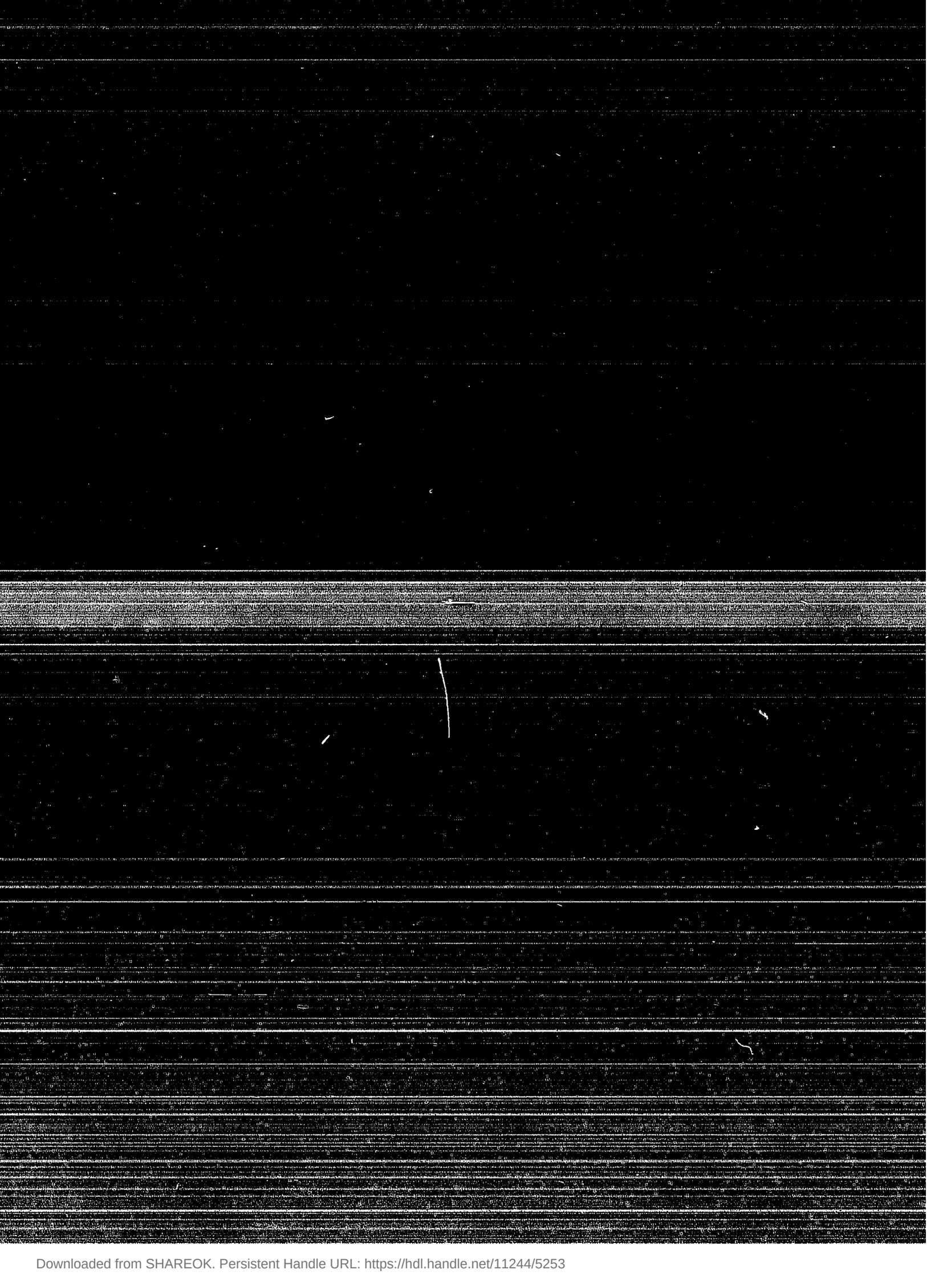

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE ROLE OF ACADEMIC ADVISORS AS PERCEIVED BY FACULTY, STUDENTS, AND ADMINISTRATORS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

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DOCTOR OF PHILOSOPHY

by

DONNA GUINN

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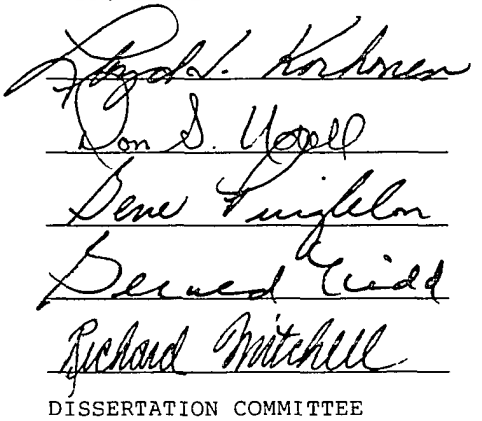
1984

THE ROLE OF ACADEMIC ADVISORS AS PERCEIVED BY FACULTY, STUDENTS AND ADMINISTRATORS

APPROVED BY



DISSERTATION COMMITTEE

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ABSTRACT

The problem of the study was to assess the role of the academic advisor as perceived by faculty, students, and administrators. The Advisement Role and Responsibility Inventory, which included 52 statements of advisors' responsibilities, was developed and validated. For each statement, the respondents were asked to indicate one of the following: (P) The advisor has primary responsibility for this function; (S) The advisor shares with others in performing this function; or (N) The advisor has no responsibility for this function. For analysis of the responses, the 52 responsibilities were grouped into the following categories: course selection, career planning, information giving, institutional, professional, academic development, and personal development.

The population of the study consisted of the students, faculty and administrators from a four year, comprehensive, state supported, Midwestern university. Classes which would likely include students with majors from each of the five schools on campus and classes which would include students from each classification of freshman, sophomore, junior, senior, and graduate were identified and a random selection of sections made. The inventory was administered

to these classes. Forms of the inventory were sent to all full-time instructional faculty and all administrators who had any type of working relationship with academic advisement.

Respondents consisted of 620 students, 171 faculty, and 68 administrators. For each category, the chi square test of significance was used to compare responses of the three groups. Responses of demographic groups within each of the three main groups were also compared. For students, these groups were based on sex, age, marital status, classification, number of classes, employment status, and major school. For faculty, the demographic groups were based on educational level, years experience on campus, and school on campus in which they teach. For administrators, the groups were based on school affiliation and years experience on campus.

Students, faculty, and administrators differ in their perceptions of the role of the advisor in more categories than they agree. When the demographic groups of students were compared by age and employment status, significant differences were not found. Responses of students compared by sex and number of classes differed in one category each. Student groups compared by classification and marital status differed in five of the seven categories. Student responses compared by major schools revealed the most

differences by having significant differences in six of the seven categories.

Faculty responses compared by school differed in one category, by years of experience in two categories, and by educational level in five. The responses of administrators compared by years of experience differed in two categories and differed in five categories when compared by school affiliation.

Numerous differences in the perceptions of the role of the academic advisor do exist. Professionally, the role of academic advising has not developed to a point of general consensus. The need to move toward an accepted definition of roles and responsibilities of the academic advisor clearly exists.

THE ROLE OF ACADEMIC ADVISORS AS PERCEIVED BY FACULTY, STUDENTS, AND ADMINISTRATORS

CHAPTER I

INTRODUCTION

Academic advisement is a growing concern in colleges and universities throughout the country. Institutions are reexamining their delivery systems and questioning their effectiveness. Much of the new interest can be attributed to recent studies which link quality of academic advisement to student retention as a positive factor (Carstenson and Silberhorn, 1979). At a time when many institutions are becoming increasingly concerned about the number of students and prospective students this potential linkage has brought new attention to the academic advising process (Creamer, 1980). This linkage is associated with a general concern by college and university administrators and faculty that students be able to maximize the benefit of a college education.

Students are being perceived more and more frequently and openly as consumers without whom higher education is in trouble (Abel, 1980). College personnel more frequently express the insight that services beneficial to the student are equally beneficial to the institutions.

As the concern for students becomes more frequently expressed, their needs are being more closely examined. Higher education officials are looking very closely at factors that motivate students to enter college and factors that contribute to their remaining in college or leaving college. Many studies have been conducted correlating characteristics of students who become "persistors" and those who become "dropouts." There has been research devoted to studying the student and research devoted to studying higher education as the institution. The search to find characteristics of the institutions of higher education which contribute to student persistence toward or success in achieving educational goals has gained a great deal of attention. Higher education is discovering that not only is caring for students a noble and natural position, it is also one that has a very concrete payoff. The concept of caring pays off in causing more students to stay in higher education longer.

Providing sound academic advisement has been identified as one of the ways institutions of higher education can best care for their students. It is also repeatedly identified in the literature as an area frequently neglected. Much of the literature regarding academic advisement reports considerable dissatisfaction with the quality of the traditional advisement systems throughout the country. It appears that even the new academic advisement

center concept has not resolved problems associated with the traditional faculty advisement delivery system (Bostoph, 1980). Studies have tended to evaluate the effectiveness of advisors or advisement centers. There is very little in the literature to suggest efforts to identify just what the advisors should be doing. Carstensen and Silberhorn (1979) found disagreement about the roles and responsibilities of the advisement center. In response to the finding of disagreement about the roles and responsibilities of the advisor, this study is designed to determine the students', faculty, and administrators' perceptions of the responsibilities of the academic advisor.

Though academic advisement has always existed in some fashion, formal or informal, only recently has the function gained significant attention. At many institutions the position of the professional academic advisor has been developed. At other schools, academic advising is more frequently being recognized as an important part of the professional responsibilities of faculty members. This recognition of importance may take the form of a calculated part of a salary scale added to other responsibilities, a proportionately reduced teaching load, or an integral part of faculty responsibilities evaluated in relation to promotion or tenure. As a result of the rapid growth of and emphasis in the role of the academic advisor, the

responsibilities of the academic advisor have yet to be clearly defined.

Statement of the Problem

The problem of this study was to assess the roles and responsibilities of the academic advisor as perceived by students, faculty, and administrators.

Need for the Study

Academic advisement seminars presented by the American College Testing Program and national professional conferences conducted and publications published by the National Academic Advising Association (NACADA) have presented concerns and statements about evaluation of advisors, but have made little or no reference to just what academic advisors do. As a result of this lack of attention to definition of the professional responsibilities of the advisor by these two primary professional advising organizations who support the research and importance of advisement, a review of advisement literature was made. Little reference to the professional responsibilities of advisors was found. Only one effort was located. This was a paper prepared by a committee of NACADA members. It was a set of six general statements about the role of the advisor, but was not officially adopted by the organization.

