2. The information my adviser gives me concerning policies, procedures, rules, regulations and programs that help me realize my educational goals is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
3. The amount of time my adviser gives me when discussing my problems is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
4. My adviser's concern about what happens to me is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
5. After counseling with me, my adviser allows or encourages me to make my own decisions. I consider this to be: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
6. The interest my adviser shows in helping me to select appropriate courses is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
7. The assistance and advice my adviser gives me concerning efficient study habits and tutoring facilities which would help me academically is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
8. My adviser answers my questions very quickly and as accurately as possible. To me this approach is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
9. The interest, concern, and willingness my adviser shows when advising me is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
10. My adviser's honesty and frankness is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory

11. My adviser's knowledge of the regulations for teacher certification in my major is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
12. My adviser's knowledge of the regulations for admission to teacher education is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
13. My adviser's knowledge of the regulations for admission to student teaching is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
14. The information disseminated to me concerning the utilization of the placement office when seeking employment has been: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
15. My adviser's knowledge and understanding of employment opportunities in education is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
16. My adviser's competence in career-related fields is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
17. My adviser's expertise in unfamiliar fields related to my interest area is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
18. Career information and career materials that are readily available for your use is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
19. My adviser assists me in making career choices according to my individual abilities; his ability to do this is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
20. My adviser's knowledge of employment opportunities is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
21. The advisement service I receive from my College Advisement Office rather than an assigned faculty adviser is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
22. The list or sheet of courses that I must take to graduate given to me by my adviser is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
23. Some advisement programs do not use members of the teaching faculty during the first year and a half of a student's advisement program. Do you think a program of this type would be: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory

24. The option of enrolling in freshman orientation or not being forced to enroll in freshman orientation is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
25. My College Advisement Program has one or two advisers who advise all the freshmen and sophomores in that college. To me this method is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
26. My assigned adviser's interest in informing me of his/her office hours is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
27. Not having to see a secretary before I visit with my adviser is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
28. The ability for me to see another adviser when my assigned adviser is not available is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
29. The ability for me to see an adviser during normal working hours because of the "open door" policy is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
30. My adviser's interest in helping me understand the "open door" policy is: (a) very satisfactory (b) satisfactory (c) unsatisfactory (d) very unsatisfactory
31. How important do you think it is for you to have an academic adviser? (a) very important (b) important (c) not very important (d) not at all important

Written Comments

Are there any problems in the academic advising program in your college? If so, what are they?

What suggestions do you have for solutions to these problems in your advisement program?

WE APPRECIATE VERY MUCH YOUR COOPERATION. PLEASE RETURN THE COMPLETED QUESTIONNAIRE AND THIS SHEET IN THE ENVELOPE PROVIDED BY DROPPING IT IN THE MAIL AS SOON AS POSSIBLE. THANK YOU!!!

APPENDIX B

LETTER TO STUDENTS



Oklahoma State University

VICE PRESIDENT FOR ACADEMIC AFFAIRS

STILLWATER, OKLAHOMA 74074
WHITEHURST HALL
(405) 372-6211, EXT. 6104

March 22, 1973

Dear Student:

Your name has been randomly selected for an evaluation of the academic advising program at Oklahoma State University. Enclosed is a questionnaire which can be completed in a few minutes. This questionnaire is designed to assist in evaluating and improving the academic advising program. This questionnaire is not designed to evaluate your academic adviser. Your name and student number are requested for purposes of follow-up and other related data. Each individual questionnaire will remain completely confidential and will not be seen by any person other than the researcher.

We hope you will assist us by answering each question completely. We appreciate your cooperation and ask that you use the enclosed self-addressed and stamped envelope and return the questionnaire through the U. S. Mail. We would be extremely grateful if you would return the completed questionnaire as soon as possible, setting one week as a possible return date.

Thank you very much for your assistance.

Cordially,

J. H. Boggs
Vice President for Academic Affairs

Calvin M. Cunningham
Principal Investigator

APPENDIX C

LETTER FROM DIRECTOR OF REGISTRATION



Oklahoma State University

BIOLOGICAL SCIENCES

STILLWATER, OKLAHOMA 74074
LIFE SCIENCES WEST
(405) 372-6211, EXT. 6428

February 19, 1973

Mr. Raymond Girod
Director of Registration and Admissions
Oklahoma State University
Stillwater, Oklahoma 74074

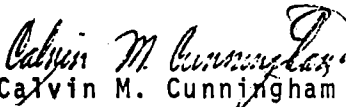
Dear Sir:

I am in the process of writing a proposal to do a study on the academic advisement programs at Oklahoma State University. Six colleges will be involved in the study and there will be a need to randomly select a certain number of students from each college. To do this, it will be necessary to obtain a list of freshman students by college so that the sample for the study can be ascertained.

Every possible effort will be made to assure that this study is conducted under fully acceptable research procedures in the hopes that the results will add a small portion of significant information to the advisement programs involved.

I will be extremely careful to maintain anonymity for my respondents and to avoid embarrassment for the cooperating colleges in my investigation.

Sincerely yours,


Calvin M. Cunningham

CMC:es

APPENDIX D

PRELIMINARY FORM

Questionnaire

Student Number _____

Name _____
 Last First Middle College

The following items may or may not be representative of your academic advisement program; however, we would like for you to answer all items. Please evaluate the following items according to the following key, a computer card is provided to mark your responses. Please start on response one on the front side of your computer card.

- Mark (a) Very Satisfactory
 (b) Satisfactory
 (c) Unsatisfactory
 (d) Very Unsatisfactory

"Open Door" Policy

1. My adviser's interest in helping me understand the "open door" policy was
2. The ability for me to see an adviser during normal working hours because of the "open door" policy is
3. Not having to see a secretary before I visit with my adviser is
4. My assigned adviser's interest in informing me of his/her office hours is
5. The ability for me to see another adviser when my assigned adviser is not available is

Non-Faculty Advisement

6. The advisement service I receive from my College Advisement Office rather than an assigned faculty adviser is
7. The list or sheet of courses that I must take to graduate given to me by my adviser is

8. Some advisement programs do not use members of the teaching faculty during the first year and a half of a student's advisement program. Do you think a program of this type would be
9. The option of enrolling in freshman orientation or not being forced to enroll in freshman orientation is
10. Some College Advisement Programs have one or two advisers that advise all the freshman and sophomores in that college. Do you consider such a program to be

Competence of Knowledge in Career Related Fields

11. My adviser's competence in career related fields is
12. My adviser's expertise in unfamiliar fields related to my interest area is
13. Career information and materials that are readily available for your use is
14. My adviser assists me in making career choices according to my individual abilities, his ability to do this is
15. My adviser's knowledge of employment opportunity is

Friendly and Supportive Atmosphere

16. The interest my adviser shows in helping me to select appropriate courses is
17. The assistance and advice my adviser gives me concerning efficient study habits and tutoring facilities which would help me academically is
18. My adviser answers my questions very quickly and as accurately as possible. To me this approach is
19. The interest, concern, and willingness my adviser shows when advising me is
20. My adviser's honesty and frankness is

Humanizing the Educational Experience

21. The respect that my adviser has for me as a human individual is

22. The information my adviser gives me concerning policies, procedures, rules, regulations and programs that help me realize my educational goals is
23. The amount of time my adviser gives me when discussing my problems is
24. My adviser's concern about what happens to me is
25. After counseling with me my adviser allows or encourages me to make my own decisions. I consider this to be

Knowledge of Educational Regulations and Opportunities

26. My adviser's knowledge of the regulations for teacher certification in my major is
27. My adviser's knowledge of the regulations for admission to teacher education is
28. My adviser's knowledge of the regulations for admission to student teaching is
29. The information disseminated to me concerning the utilization of the placement office when seeking employment has been
30. My adviser's knowledge and understanding of employment opportunities in education is
31. How important, do you think it is for you to have an academic adviser?