Since no specific efforts have been made to identify what the responsibilities of the advisor are, it seemed

inappropriate to attempt to develop evaluative instruments when specific job descriptions or responsibilities were not identified. It is the purpose of this study to attempt to fill this void.

Limitations of the Study

This study concerns the professional responsibilities of the academic advisor. It is limited to (A) the development of the Advisement Role and Responsibility Inventory, (B) an evaluation and validation of the inventory, and (C) obtaining and analyzing responses from students, faculty, and administrators. The following are limitations of the study:

(1) The population of the study is a four-year, comprehensive, state supported, Midwestern university of medium size. The data may not be generalizable beyond this population.

(2) The findings are limited to the information obtainable with a paper and pencil questionnaire. No attempt to obtain follow-up personal interviews was made.

(3) Functions were selected for validity by a team of experts from an exhaustive list of possible functions. The validation process may have eliminated possible important functions.

(4) The respondants past experience with academic

advisement would strongly influence their responses to the inventory.

Hypotheses of the Study

H_1 Students, faculty, and administrators do not differ significantly in their perceptions of the roles of the academic advisors.

H_2 Students do not differ significantly in their perceptions of the roles of academic advisors when grouped by selected demographic data.

H_3 Faculty do not differ significantly in their perceptions of the roles of academic advisors when grouped by selected demographic data.

H_4 Administrators do not differ significantly in their perceptions of the roles of academic advisors when grouped by selected demographic data.

Definition of Terms

The development of the inventory included seven major categories of advisement responsibilities. These catagories were common to most of the roles and responsibilities indicated throughout the literature about academic advisement and served as a guide to identification of the specific functions. The seven catagories are defined as follows:

Course Selection. Includes aspects of institutional responsibility for delivery of courses within scope of

policies identified in the university catalog.

Career Planning. Includes providing information about careers as they relate to university academic majors, career exploration and specific career goals of advisees.

Information Giving. Includes aspects of a general information nature which assists the advisee in the decision-making process for attainment of academic goals.

Institutional. Includes functions related to interaction between the student and the institution, including student needs and university policies.

Professional. Includes professional ethics and functions performed by advisor for advisees.

Academic Development. Includes assistance to the advisee to facilitate advisee's academic growth.

Personal Development. Includes advisor characteristics and procedures to facilitate advisee's personal growth.

Students. Persons enrolled in a class or classes at Central State University at the time the inventory was administered.

Faculty. Full-time instructional staff at Central State University during the Spring, 1984 semester.

Administrators. Administrative positions on a list furnished by the University's Office of the President to the Faculty Senate, who have contact with the advisement

office. Academic chairpeople are also defined as administrators for this study, since they have administrative responsibilities relating to advisement.

CHAPTER II

Review of Related Literature

The literature review for this research is divided into three areas included in the broad topic of academic advisement. The first is an examination of the increasing importance of academic advisement, primarily through its positive association with student retention efforts. The second area is that of role definition, references made to definitions of advisement and the responsibilities that have been identified as important academic criteria. This area includes the changing nature of the role of advisor. The last section can be considered "state of the art;" it is an examination of the current status of advisement on the campuses across the United States.

Developing Importance

Much of the literature begins by recognizing the increased significance currently being given to the field of advisement. The most frequently mentioned link is found between good advisement and the student retention effort. Cope and Hannah (1975) exemplify the concern of many others when they point out that the freshman attrition at West Virginia has been higher than the data would suggest as average for public universities. Noel (1978) predicted

that, based on the surprisingly consistent retention studies of the more than fifteen million students entering colleges and universities, five or six million of these students will never earn degrees.

College and university faculty and administrators are feeling the effects of the shrinking pool of traditional recent high school graduates. There is more written expression of concern about the size of the student population and recognition that it is potentially more economical to retain students than to continually recruit (Ryan, 1980). Retaining students is a way to maintain enrollment; perhaps as Noel (1978) pointed out, this is the "quickest and most appropriate" way.

Polson & Jurick (1981, p. 47) summarized that in an era of declining enrollment and budgetary cutbacks, university administators have discovered the central roles of academic advisement in attracting new students and keeping present students from dropping out. She also recognized: "Advising is philosophically viewed as a high priority in educational communities" (p. 47). Creamer (1980), Forest (1979), and Hines (1981) contributed to the literature linking the positive effects of advisement on retention efforts.

Noel (1978) stated:

> Students who are uncertain about their educational major or first career choice are dropout-prone; intervention programs for these undecided

> freshmen can significantly reduce attrition among this important population (p. viii).

He also emphasized that "enrollment maintenance should not be the goal of an institution but a by-product" (1978, p. vii). Supporting Noel's observation, the students with the least sense of direction, goals and motivation were among those most prone to drop out, according to Pawlicki and Connell (1981).

Jose (1978) saw advising as one way to help students keep from becoming dissatisfied, after which "they transfer or withdraw from higher education altogether--or worse, they drop out intellectually, even though they physically remain on campus" (p. 57). He also addressed retention as institution-wide responsibility to influence a student's attitude which is usually "not molded by a single momentous factor in the collegiate experience, but is influenced by a series of apparently insignificant experiences or incidents" (p. 59). He further attested that a "satisfied student is the most important asset of any college or university and a dissatisfied student is the most damaging liability" (p. 63).

Noel (1978) wrote:

> How an institution's academic advising measured up to student needs is the major determinant of whether or not the institution has a 'staying' environment (p. 96).

Hines (1981) indicated that the literature on advisement had been of limited usefulness until the association

with retention and advising was made; then the literature became of real interest.

Crockett (1978) summarized the concept by stating that:

> Helping students use the resources of the institution to implement an academic plan that leads to desired career/life goals can be a powerful retention force (p. 31).

He also listed five other reasons for the renewed interest in academic advising with student retention being the last reason given:

> 1. Recognition that academic advising is an integral part of the higher education process, not a minor support service only tangentially related to the purposes of the institution.
>
> 2. Genuine concern for individual student growth and development.
>
> 3. Greater student choice of curriculum than ever before.
>
> 4. Increase in the number of nontraditional students.
>
> 5. Growing student concern about the linkage between academic preparation and the world of work.
>
> 6. Interest in increasing student retention (p. 29).

Bostaph and Moore (1980, p. 49) attributed the expanded need for adequate advising to the "variety of programs and opportunities in higher education today." Accordingly, advising will continue to become even more crucial as the complexity of programs, degree requirements, and career planning increases in the future. Forest (1979) concluded

that a well-developed orientation and advisement program added not only to retention but to the students' acquisition of general education knowledge and skills.

Crockett, Silberhorn, & Stance (1982) contended that the importance of assisting students in making educational, personal, and career decisions could hardly be overstated. D. Young (1982, p. 41) pointed to "today's litigous atmosphere" as making the advising function "more critical than ever." Idealistically, there are those in advisement, who, like Shane (1981), would like to attribute the importance of advisement to its more noble goal:

> The goals for adult education, and for other education, are to find the processes, the ways in which we can help people become all they are capable of becoming" (Maslow, 1965).

Another means of demonstrating the overall importance of advisement has been the use of a comparative sense. Creamer (1980, p. 11) saw the quality of advisement "as basic to the achievement of student and college goals as is the quality of teaching".

Higginson, Moore, and White (1981), Simono (1978), McCleneghan, Sims and Suddick (1974) found that students placed a high value on academic information and counseling in comparison to other student services.

Definitions of Academic Advisement

There are many working definitions of academic advisement or the academic advisor. The advisor or advisement

process can be analyzed by use of aims, personal characterstics, student needs, or general categories of responsibilities.

Hines (1981, p. 24):

> Essentially, advising aims to help students make rational decisions about their academic lives such as scheduling required courses, choosing electives, and deciding on academic majors. Some writers ascribe a larger role to academic advising: to help secure a positive fit between the individual student and the college. Thus, the advisor becomes more than merely a facilitator of course selection, but less than indepth psychological and personal counselor--the advisor becomes an academic counselor.

Dunham (1981, p. 17):

> Academic advisors should be impartial but enthusiastic in their commitment to make available to advisees the maximum amount of accurate and relevant factual information (both written and oral) bearing on academic matters, on the basis of which accurate and relevant factual information students be encouraged to make rational academic decisions and accept full responsibility for them.

Borgard (1981, p. 3):

> The academic advisor becomes the arranger of the interaction of the external forces of experience (the faculty's teaching of the subjects of the curriculum) with the internal forces (the ideas, needs, interests and capacities of the student).

Titley (1976) believed the advisor should act as a facilitator of academic progress, improved decision making, and creative achievement.

Brady (1978, p. 10) defined academic advising as:

> . . . a service delivery system which includes either or both of the following processes: The

> provision of accurate current information regarding academic requirements, policies, procedures and resources of the institution to students . . . (and) the provision of help or assistance to the student according to his or her needs, in academic, professional, vocational and personal matters.

One of the earliest writers to identify functions of advisement, Hardee (1970), listed: discussing the purposes of the institution in its teaching-learning mission, perceiving the purpose of the student learners, and promoting these possibilities in conference with the student learner.

O'Banion (1972) proposed five steps later frequently cited in the literature: exploration of life goals; exploration of vocational goals; program choice; course choice; and scheduling courses. Lists similar to O'Banion's were developed by Crockett and Carstenson and Silberhorn.

Crockett (1978): Helps students clarify values, goals and self-understanding; helps students understand the nature and purpose of higher education; provides accurate information about educational options, requirements, policies and procedures; helps in planning an educational program consistent with a student's interests and abilities; assists students in continual monitoring and evaluation of educational program; and integrates the institution's resources to meet the student's needs.

Carstenson and Silberhorn (1979): Provide assistance in course selection and class scheduling; provide academic

regulation and registration information; assist students in developing career plans; assist students in exploration of life goals; and provide personal counseling.

Faculty and students' ranking of the important functions of advising is utilized by Ryan (1980). The list that follows is arranged from the most important function to the least important functio ranked by faculty: Clarify university policies and procedures; advocate for the advisee; help the advisee understand the relationship between liberal learning and his/her career goals or work; relate to the advisee in a personal way; contact if inactive; inform advisee of other learning opportunities; inform the advisee of times when available for calls or meeting.

Student ranking provided a different order of importance: Be aware of progress on degree plan; make learning opportunities known; provide career information; have similar education or work background with advisee.

Morris (1973) reported the following ranked advisement needs of students: Information giving; short-term course selection; discerning the purpose of the institution; student development; and long range program and course planning.

Research by Larsen and Brown (1983) supported agreement on three responsibilities: Monitor advisees progress toward educational goals; help the student analyze perfor-

mance in course work and capitalize on strengths and weaknesses; and assist in evaluation and improvement of study skills.