- (A) Very Important
- (B) Important
- (C) Not Very Important
- (D) Not At All Important

Please Comment on the Enclosed Additional Sheet

Written Comments

Are there any problems in the academic advising program in your college?
If so, what are they?

What suggestions do you have for solutions to these problems in your
advisement program?

WE APPRECIATE VERY MUCH YOUR COOPERATION. PLEASE RETURN THE COMPLETED
QUESTIONNAIRE AND THIS SHEET IN THE ENVELOPE PROVIDED BY DROPPING IT IN
THE MAIL AS SOON AS POSSIBLE. THANK YOU!!!

APPENDIX E

CHI-SQUARE DATA FOR ITEM THIRTY-ONE

TABLE LXX

A COMPARISON OF CHI-SQUARE DATA, DEGREES OF FREEDOM, AND LEVEL
OF SIGNIFICANCE BETWEEN AND ACROSS ALL ADVISEMENT
PROGRAMS ON ITEM THIRTY-ONE

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Arts and Sciences (major) Arts and Sciences (non-major)	1.0849	2	NS
Arts and Sciences (major) Agriculture	5.8492	2	.05
Arts and Sciences (major) Business	0.1417	2	NS
Arts and Sciences (major) Engineering	5.6467	3	NS
Arts and Sciences (major) Education	1.4050	3	NS
Arts and Sciences (major) Home Economics	2.0746	2	NS
Arts and Sciences (non-major) Agriculture	2.50927	2	NS
Arts and Sciences (non-major) Business	3.4699	2	NS
Arts and Sciences (non-major) Engineering	4.1883	3	NS
Arts and Sciences (non-major) Education	2.0274	3	NS
Arts and Sciences (non-major) Home Economics	0.8226	2	NS
Agriculture Business	2.3448	2	NS
Agriculture Engineering	2.0950	3	NS
Agriculture Education	4.0500	3	NS

TABLE LXX (Continued)

Programs Compared	Chi-Square	Degrees of Freedom	Significance
Agriculture Home Economics	0.9825	2	NS
Business Engineering	0.8802	3	NS
Business Education	1.4281	3	NS
Business Home Economics	1.3981	2	NS
Engineering Education	1.7919	3	NS
Engineering Home Economics	2.1445	3	NS
Education Home Economics	1.5490	3	NS

VITA

Calvin Malcolm Cunningham, Sr.

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF FRESHMEN STUDENTS' SATISFACTION AND PERCEPTION OF
THE ACADEMIC ADVISEMENT PROGRAM AT OKLAHOMA STATE UNIVERSITY

Major Field: Higher Education

Biographical:

Personal Data: Born in Pawhuska, Oklahoma, January 16, 1938, the
son of Mr. and Mrs. Theodore Roosevelt Cunningham.

Education: Graduated from Booker T. Washington High School,
Pawhuska, Oklahoma, in 1956; received the Bachelor of Science
degree in Natural Science from Philander Smith College,
Little Rock, Arkansas with majors in Biology and Chemistry
in July, 1960; attended the University of Arkansas at
Monticello in 1966; awarded an NSF Summer Institute at
Southwestern State College in Weatherford, Oklahoma, in 1967;
awarded an NSF Academic Year Institute at Oklahoma State
University in 1968 and 1969. Completed the Master of Science
degree in Natural Science from Oklahoma State University in
1969; completed requirements for the Doctor of Education
degree at Oklahoma State University in May, 1974.

Professional Experience: Manager and Supervisor of Exchange
Personnel, Camp Lejune, North Carolina; Instructor of General
Science at East Junior High School, Eudora, Arkansas, General
Science and Biology Teacher at East High School, Eudora,
Arkansas; Assistant Basketball Coach, East High School,
Eudora, Arkansas; Principal of East Junior High School,
Eudora, Arkansas; Principal of Johns High School, Eudora,
Arkansas; Consultant for ATAC (Arkansas Technical Advisory
Consultants), Henderson State College, Arkadelphia, Arkansas.
Part time instructor of Biological Sciences, Oklahoma State
University, Stillwater, Oklahoma, 1971-1974.