Kramer and Gardner (1977) described the process as encompassing two parts: informational and developmental. Informational includes technical assistance and policy or system interpretation. They stated that 80 percent of advising is informational. Developmental assistance means meeting the needs of the students as they work to determine goals and abilities and to gain greater self awareness.

Helping the student learn effective decision-making processes was suggested by Titley (1978). Borgard (1981) summarized the pragmatic role as actively bridging the gap between students' needs and interests and the realities of the academic world and the world of work. There is a clear difference between identifying the important functions of the advisor and separating out the encumberances; these include paperwork and insignificant details (W. H. Young, 1981).

Seventy percent of responding faculty and students in a study by Witters and Miller (1971) thought advisors should provide assistance in areas of registration, career planning and graduate school information. Fifty percent did not expect assistance on personal or social problems.

In their study of five colleges, Biggs, Brodie, and Barnhart (1975) identified the major activities of advisors

as: Help students with academic and career guidance problems; inform advisees about academic requirements; help them choose majors and courses; and approve registration. They also identified other less seldom performed activities.

Just as there are many suggestions as to what activities constitute advisement, in recent years there has been a proliferation of ideas on delivery system models. Crookston (1972) seems to be the earliest to present a developmental model. These developmental models were supported by Borgard (1981) with his pragmatic approach and Grites (1977) with his four by four model, four functions and four stages. Sloan (1975) offered a variation of the developmental approach with performance appraisal, but the developmental model of Hazelton and Tuttle (1981) was based on contract learning.

Proposals for many variations from the typical faculty delivery system began to emerge. Those included the use of professional and para-professional counselors (Dameron & Wolf, 1974, and Russell, 1969), a decentralized model for counselors (Field and Hecker, 1974), models for peer advising (Barman & Benson, 1981, and Bonar, 1976), centralized models (Higbee, 1979, and Johnson and Sprandel, 1975), and full-time academic counselors (Meskill and Sheffield, 1970). Other models included combinations of

professional and para-professional counselors, faculty advisors, and peer advisors (Abel, 1980, Goldberg, 1981, O'Banion, 1972, and Sheffield & Meskill, 1972), computer assisted advising (Spencer, 1982, and Juola, Winburne & Whitmore, 1968), and an advising retention model (Habley, 1981). Thus, a wide variety of advisement models have emerged as interest has increased and as attempts to describe the process continue.

Other obvious factors contribute to the developing nature of advisement. Among these is the changing structure of the student body. The literature suggests that the groups beginning to populate the campuses possess a greater variety of advising needs (Barnett, 1982). The groups most often identified are the older, adult students (Bostaph & Moore, 1980, Miller, 1978, Noel, 1978, and Ryan, 1980), those in off-campus study programs (W. H. Young, 1981), those returning to college after a period of time (Miller, 1978, and W. H. Young, 1981), part-time students (W. H. Young, 1981), low-income and minority students (Clayton, 1982, and Noel, 1978), women (Clayton, 1982, Friskey, 1974, Lacker, 1978), commuter students (Stein and Spille, 1974), transfer students (Anstett, 1973 and Duel & Lyons, 1974), and even students who enroll late (Shubert & Moredock, 1981).

The changing nature of the advising role is mentioned frequently (Bostaph & Moore, 1980, Crookston, 1972,

Grites, 1981, Polson & Cashin, 1981, Trombley, 1981, and D. Young, 1982). Discussions about the evolution of advisement generally point out the new or added responsibilities placed on the advisor in response to the needs of students (Trombley, 1981, D. Young, 1982). Advising has assumed a much broader role in the academic pursuit (Trombley, 1981). Polson and Cashin (1981) attributed part of the increased demands on the university for greater choices and personal relationships with university personnel to a "new wave of consumerism" (p. 34).

Based on the numerous definitions of advisement, the varying lists of functions, the different models and advisement's evolutionary status, it can be concluded there is lack of agreement on the roles and responsibilities of the advisor. Dunham (1981, p. 9) stated, "I have discovered no general agreement or consensus as to precisely what academic advisors should do." McLaughlin and Starr (1982) also failed to find any apparent consensus in:

> . . . the nature of the relationship between academic advising and career planning and roles of faculty members, counselors, and other student personnel professionals within the new developmental framework (p. 23).

Crookston (1972) agreed that expectations around the functions of the advisor are confusing. Potter (1979) also observed that colleges and universities may have different expectations of advisors than students do. Brady (1978)

surveyed faculty and students and found their expressed advising needs incongruent in 75 percent of the categories listed. Grites (1974) specifically designated the area of personal relationship with faculty as desired by students, but not necessarily to the same extent by faculty. He later summed up the evolutionary status of advisement (1981):

> Academic advising in American higher education has evolved from a routine, isolated, single-purpose faculty activity to a comprehensive process of academic, career, and personal development performed by personnel from most elements of the campus community. This evolution has resulted from changing enrollment patterns, a new diversity of college students, increased student involvement in academic processes, and the recent economic and labor conditions of the country, it has been reflected in the attitudes toward advising and a changing definition of advising (p. 2).

State of the Art

Though there exist many opinions on what advisement is and how it should be done, there is a good deal of agreement on the "state of the art." McLaughlin and Starr (1982) reviewed advisement literature and concluded that students are "dissatisfied overwhelmingly with their academic advising" (p. 15). Polson & Jurick (1981) also claimed that "almost every recent study of undergraduate education has cited the poor quality of academic advising as a major problem" (p. 48).

Cook (1980) found in his survey that fewer than 20 percent of the respondents rated their advisement programs

excellent or outstanding. Likewise, Bostaph and Moore (1980) observed that "studies have shown that academic advising is perceived as unsatisfactory by many students" (p. 45); this was further supported by their own work. Bostaph (1980) examined three distinctively different advising systems. His data suggested that a majority of students perceived their overall advising experiences negatively, regardless of the advising method.

Borland (1973) constructed a new nontraditional academic advising model, based on his belief that advising had been a failure. Grabowski (1976) similarly wrote that educational counseling for older students was the most impoverished area in adult education. Borgard, Hornbuckle and Mahoney (1977) studied faculty perceptions of responsibilities as advisors and found some faculty questioned the need for advising. Some questioned their role in exploring career and life goals. The authors concluded faculty had not been prepared for their roles as advisors. This finding is similar to the responses to a study by Rosenberg (1969). While students thought advisement was a failure, faculty suggested advisement was not necessary.

Crockett (1978) said in an article that "effective advising is not simply an impossible dream; it is already working well on a small number of college campuses" (p. 34). Perhaps Tiede (1976) had found these effective advising systems when he reported that the students at three

small liberal arts colleges in Wisconsin perceived the advisement programs positively, except on a personal subscale.

Although the faculty in a study reported by Witters and Miller (1971) identified the same expectations of advisors as the students, faculty indicated they had trouble keeping up with policies and regulations. Trombley (1981) claimed that criticism exists even when aspects of an advising program may be working well. According to her, an approach to academic advising that works well for all interested parties has not been developed.

A need for additional research has been suggested by Grites (1979). Others who have suggested additional training for advisors are Pawlicki and Connell (1981) and Hazleton and Tuttle (1981). Perhaps developing a reward or recognition system for the advisor, such as release time, additional pay, promotional or tenure consideration, would improve advisement (Crockett, 1978, and Polson & Jurick, 1981). Advising frequently holds a low status in need of elevation (Trombley, 1981).

There are those that look specifically at differing perceptions of the responsibilities of the advisor as part of the problem. Crookston (1972) emphasized the differential meaning that faculty and students attach to the term advising and the differences in expectations of the advise-

ment functions. He also recognized "the confusion between what the advising concept purports to be and what it really is" (p. 16), as did others like Trombley (1981) and D. Young (1982). He concluded that the differing perceptions lead to misunderstandings that put a strain on the advisement relationship. This occurs when two parties enter into a relationship and both have a different idea of what the role of each is to be. Hazelton and Tuttle (1981) also assumed that "individuals perform a task or job more effectively when they understand what is expected" (p. 215).

It has been suggested that developing a working definition institutionally and developing a formal statement of specific expectations of advisors and advisees would undoubtedly improve the advising process (Larsen and Brown, 1983). Larsen and Brown (1983) also recommended developing a working definition based on their study which discovered some areas of disagreement, even though they found a significant amount of agreement on many of the responsibilities.

Summary

The literature reflects a general agreement on the importance of advisement. The most frequent reason stated has been the effect good advisement has on student retention. Attempts to define the advisor's role or the advisement process have produced a wide variety of opinions on the general functions or areas that constitute advisement.

Opinions on what advisement is differ considerably. Finally, there is general agreement on the current status of advisement. Despite its recognized importance, it has not proved to be a high priority on campuses. Advisement has been almost universally considered of poor quality and unsatisfactory to students.

CHAPTER III

METHODOLOGY

Development and Validation of the Inventory

Charles A. Morris (1973) reported on the result of a student pole in which students indicated what they wanted from the advising process. The results of the pool were listed in five function areas: information giving, short-term course selection, discerning the purposes of the institution, facilitating student development, and long range program and career planning. The Morris study provided the data utilized in the development of the inventory for this study. To this list of functions from Morris' study were added other responsibilities found in the literature, plus functions taken from evaluation forms used at several colleges and universities. After numerous possible functions had been gathered, the categories were adapted to include: course selection, career planning, information giving, institutional, professional, academic development, and personal development. The list of responsibilities were assigned to categories in order to provide structure. This also provided an organizational format for later discussion of the data gathered and conclusions of the study.

All possible items contained in the initial gathering would be too numerous to include on a survey. Items that were repetitious or very similar to each other were combined. Items that seemed to be unique to specific schools were eliminated; as were items that were found least frequently in the literature and evaluation forms.

After a tentative list of functions was developed, the list was presented to approximately 200 students to determine whether the meanings of the functions were clear. Several suggestions made by these students were incorporated into the instrument.

At the 1983 annual conference of the National Academic Advising Association (NACADA) in St. Louis, Missouri, a workshop for experienced directors of academic advisement was held. Prerequisite to enrollment in the workshop was at least three years experience as a coordinator or director of advisement and attendance at two former NACADA conferences or one national conference plus participation in an American College Testing Program (ACT) or the Cornell Advising Workshop. Dr. Howard Kramer of Cornell University led the workshop. The concept of the study was discussed in this group and with others at this conference. Colleagues attending the directors workshop were asked to validate the functions listed on the Advisement Role and Responsibility Inventory. With the elimination of several items and rewording of a couple, the functions listed on

the instrument were validated by five national experts in the field from this workshop, in addition to three professionals in the advisement field from separate universities within Oklahoma. Two of these experts also asked their professional colleagues to fill out validation forms for a total of ten experts formally validating the Advisement Role and Responsibility Inventory.

Three forms of the Advisement Role and Responsibility Inventory were constructed to survey faculty, students, and administrators. Demographic data is requested in each of the three groups to later compare the responses of subgroups. The student categories are based on references from the literature on advisement that suggest there are differences in the advisement needs of various student groups. These groups include older, adult students (Miller, 1978), part-time students (W. H. Young, 1981), and women (Friskey, 1974 and Lacker, 1978). The remaining groups of students and groups of faculty and administrators were identified through the experiences of the author and other professionals working with the advising process.

The inventory begins with a general statement of purpose and a statement attempting to dispell any misconceptions about the instrument being used for evaluation purposes.

> The Advisement Role and Responsibility Inventory contains a series of statements which may be considered some of the functions of the academic

> advisor. This inventory is designed to assess what you think the functions or responsibilities of the academic advisor should be. IT IS NOT DESIGNED TO EVALUATE THE PERFORMANCE OF THE ACADEMIC ADVISOR.

This is followed by the request for demographic data, different on the three separate forms. For students this includes sex, age, marital status, classification, number of classes, employment status, and major school. For faculty the demographic information includes number of years experience on campus, educational level, and school in which they teach. For administrators the number of years on campus and their current school affiliation are requested.

The following instructions preceed the 52 selected functions on all three forms:

> Please read each of the statements and answer according to the following:
>
> P - The advisor has primary responsibility for this function.
>
> S - The advisor shares with others in performing this function and does not have primary responsibility.
>
> N - The advisor has no responsibility for this function.

Indicate your opinion by drawing a circle around the P, S, or N. Please circle only one letter for each statement.

Test for Reliability of the Instrument

The method used to study the reliability of the Advisement Role and Responsibility Inventory was to test for the degree of association between two administrations of the inventory or the test-retest method.

The population used for the study of the reliability of the inventory included three classes of students selected for their representation of the four classifications--freshmen, sophomores, juniors and seniors--of undergraduate students and selected graduates. This selection of classes was representative of the five schools within the university. The reliability study included 59 participants.

The statistic used to study the association between the two administrations of the inventory was the Contingency Coefficient C. Since the responses of primary, share, and none on the inventory were nominal or classificatory scale, the nonparametric statistic Contingency Coefficient C was used. The inventory was administered during the first week of February, 1984, and again during the second week of March, 1984. The formula for the Contingency Coefficient C is $C = \sqrt{x^2 / N + N^2}$ where x^2= chi square. Siegel (1956, p. 199) describes the use of Contingency Coefficient C for this purpose as follows:

> In testing hypotheses that there is no correlation in the population, i.e., that the observed value of the measure of association in

> the sample could have arisen by chance in a random sample from a population in which the two variables were not correlated . . . . in the course of computing the value of C (contingency coefficient) we compute a statistic which itself provides a simple and adequate indication of the significance of C. This statistic, of course, is chi-square. We may test whether an observed C differs significantly from chance by determining whether the chi-square for the data is significant.

Siegel concludes his description of the use of Contingency Coefficient C with the following information (1956, p. 200): "If the chi-square for the sample values is significant, then we may conclude that in the population the association between the two sets of attributes is not zero."

The chi-square for the two administrations of the inventory was 2.09. The .35 level of significance was identified between the first and second administration of the inventory. The null hypothesis of no significant difference between the first and the second administration of the inventory was not rejected. Thus, the contingency coefficient was different from zero. Individual correlation of the 52 items indicated no significant differences existed between the test and the retest administrations of the inventory at the .05 level of significance or below.

Procedures for Collection of Data

A computer list of all of the sections on campus during the Spring, 1984, was used in the sampling. All

inactive sections, individual studies, and short term workshops were eliminated. The five schools are School of Business, School of Education, School of Liberal Arts, School of Mathematics and Science, and School of Special Arts and Sciences. From each of these five schools, ten sections were selected that were judged to have primarily majors within that school enrolled in them. From these ten sections representative of each of the five schools, three sections were selected by random from each school selection. These selected sections were marked off the remaining list.

For each of the five classifications: freshman, sophomore, junior, senior, and graduate, 20 classes were identified as likely to have students at that level. From each classification, a random sample of four sections was drawn. This controlled sampling was done to insure adequate samplings in the more diversified categories of major school and classification. These twenty-five sections were marked off the remaining list. From the remaining sections, a random selection of every 200th section was taken.

The instructors of each of the selected sections were contacted and asked to distribute the inventory forms to the designated sections or allow the forms to be distributed to these sections. Students were asked to return the forms to the instructor. The Advisement Role and Responsibility Inventory forms were collected from the instructors.

After removing the names of adjunct faculty, graduate assistants, and 40 department chairpeople from the list of faculty, 310 names remained on the list. Inventories were sent to the 315 faculty with cover letters asking them to be returned to the author. A copy of the cover letter to faculty appears in Appendix A.

Inventories and cover letters were also sent to the entire list of administrators and department chairpeople. See Appendix B for a copy of the cover letter to administrators and chairpeople. Since this was a group particularly limited in size, emphasis was placed on getting an adequate sampling size, so inventories were sent to all names on the list.

For the administration of the inventory the categorical headings of the items were not printed on the inventory. Copies of the three forms of the Advisement Role and Responsibility Inventory can be found in Appendices C, D, and E.

Statistical Treatment

The chi-square test was used to compare total responses in each of the seven categories represented on the Advisement Role and Responsibility Inventory to determine if significant differences existed between faculty, students, and administrators. This test was also used to determine if differences existed between the variables of sex, age,

marital status, classification, number of classes taken, employment status, and major school for students; years of experience on campus, educational level, and school for faculty; and years in teaching or administration on campus and school affiliation for administrators.

The chi-square values were computed to test the null hypotheses introduced in Chapter I. This statistical function is recommended by Siegel (1956, p. 175):

> When frequencies in discrete categories (either nominal or ordinal) constitute the data of research, the x^2 test may be used to determine the significance of the differences among k independent groups. The x^2 test for k independent samples is a straightforward extension of the X test for two independent samples. . . .This hypothesis, that the k samples do not differ among themselves, may be tested by applying formula: $x^2 =$

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

The null hypotheses will be rejected if the observed values of chi-square are such that the probability associated with the occurrence is equal to or less than .05.

CHAPTER IV

ANALYSIS OF DATA

This chapter reports and analyzes the data collected in this study of the perceptions of the role of the academic advisor. The data were collected through the administration of the Advisement Role and Responsibility Inventory. The inventory was given to students, faculty, and administrators. There are 52 statements on the inventory. Respondents were asked to indicate answers based on their perception of what the role of the academic advisor should be. The choices for each statement followed by the abbreviations used to represent each response are as follows:

1. The advisor has primary responsibility of this function. (primary)

2. The advisor shares with others in performing this function and does not have primary responsibility. (shared)

3. The advisor has no responsibility for this function. (no)

To analyze the data, the 52 statements are grouped into the following seven general categories of responsibilities: (1) Course Selection, (2) Career Planning, (3) Information Giving, (4) Institutional, (5) Professional, (6) Academic Development, and (7) Personal Development. A list

of the statements included in each category can be found in Appendix F.

The four hypotheses for this study were:

H_1- Students, faculty, and administrators do not differ significantly in their perceptions of the roles of the academic advisors.

H_2- Students do not differ significantly in their perceptions of the roles of academic advisors when grouped by selected demographic data. Selected demographic data include (a) sex, (b) age, (c) marital status, (d) classification, (e) number of classes taken, (f) employment status by hours, and (g) major.

H_3- Faculty do not differ significantly in their perceptions of the roles of academic advisors when grouped by selected demographic data. Selected demographic data include (a) experience on campus, (b) educational level, and (c) school on campus in which they teach.

H_4- Administrators do not differ significantly in their perceptions of the roles of academic advisors when grouped by selected demographic data. Selected demographic data include (a) years in teaching or administration and (b) school on campus in which they are tenured.

The responses were analyzed by use of the chi square test of significance. Chi square values were computed comparing total responses of students, faculty, and administrators for each of the seven categories.

The three main groups were divided into demographic groups identified by the data gathered with the questions on the inventory. Chi square values were calculated to test for differences in responses within the demographic groups for each of the seven categories. Chi square values with probabilities of .05 or less were identified as significantly different.

Six hundred twenty student forms were collected from the 44 sections selected to sample student perceptions. One hundred seventy-one forms were returned from the 310 forms sent to faculty. Sixty-eight forms were returned from the 72 administrators.

Among the student respondents to the inventory, there were 321 male and 298 females. There were 216 students over 27 years old and 404 age 27 or less; 73 freshmen, 80 sophomores, 143 juniors, 204 seniors, and 117 graduates; 105 students that usually take only one or two classes and 515 that usually take three or more classes; 378 students employed 30 hours or less per week and 219 employed more than 30 hours per week. When divided into student groups based on school in which they were majoring, there were 147 Business, 144 Education, 68 Liberal Arts, 179 Mathematics

and Science, 52 Special Art and Sciences majors, and 26 students without a declared major.

There were three options listed on the advisement inventory for marital status: (1) single, (2) married, and (3) divorced/widowed. There were 352 single, 233 married, and 33 divorced/widowed respondents.

The faculty groups included 69 with less than 11 years on campus and 102 with 11 or more years. The two categories of 0-5 and 6-10 years were collapsed to provide more appropriate cell sizes. There were 57 faculty respondents who did not have doctorate degrees and 113 who did. Among the faculty who responded, there were 22 from the School of Business, 35 from Education, 53 from Liberal Arts, 27 from Mathematics and Science, and 33 from Special Arts and Sciences.

The administrators included 24 with less than 11 years experience on campus and 44 with 11 or more years experience on campus. They represented the schools on campus in the following numbers: 8 Business, 13 Education, 14 Liberal Arts, 5 Mathematics and Science, 9 Special Arts and Sciences, and 19 not currently affiliated with a school.

The comparisons are reported in the following sequence. The data are analyzed by examining the comparisons of responses calculated for each category. For each category, differences found among the three major groups of students, faculty, and administrators are reported. This

is followed by the results of the comparisons of the groups identified by the demographic data, then the comparisons of the responses of the demographic groups of faculty are reported. The final comparisons of responses for each category are the demographic groups of administrators.

Category I: Course Selection

The responses of students, faculty, and administrators for this category were significantly different at the .05 level (See Appendix G, Table 1). There were higher percentages of administrators and students than faculty who indicated these statements should be primary responsibilities of the advisor. The largest percentage of faculty perceived the course selection activities as shared responsibilities for the advisor.

Significant differences were found when the student demographic groups were compared by marital status, classification, and major school. The married students had a higher percentage of primary responses in this category than the single students or divorced/widowed students. The difference in the perceptions based on classification were in responses of the sophomore class. The sophomores had the highest percentage of primary responses and the lowest percentage of responses indicating the advisor had no responsibility. The Schools of Business, Education, and Special Arts and Science had more responses indicating the

advisor had primary or shared responsibilities in the area of course-selection, than the schools of Liberal Arts, Mathematics and Science and the undecided majors.

Significant differences at the .05 level were found in two of the comparisons of the faculty demographic groups. Faculty without doctorates indicated a higher percentage of primary responsibilities for the advisor in the Course Selection category than did faculty with doctorates. Faculty with fewer years on campus had a higher percentage of primary responses for course selection responsibilities.

Administrators also differed in their responses when compared by school affiliation and years experience. The administrators from the School of Business and those without current school affiliation had highest percentage indicating these were primary advisory responsibilities. Liberal Arts and Mathematics and Science administrators had the highest percentages of responses indicating these should not be advisor responsibilities.

Category II: Career Planning

The responses of students, faculty, and administrators were significantly different for the career planning responsibilities (See Appendix G, Table 2). Higher percentages of students responded that advisors should have primary or no responsibilities for these functions, while

the faculty and administrators perceived these more as shared responsibilities.

Three of the student demographic group comparisons revealed significant differences among the groups for career planning responsibilities. These were comparisons of the responses by classification, number of classes, and major school. Graduates had the highest percentage of primary responses, while juniors had the highest percentage indicating the advisor had no responsibilities for career planning. More of the students who usually take only one or two classes perceived career planning activities as primary or shared responsibilities for the advisor. The students who take three or more classes had a higher percentage who did not perceive these career planning activities as responsibilities of advisors. The Schools of Education and Special Arts and Sciences had the highest percentage of students who perceived career planning activities should be primary responsibilities for the advisor. Higher percentages of students from Liberal Arts and the undecided majors did not perceive these as responsibilities of the advisor.

Significant differences were found among the faculty when compared by educational level. In the Career Planning category, as in all seven categories, the faculty without doctorate degrees had higher percentages of primary responses than faculty with doctorate degrees.

Differences were found among the responses of the administrators when grouped by school. Administrators from the School of Mathematics and Science and those without current affiliation had higher percentages of primary responses. The Liberal Arts administrators had the highest percentages of responses indicating the career planning activities should not be responsibilities of advisors.

Category III: Information Giving

The differences in the responses of students, faculty, and administrators were not significantly different in this category (See Appendix G, Table 3). This one and the Professional category were the only two that did not show differences in the responses of these three groups.

Two of the student demographic comparisons revealed significant differences in responses. These differences were found when students were grouped by marital status and classification. The percentage of primary responses increased with each year from freshman to graduates.

The faculty responses differed when grouped by educational level only. As with the other categories, a higher percentage of faculty without doctorate degrees responded that these were primary responsibilities. The faculty with doctorate degrees had a higher percentage of shared responses in the Information Giving category.

The responses of administrators differed when compared by school affiliation. The administrators without school affiliation had the highest percentage of responses indicating these information giving functions were primary responsibilities of the advisor.

Category IV: Institutional

The responses of students, faculty, and administrators were significantly different for this category (See Appendix G, Table 4). A higher percentage of faculty than students or administrators indicated these functions should be primary responsibilities for the advisor. A higher percentage of students than faculty or administrators responded that these should not be the responsibilities of advisors.

The responses for students were different when grouped by marital status and classification. The differences by marital status were between the shared and no responsibility responses. Single students had a higher percentage shared responses than married and divorced/widowed. Divorced/widowed students had the highest percentage responses of the marital groups indicating the advisor had no responsibility for the functions in the Institutional category. Graduate students had the highest percentage of primary responses; freshmen had the lowest percentage of primary responses.

There were no significant differences found for the Institutional category in the comparison of responses of the demographic groups of faculty. Both demographic comparisons for administrators indicated differences. A higher percentage of administrators with 11 or more years on campus responded that these should be primary and shared responsibilities. Administrators with less experience on campus had more responses indicating these should not be the responsibility of advisors. Administrators from the School of Special Arts and Sciences had the lowest percentage of responses indicating these functions listed in the Institutional category should not be the advisors' responsibilities. The administrators without school affiliation had the highest percentage of responses indicating these were not the responsibility of advisors.

Category V: Professional

The responses of students, faculty, and administrators were not significantly different in the Professional category (See Appendix G, Table 5). This category and the Information Giving category were the two that did not indicate differences when the responses of the three groups were compared.

Differences were found among the student demographic groups when compared by marital status, classification, and major school. The divorced/widowed students had highest

percentages of responses of the marital groups in both the primary responsibility and no responsibility responses. The single students had highest percentages indicating these should be responsibilities the advisor shares. Graduates had highest percentage of responses indicating primary responsibilities in this category; freshmen had the lowest percentage of primary responses. Graduates also had the lowest percentage of responses indicating no responsibility for the advisor; freshmen had the largest.

Faculty had responses that were significantly different when grouped by educational level and years experience on campus. As in the other categories, the faculty without doctorate degrees had higher percentages of responses indicating these functions should be primary responsibilities for the advisor. The faculty with doctorate degrees had more shared responses. The faculty with more than 10 years on campus also had a higher percentage of primary responses than those on campus fewer years. Those on campus fewer years responded with higher percentages indicating activities represented in this Professional category should be shared by the advisor. Significant differences were not found in the responses of administrators when demographic groups were compared.

Category VI: Academic Development

The responses of students, faculty, and administrators

were significantly different in the Academic Development category (See Appendix G, Table 6). Students had higher percentages than faculty and administrators in both the primary responsibility and no responsibility responses.

Student responses differed for this category when grouped by marital status, classification, and major school. The divorced/widowed students had highest percentages of the marital groups in both the primary and no responsibility responses. Higher percentages of married and single students than widowed/divorced perceived the responsibilities in the Academic Development category as shared. In this category, sophomores had the highest percentage of primary responses, graduates the highest percentage of shared responses, and juniors the highest percentage indicating these should not be the responsibility of advisors. Students from the School of Special Arts and Sciences had the highest percentage of primary responsibility responses for this category and lowest percentage of students indicating these were not responsibilities of the advisors.

Faculty responses for this category were significantly different when grouped by schools. Faculty from Mathematics and Science had the highest percentage of primary responses. Business had the most shared responses of the schools, and Education had the highest percentage of faculty indicating these were not advisement responsibilities.

Administrators differed in this category when grouped by school affiliation. The administrators from the School of Business had the highest percentage of primary responses, the School of Education had the highest percentage of shared responses, and Liberal Arts the highest percentage of administrators indicating these should not be advisors' responsibilities.

Category VII: Personal Development

The responses of students, faculty and administrators were significantly different for this category (See Appendix G, Table 7). Faculty had highest percentages of the three groups indicating these should be shared responsibilities. Students had highest percentages of responses of the three groups indicating these should be primary advisor responsibilities. Students also had the highest percentages indicating these should not be responsibilities of the advisor.

Student responses for the Personal Development category differed significantly when grouped by sex, marital status, and major school. The Personal Development category is the only one on which significant differences were found when male and female responses were compared. Males had higher percentages of primary and shared responses for the Personal Development activities. They had fewer responses indicating the advisor had no responsibility for

these activities. The divorced/widowed students had a higher percentage of primary responses than the single and married students. However, the divorced/widowed group also had a higher percentage of responses indicating the advisor has no responsibility for the activities listed in the Personal Development category.

Students from all of the five schools had their highest percentages of responses indicating they perceived these as responsibilities in which the advisor should share. The undecided student had their highest percentage of responses indicating no responsibility for these Personal Development activities.

Faculty perceptions differed when compared by educational level. As in the other categories, fewer faculty with doctorate degrees than those without doctorates responded that the activities in this category were primary responsibilities of the advisor. Those with doctorate degrees had higher percentages of shared responses than those without doctorates.

The administrators did not differ significantly when compared by demographic groups. All groups when separated by years experience or school affiliation had their highest percentages of responses indicating these should be shared responsibilities for the advisor.

Summary of Data Analysis

Students, faculty, and administrators had significantly different responses at the .05 level in five of the seven categories. When the responses of student groups were compared, significant differences were found in the following number of categories for each demographic group: sex - 1, age - 0, marital status - 6, classification - 5, number of classes - 1, employment - 0, and major school - 6.

Significant differences were found in two categories when faculty responses were compared by years of experience. Significant differences for faculty responses were found in five categories when grouped by educational level, and one category when grouped by school on campus. Responses of administrators were significantly different in two categories when grouped by years of experience, and in five categories when grouped by school.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

On campuses across the country, academic advisement is becoming more frequently recognized as an important academic responsibility. Its importance has received increased attention as colleges and universities have become more concerned for the student as a consumer, and as studies link quality academic advisement to student retention. While the literature on advisement expresses the increased interest and recognition of its importance, there is little agreement on exactly what advisement is. The literature reveals a general consensus of the state of academic advisement. Regardless of the advisement delivery system, academic advisement has been considered poor. The academic advisement of students has not been viewed within the university community as successful.

The people on campuses who are most involved with and most influenced by academic advisement are the students, the faculty, and the administrators. A study of the differences in perceptions of these groups provides insight into coping with problems of academic advisement and improving the services of academic advisement.

Summary

The problem of this study was to assess differences in perceptions of the roles and responsibilities of the academic advisor as held by students, faculty, and administrators. The four hypotheses tested in the study were:

H_1 - Students, faculty, and administrators do not differ significantly in their perceptions of the roles of the academic advisors.

H_2 - Students do not differ significantly in their perceptions of the roles of academic advisors when grouped by selected demographic data.

H_3 - Faculty do not differ significantly in their perceptions of the roles of academic advisors when grouped by selected demographic data.

H_4 - Administrators do not differ significantly in their perceptions of the roles of academic advisors when grouped by selected demographic data.

To study the hypotheses, the Advisement Role and Responsibility Inventory was developed through a process of identifying functions from professional literature. The inventory contained 52 statements which might be perceived as potential responsibilities of the academic advisor. These statements were divided into seven categories of advisement responsibilities. These categories are course selection, career planning, information giving, institu-

tional, professional, academic development, and personal development.

The Advisement Role and Responsibility Inventory was administered to class sections. These sections included freshmen, sophomores, juniors, seniors, and graduate students and majors from each of the five schools on campus. The inventory was also sent to all full-time instructional faculty plus administrators on campus who had a role in academic advisement. The respondents were asked to read each statement and indicate one of the following: (P) The advisor has primary responsibility for this function; (S) The advisor shares with others in performing this function and does not have primary responsibility; and (N) The advisor has no responsibility for this function. The administration of the inventory resulted in returned forms from 620 students, 171 faculty, and 68 administrators.

The chi-square test of significance was used to determine if significant differences existed in the responses for each category of responsibilities. Differences at the significance level of .05 were considered to be significant. Thirty-nine of the 91 comparisons made revealed significant differences at the .05 level.

Conclusions and Discussion

Numerous differences in perception of the role and responsibilities of the academic advisor exist. A strong

professional position on academic advising has yet to be established in the academic arena. Examination of the comparisons of students, faculty, and administrators' responses in this study revealed differences in five of the seven categories.

In addition to the resultant probability value for each comparison, the percentage of response is critical to the interpretation of the statistical data. There were several categories in which the students had higher percentages of primary responses than administrators. There is obvious conflict when a higher percentage of the consumers of the advisement services than administrators perceive advisors as having primary responsibilities. These differences occur in the categories of career planning, information giving, academic development, and personal development. The students have role expectations that administrators may not intend for the advisor to perform.

Of the seven categories, Personal Development had the highest percentages of total responses indicating the advisor had no responsibility. However, over two-thirds of the responses of all three groups indicated the advisor had primary or shared responsibility for those activities. None of the categories can be eliminated as advisement responsibilities. In every category at least three-fourths of the three groups responded that these activities were shared or primary responsibilities of the advisor, with the

exception of the Personal Development category, where two-thirds indicated these were advisor responsibilities.

When the student demographic comparisons were made by sex, age, marital status, classification, number of classes taken, employment status, and major school, the largest number of differences were found when responses were grouped by major school. This finding has implications for institutions that either have or are considering centralized training programs for academic advisement. Different expectations of students may merit different advisement techniques.

The professional literature has reflected a concern for the difference in the needs of the older adult student. This study identified no significant differences in any of the seven categories when students over 27 years of age were compared with students 27 or younger. These findings suggest the older adult does not perceive the role of the advisor in a different way from the younger student. The implications would be that advisement programs that are good for older adults may also be appropriate for the younger students.

Responses compared by marital status differed in every category except career planning. Divorced/widowed students have different expectations which may imply different advisement needs. This group had a high percentage of

responses indicating primary responsibility and an equally high percentage of responses indicating no responsibility. This would suggest a potential difficulty for the advisor to respond to the expectations of this group.

In most categories there were large percentages of faculty who indicated the activities were primary responsibilities of the advisor. There were also large percentages of faculty who indicated the activities were shared responsibilities. The same was true for administrators. The division of responses suggests a disagreement among both the faculty and the adminstrators as to the role of the advisor. These differences in perceptions have implications for evaluation. Advisors may be evaluated in relation to tenure or promotion by peers, administrators, or students that have perceptions of what the responsibilities of the advisor are that differ from their own. Their perceptions may also differ from one another. This indicates a need to move toward communicating a clearer definition of the role of the advisor that is accepted.

Recommendations

In areas where the majority of perceptions were that the responsibilities were shared, more needs to be learned about "with whom," "how," and "to what extent" these responsibilities should be shared. Assuming the number of shared responses indicate these are services the university

is expected to offer, the institutions should evaluate its involvement in the offering of these services.

The uniqueness of responses of divorced/widowed groups would suggest a need to further study this group.

Further studies examining the differences in perceptions of the individual responsibilities rather than the categorical perceptions would more specifically identify areas of differences in perceptions. A comparison of the perceptions of those who have advisement responsibilities and those that do not could be included in the study.

An organized effort to re-evaluate responsibilities of highest priority for the advisors should involve advisors, students, faculty, and administrators. Perhaps, some of the responsibilities currently assumed by advisors could better be performed by clerical help or peer-advisors. Once such a redefinition of the advisors' role on campus is made, it must be made known to those it influences. Everyone involved, directly or indirectly, with advisement should know which functions advisors have been delegated to perform and perhaps even more importantly which they have not.

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APPENDIX A

April 9, 1984

Dear Faculty Member:

The information on the enclosed inventory is being gathered for use as part of my doctoral dissertation. It is not a study of Central State University advisement system. Your help is very much needed to assess faculty and administrative perceptions of the responsibilities that should be included in the function of academic advisement.

As you are aware, in this type of research, a significant return is critical to the validity of the study. Would you please take a few minutes from your busy schedule to fill out the Advisement Role and Responsibility Inventory? Your participation is greatly appreciated.

The form may be returned to me care of the Office of Academic Advisement by campus mail. It would be particularly helpful if this could be done within the next week.

Thanks again,

Donna Guinn
Office of Academic Advisement

DG

APPENDIX B

April 9, 1984

Dear Administrator:

The information on the enclosed inventory is being gathered for use as part of my doctoral dissertation. It is not a study of Central State University advisement system. Your help is very much needed to assess faculty and administrative perceptions of the responsibilities that should be included in the function of academic advisement.

As you are aware, in this type of research, a significant return is critical to the validity of the study. Would you please take a few minutes from your busy schedule to fill out the Advisement Role and Responsibility Inventory. Your participation is greatly appreciated.

The form may be returned to me in care of the Office of Academic Advisement by campus mail. It would be particularly helpful if this could be done within the next week.

Thanks again.

Donna Guinn
Office of Academic Advisement

APPENDIX C

ADVISEMENT ROLE AND RESPONSIBILITY INVENTORY

The Advisement Role and Responsibility Inventory contains a series of statements which may be considered some of the functions of the academic advisor. This inventory is designed to assess what you think the functions or responsibilities of the academic advisor should be. IT IS NOT DESIGNED TO EVALUATE THE PERFORMANCE OF THE ACADEMIC ADVISOR.

Please circle the appropriate answer. (Student Form)

A. Sex..... (1) Male (2) Female

B. Age..... (1) 27 or less (2) More than 27

C. Marital Status..... (1) Single (2) Married (3) Divorced/Widowed

D. Classification..... (1) Freshmen (2) Sophomore (3) Junior (4) Senior (5) Graduate

E. Number of classes you usually take..... (1) 1 to 2 (2) 3 or more

F. Employment status by hours..... (1) 30 or less (2) More than 30

G. Major School ....(1) Business (2) Education (3) Liberal Arts (4) Math & Science (5) Special Arts & Sciences (6) Undecided

---

Please read each of the statements and answer according to the following:

P - The adviser has primary responsibility for this function.

S - The adviser shares with others in performing this function and does not have primary responsibility.

N - The adviser has no responsibility for this function.

Indicate your opinion by drawing a circle around the P, S or N. Please circle only one letter for each statement.

P S N (1) Suggest courses.

P S N (2) Help evaluate semester academic load in relation to other factors.

P S N (3) Recommend elective courses which might be beneficial.

P S N (4) Authorize "drops."

P S N (5) Authorize "adds."

P S N (6) Guide course selection in terms of advisees' characteristics and needs.

P S N (7) Sign course schedule for each semester enrollment.

P S N (8) Advise against taking inappropriate courses.

P S N (9) Counsel advisee on implications of schedule changes.

P S N (10) Help advisee formulate a schedule based on his/her time restrictions.

P S N (11) Guide advisee with undecided major to courses which may help to decide area of interest.

P S N (12) Recommend courses which may be helpful in later work or later study.

P S N (13) Help advisee explore life goals or values.

P S N (14) Know educational backgrounds needed for careers.

P S N (15) Provide information about job markets.

P S N (16) Help advisee select a major.

P S N (17) Provide information about course content.

P S N (18) Provide pertinent registration details (e.g. how to obtain instructor permissions, initiate irregular enrollments).

P S N (19) Provide information about prerequisites for graduate studies.

continued on back .....

P S N (20) Recommend specific instructors.

P S N (21) Review with each advisee the requirements for graduation.

P S N (22) Define the advisee's role in advisement process.

P S N (23) Refer to other campus offices as resources when appropriate.

P S N (24) Define advisor's role in the advisement process.

P S N (25) Provide information about transferring to another school.

P S N (26) Explain general education courses as they relate to major.

P S N (27) Explain general education courses as they relate to preparation for life pursuits.

P S N (28) Orient advisee to university procedures (parking, financial aid, etc.)

P S N (29) Assist advisee with awareness of deadlines which affect him/her.

P S N (30) Explain existence of certain general education or major requirements.

P S N (31) Acquaint advisee with extracurricular activities.

P S N (32) Communicate students' needs to university personnel.

P S N (33) Maintain confidentiality of records about advisee.

P S N (34) Maintain an advisement file for each advisee.

P S N (35) Evaluate transcripts in relation to degree requirements.

P S N (36) Recommend course substitutions or other degree requirements.

P S N (37) Orient advisee to use of class schedule.

P S N (38) Write letters of recommendation.

P S N (39) Communicate academic information about advisee to appropriate professionals.

P S N (40) Attend in-service and professional meetings.

P S N (41) Keep up-to-date catalog information available for advisees.

P S N (42) Relate ACT/SAT scores to course selection.

P S N (43) Apprise the advisee of the opportunity for remedial or honor classes.

P S N (44) Review with advisee his/her academic performance.

P S N (45) Assist the advisee in setting a timetable for reaching educational goals.

P S N (46) Suggest the need to improve study skills when necessary.

P S N (47) Recommend advisee attempt advanced standing examination(s).

P S N (48) Demonstrate interest in the advisee as an individual.

P S N (49) Assist advisee in development of decision-making skills.

P S N (50) Assist in self-understanding and self-acceptance.

P S N (51) Counsel about personal concerns.

P S N (52) Encourage maximum use of abilities.

Thank you for taking time to complete the inventory.

Please return to your instructor.

APPENDIX D

ADVISEMENT ROLE AND RESPONSIBILITY INVENTORY

The Advisement Role and Responsibility Inventory contains a series of statements which may be considered some of the functions of the academic advisor. This inventory is designed to assess what you think the functions or responsibilities of the academic advisor should be. IT IS NOT DESIGNED TO EVALUATE THE PERFORMANCE OF THE ACADEMIC ADVISOR.

Please circle the appropriate answer. (Faculty Form)

A. Years of experience on campus at end of this academic year..... (1) 0 - 5 (2) 6 - 10 (3) 11 +

B. Educational Level ..... (1) Below Doctorate (2) Doctorate

C. School ..... (1) Business (2) Education (3) Liberal Arts (4) Math & Science (5) Special Arts & Sciences

---

Please read each of the statements and answer according to the following:

P - The advisor has primary responsibility for this function.

S - The advisor shares with others in performing this function and does not have primary responsibility.

N - The advisor has no responsibility for this function.

Indicate your opinion by drawing a circle around the P, S or N. Please circle only one letter for each statement.

P S N (1) Suggest courses.

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P S N (3) Recommend elective courses which might be beneficial.

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P S N (5) Authorize "adds."

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P S N (7) Sign course schedule for each semester enrollment.

P S N (8) Advise against taking inappropriate courses.

P S N (9) Counsel advisee on implications of schedule changes.

P S N (10) Help advisee formulate a schedule based on his/her time restrictions.

P S N (11) Guide advisee with undecided major to courses which may help to decide area of interest.

P S N (12) Recommend courses which may be helpful in later work or later study.

P S N (13) Help advisee explore life goals or values.

P S N (14) Know educational backgrounds needed for careers.

P S N (15) Provide information about job markets.

P S N (16) Help advisee select a major.

continued on back .....

P S N (17) Provide information about course content.

P S N (18) Provide pertinent registration details (e.g. how to obtain instructor permissions, initiate irregular enrollments).

P S N (19) Provide information about prerequisites for graduate studies.

P S N (20) Recommend specific instructors.

P S N (21) Review with each advisee the requirements for graduation.

P S N (22) Define the advisee's role in advisement process.

P S N (23) Refer to other campus offices as resources when appropriate.

P S N (24) Define advisor's role in the advisement process.

P S N (25) Provide information about transferring to another school.

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P S N (27) Explain general education courses as they relate to preparation for life pursuits.

P S N (28) Orient advisee to university procedures (parking, financial aid, etc.).

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P S N (31) Acquaint advisee with extracurricular activities.

P S N (32) Communicate students' needs to university personnel.

P S N (33) Maintain confidentiality of records about advisee.

P S N (34) Maintain an advisement file for each advisee.

P S N (35) Evaluate transcripts in relation to degree requirements.

P S N (36) Recommend course substitutions or other degree variations.

P S N (37) Orient advisee to use of class schedule.

P S N (38) Write letters of recommendation.

P S N (39) Communicate academic information about advisee to appropriate professionals.

P S N (40) Attend in-service and professional meetings.

P S N (41) Keep up-to-date catalog information available for advisees.

P S N (42) Relate ACT/SAT scores to course selection.

P S N (43) Apprise the advisee of the opportunity for remedial or honor classes.

P S N (44) Review with advisee his/her academic performance.

P S N (45) Assist the advisee in setting a timetable for reaching educational goals.

P S N (46) Suggest need to improve study skills when necessary.

P S N (47) Recommend advisee attempt advanced standing examination(s).

P S N (48) Demonstrate interest in the advisee as an individual.

P S N (49) Assist advisee in development of decision-making skills.

P S N (50) Assist in self-understanding and self-acceptance.

P S N (51) Counsel about personal concerns.

P S N (52) Encourage maximum use of abilities.

APPENDIX E

ADVISEMENT ROLE AND RESPONSIBILITY INVENTORY

The Advisement Role and Responsibility Inventory contains a series of statements which may be considered some of the functions of the academic advisor. This inventory is designed to assess what you think the functions or responsibilities of the academic advisor should be. IT IS NOT DESIGNED TO EVALUATE THE PERFORMANCE OF THE ACADEMIC ADVISOR.

Please circle the appropriate answer. (Administrators Form)

A. Years in teaching or administration on this campus - at end of this academic year ..... (1) 0 - 5 (2) 6 - 10 (3) 11 +

B. Current School Affiliation .. (1) Business (2) Education (3) Liberal Arts (4) Math & Science (5) Special Arts & Sciences (6) None

---

Please read each of the statements and answer according to the following:

P - The advisor has primary responsibility for this function.

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P S N (2) Help evaluate semester academic load in relation to other factors.

P S N (3) Recommend elective courses which might be beneficial.

P S N (4) Authorize "drops."

P S N (5) Authorize "adds."

P S N (6) Guide course selection in terms of advisees' characteristics and needs.

P S N (7) Sign course schedule for each semester enrollment.

P S N (8) Advise against taking inappropriate courses.

P S N (9) Counsel advisee on implications of schedule changes.

P S N (10) Help advisee formulate a schedule based on his/her time restrictions.

P S N (11) Guide advisee with undecided major to courses which may help to decide area of interest.

P S N (12) Recommend courses which may be helpful in later work or later study.

P S N (13) Help advisee explore life goals or values.

P S N (14) Know educational backgrounds needed for careers.

P S N (15) Provide information about job markets.

P S N (16) Help advisee select a major.

. . . continued on back

P S N (17) Provide information about course content.

P S N (18) Provide pertinent registration details (e.g. how to obtain instructor permissions, initiate irregular enrollments).

P S N (19) Provide information about prerequisites for graduate studies.

P S N (20) Recommend specific instructors.

P S N (21) Review with each advisee the requirements for graduation.

P S N (22) Define the advisee's role in advisement process.

P S N (23) Refer to other campus offices as resources when appropriate.

P S N (24) Define advisor's role in the advisement process.

P S N (25) Provide information about transferring to another school.

P S N (26) Explain general education courses as they relate to major.

P S N (27) Explain general education courses as they relate to preparation for life pursuits.

P S N (28) Orient advisee to university procedures (parking, financial aid, etc.).

P S N (29) Assist advisee with awareness of deadlines which affect him/her.

P S N (30) Explain existence of certain general education or major requirements.

P S N (31) Acquaint advisee with extracurricular activities.

P S N (32) Communicate students' needs to university personnel.

P S N (33) Maintain confidentiality of records about advisee.

P S N (34) Maintain an advisement file for each advisee.

P S N (35) Evaluate transcripts in relation to degree requirements.

P S N (36) Recommend course substitutions or other degree variations.

P S N (37) Orient advisee to use of class schedule.

P S N (38) Write letters of recommendation.

P S N (39) Communicate academic information about advisee to appropriate professionals.

P S N (40) Attend in-service and professional meetings.

P S N (41) Keep up-to-date catalog information available for advisees.

P S N (42) Relate ACT/SAT scores to course selection.

P S N (43) Apprise the advisee of the opportunity for remedial or honor classes.

P S N (44) Review with advisee his/her academic performance.

P S N (45) Assist the advisee in setting a timetable for reaching educational goals.

P S N (46) Suggest need to improve study skills when necessary.

P S N (47) Recommend advisee attempt advanced standing examination(s).

P S N (48) Demonstrate interest in the advisee as an individual.

P S N (49) Assist advisee in development of decision-making skills.

P S N (50) Assist in self-understanding and self-acceptance.

P S N (51) Counsel about personal concerns.

P S N (52) Encourage maximum use of abilities.

APPENDIX F

CATEGORIES INCLUDED IN ADVISEMENT ROLE

AND RESPONSIBILITY INVENTORY

I. Course Selection

1. Suggest courses.
2. Help evaluate semester academic load in relation to other factors.
3. Recommend elective courses which might be beneficial.
4. Authorize "drops."
5. Authorize "adds."
6. Guide course selection in terms of advisees' characteristics and needs.
7. Sign course schedule for each semester enrollment.
8. Advise against taking inappropriate courses.
9. Counsel advisee on implications of schedule changes.
10. Help advisee formulate a schedule based on his/her time restrictions.

II. Career Planning

11. Guide advisee with undecided major to courses which may help to decide area of interest.
12. Recommend courses which may be helpful in later work or later study.
13. Help advisee explore life goals or values.
14. Know educational backgrounds needed for careers.
15. Provide information about job markets.
16. Help advisee select a major.

III. Information Giving

17. Provide information about course content.
18. Provide pertinent registration details (e.g. how to obtain instructor permissions, initiate irregular enrollments).
19. Provide information about prerequisites for graduate studies.
20. Recommend specific instructors.
21. Review with each advisee the requirements for graduation.
22. Define the advisee's role in advisement process.
23. Refer to other campus offices as resources when appropriate.

IV. Institutional

24. Define advisor's role in the advisement process.
25. Provide information about transferring to another school.
26. Explain general education courses as they relate to major.
27. Explain general education courses as they relate to preparation for life pursuits.
28. Orient advisee to university procedures (parking, financial aid, etc.).
29. Assist advisee with awareness of deadlines which affect him/her.
30. Explain existence of certain general education or major requirements.
31. Acquaint advisee with extracurricular activities.
32. Communicate students' needs to university personnel.

V. Professional

33. Maintain confidentiality of records about advisee.
34. Maintain an advisement file for each advisee.
35. Evaluate transcripts in relation to degree requirements.
36. Recommend course substitutions or other degree variations.
37. Orient advisee to use of class schedule.
38. Write letters of recommendation.
39. Communicate academic information about advisee to appropriate professionals.
40. Attend in-service and professional meetings.
41. Keep up-to-date catalog information available for advisees.

VI. Academic Development

42. Relate ACT/SAT scores to course selection.
43. Apprise the advisee of the opportunity for remedial or honor classes.
44. Review with advisee his/her academic performance.
45. Assist the advisee in setting a timetable for reaching educational goals.
46. Suggest need to improve study skills when necessary.
47. Recommend advisee attempt advanced standing examination(s).

VII. Personal Development

48. Demonstrate interest in the advisee as an individual.
49. Assist advisee in development of decision-making skills.
50. Assist in self-understanding and self-acceptance.
51. Counsel about personal concerns.
52. Encourage maximum use of abilities.

APPENDIX G

Table 1

A SUMMARY OF
RESPONSES FOR THE
COURSE SELECTION CATEGORY

	Hypothesis		Group	Percent of Each Group Responding		
				P*	S	N
H_1:	Students, Faculty, and Administrators**		Students	47	39	14
			Faculty	44	49	7
	Chi Square = 85.90	p = .000	Administrators	48	43	9
H_2:	Students		Male	46	40	14
	Chi Square = 3.64	p = .162	Female	48	39	13
H_2:	Students		27 or less	46	40	14
			More than 27	47	38	15
	Chi Square = 1.96	p = .375	Years of Age			
H_2:	Students**		Single	45	41	14
			Married	50	37	13
	Chi Square = 17.47	p = .001	Divorced/Widowed	44	43	13
H_2:	Students**		Freshmen	43	41	16
			Sophomore	51	40	9
			Junior	47	38	15
			Senior	45	40	15
	Chi Square = 26.31	p = .001	Graduate	48	39	13
H_2:	Students		1 or 2 classes	50	37	13
	Chi Square = 5.36	p = .069	3 or more	46	40	14
H_2:	Students		30 or less	46	40	14
			More than 30	47	39	14
	Chi Square = .30	p = .859	Work Hours			
H_2:	Students**		Business	50	38	12
			Education	50	38	12
			Liberal Arts	42	40	18
			Math & Science	42	42	16
			Special Arts & Sciences	50	39	11
	Chi Square = 51.99	p = .000	Undecided	43	36	21

Table 1 - (Continued)

A SUMMARY OF
RESPONSES FOR THE
COURSE SELECTION CATEGORY

Hypothesis		Group	Percent of Each Group Responding P*	S	N
H_3: Faculty**		10 or less	46	48	6
		More than 11	42	50	8
Chi Square = 6.25	p = .044	Years Experience			
H_3: Faculty**		Below Doctorate	51	43	6
Chi Square = 20.11	p = .007	Doctorate	40	52	8
H_3: Faculty		Business	39	52	9
		Education	44	46	10
		Liberal Arts	42	50	8
		Math & Science	45	48	7
		Special Arts			
Chi Square = 15.33	p = .053	& Sciences	47	50	3
H_4: Administrators**		10 or less	55	40	5
		More than 11	45	45	10
Chi Square = 9.91	p = .007	Years Experience			
H_4: Administrators**		Business	59	34	7
		Education	38	55	7
		Liberal Arts	37	46	17
		Math & Sciences	42	44	14
		Special Arts			
		& Sciences	34	62	4
Chi Square = 70.01	p = .000	Unaffiliated	67	29	4

* Column: P = Primary S = Share N = No

** Significant at .05 level.

Table 2

A SUMMARY OF
RESPONSES FOR THE
CAREER PLANNING CATEGORY

	Hypothesis		Group	Percent of Each Group Responding P*	S	N
H_1:	Students, Faculty, and Administrators**		Students	36	43	21
	Chi Square = 117.14	p = .000	Faculty	27	59	14
			Administators	29	60	11
H_2:	Students		Male	34	45	21
	Chi Square = 2.93	p = .232	Female	37	42	21
H_2:	Students		27 or less	35	43	22
			More than 27	37	44	19
	Chi Square = 4.55	p = .103	Years of Age			
H_2:	Students		Single	35	43	22
			Married	36	44	20
	Chi Square = 5.92	p = .200	Divorced/Widowed	38	36	26
H_2:	Students**		Freshmen	36	42	22
			Sophomore	34	47	19
			Junior	35	40	25
			Senior	35	43	22
	Chi Square = 21.35	p = .006	Graduate	37	46	17
H_2:	Students**		1 or 2 classes	38	47	15
	Chi Square = 18.56	p = .000	3 or more	35	42	23
H_2:	Students		30 or less	36	42	22
			More than 30	35	45	20
	Chi Square = 2.79	p = .248	Work Hours			
H_2:	Students**		Business	35	44	21
			Education	40	41	19
			Liberal Arts	28	46	26
			Math & Science	35	43	22
			Special Arts & Sciences	50	39	11
	Chi Square = 28.96	p = .001	Undecided	32	43	25

Table 2 - (Continued)

A SUMMARY OF
RESPONSES FOR THE
CAREER PLANNING CATEGORY

	Hypothesis		Group	Percent of Each Group Responding P*	S	N
H_3:	Faculty		10 or less	25	61	14
			More than 11	29	57	14
	Chi Square = 2.18	p = .336				
H_3:	Faculty**		Below Doctorate	32	53	15
	Chi Square = 7.90	p = .019	Doctorate	24	62	14
H_3:	Faculty		Business	20	64	16
			Education	27	58	15
			Liberal Arts	26	63	11
			Math & Science	32	54	14
			Special Arts & Sciences	31	54	15
	Chi Square = 10.00	p = .264				
H_4:	Administrators		10 or less	24	65	11
			More than 11	32	57	11
	Chi Square = 3.39	p = .184	Years Experience			
H_4:	Administrators**		Business	29	61	10
			Education	22	69	9
			Liberal Arts	19	60	21
			Math & Science	43	54	3
			Special Arts & Sciences	28	70	2
	Chi Square = 28.47	p = .002	Unaffiliated	39	51	10

* Column: P = Primary S = Share N = No

** Significant at .05 level.

Table 3

A SUMMARY OF
RESPONSES FOR THE
INFORMATION GIVING CATEGORY

	Hypothesis		Group	Percent of Each Group Responding P*	S	N
H_1:	Students, Faculty, and Administrators		Students	52	32	16
	Chi Square = 8.03	p = .091	Faculty	50	35	15
			Administrators	46	37	17
H_2:	Students		Male	53	32	15
	Chi Square = 3.83	p = .148	Female	50	34	16
H_2:	Students		27 or less	51	33	16
			More than 27	53	31	16
	Chi Square = 3.59	p = .166	Years of Age			
H_2:	Students**		Single	51	34	15
			Married	54	30	16
	Chi Square = 12.30	P = .015	Divorced/Widowed	48	32	20
H_2:	Students**		Freshmen	41	41	18
			Sophomore	52	35	13
			Junior	52	29	19
			Senior	54	31	15
	Chi Square = 43.95	p = .000	Graduate	55	32	13
H_2:	Students		1 or 2 classes	55	30	15
	Chi Square = 2.29	p = .228	3 or more	51	33	16
H_2:	Students		30 or less	52	32	16
			More than 30	51	33	16
	Chi Square = .62	p = .734				
H_2:	Students		Business	53	33	14
			Education	54	30	16
			Liberal Arts	48	35	17
			Math & Sciences	52	32	16
			Special Arts & Sciences	51	36	13
	Chi Square = 12.48	p = .255	Undecided	50	30	20

Table 3 - (Continued)

A SUMMARY OF
RESPONSES FOR THE
INFORMATION GIVING CATEGORY

Hypothesis			Group	Percent of Each Group Responding P*	S	N
H_3:	Faculty		10 or less	47	38	15
			More than 11	51	34	15
	Chi Square = 2.83	p = .243	Years Experience			
H_3:	Faculty**		Below Doctorate	56	30	14
	Chi Square = 10.67	p = .005	Doctorate	46	38	16
H_3:	Faculty		Business	50	34	16
			Education	46	39	15
			Liberal Arts	49	37	14
			Math & Science	53	27	20
			Special Arts			
	Chi Square = 11.55	p = .172	& Sciences	51	36	13
H_4:	Administrators		10 or less	49	35	16
			More than 11	45	38	17
	Chi Square = 1.10	p = .605	Years Experience			
H_4:	Administrators**		Business	52	27	21
			Education	34	53	13
			Liberal Arts	48	31	21
			Math & Science	28	46	26
			Special Arts			
			& Sciences	40	51	9
	Chi Square = 34.09	p = .000	Unaffiliated	59	25	16

* Column: P = Primary S = Share N = No

** Significant at .05 level.

Table 4

A SUMMARY OF
RESPONSES FOR THE
INSTITUTIONAL CATEGORY

	Hypothesis		Group	Percent of Each Group Responding		
				P*	S	N
H_1:	Students, Faculty, and Administrators**		Students	39	39	22
			Faculty	44	43	13
	Chi Square = 88.27	$p = .000$	Administrators	41	45	14
H_2:	Students		Male	39	39	22
	Chi Square = .480	$p = .786$	Female	39	38	23
H_2:	Students		27 or less	38	40	22
			More than 27	40	37	23
	Chi Square = 3.43	$p = .180$	Years of Age			
H_2:	Students**		Single	39	40	21
			Married	39	38	23
	Chi Square = 10.34	$p = .015$	Divorced/Widowed	39	34	27
H_2:	Students		Freshmen	37	40	23
			Sophomore	39	40	21
			Junior	38	38	24
			Senior	39	38	23
	Chi Square = 10.29	$p = .245$	Graduate	41	40	19
H_2:	Students		1 or 2 classes	40	39	21
	Chi Square = .307	$p = .858$	3 or more	39	39	22
H_2:	Students		30 or less	39	39	22
			More than 30	38	40	22
	Chi Square = 1.13	$p = .570$	Work Hours			
H_2:	Students**		Business	41	39	20
			Education	40	39	21
			Liberal Arts	36	39	25
			Math & Science	37	39	24
			Special Arts & Sciences	42	37	21
	Chi Square = 21.64	$p = .017$	Undecided	37	36	27

Table 4 - (Continued)

A SUMMARY OF
RESPONSES FOR THE
INSTITUTIONAL CATEGORY

	Hypothesis		Group	Percent of Each Group Responding P*	S	N
H_3:	Faculty		10 or less	44	43	13
			More than 11	44	43	13
	Chi Square = .09	p = .956	Years Experience			
H_3:	Faculty		Below Doctorate	47	42	11
	Chi Square = 2.45	p = .294	Doctorate	43	44	13
H_3:	Faculty		Business	39	48	13
			Education	45	41	14
			Liberal Arts	47	43	10
			Math & Science	48	40	12
			Special Arts			
	Chi Square = 12.40	p = .134	& Sciences	40	45	15
H_4:	Administrators**		10 or less	38	43	19
			More than 11	43	46	11
	Chi Square = 7.02	p = .030	Years Experience			
H_4:	Administrators**		Business	45	40	15
			Education	30	56	14
			Liberal Arts	47	40	13
			Math & Science	35	56	9
			Special Arts			
			& Sciences	48	47	5
	Chi Square = 21.59	p = .017	Unaffiliated	41	40	19

* Column: P = Primary S = Share N = No

** Significant at .05 level.

Table 5

A SUMMARY OF
RESPONSES FOR THE
PROFESSIONAL CATEGORY

	Hypothesis		Group	Percent of Each Group Responding P*	S	N
H_1:	Students, Faculty, and Administrators		Students	51	33	16
			Faculty	48	36	16
	Chi Square = 6.70	p = .153	Administrators	51	34	15
H_2:	Students		Male	50	35	15
	Chi Square = 5.41	p = .067	Female	53	32	15
H_2:	Students		27 or less	51	34	15
			More than 27	52	32	16
	Chi Square = 3.71	p = .156	Years of Age			
H_2:	Students**		Single	50	36	14
			Married	52	32	16
	Chi Square = 26.06	p = .000	Divorced/Widowed	56	23	21
H_2:	Students**		Freshmen	47	34	19
			Sophomore	51	36	13
			Junior	50	33	17
			Senior	52	32	16
	Chi Square = 21.67	p = .006	Graduate	53	34	13
H_2:	Students		1 or 2 classes	53	31	16
	Chi Sqaure = 2.38	p = .304	3 or more	51	34	15
H_2:	Students		30 or less	52	33	15
			More than 30	50	34	16
	Chi Square = .67	p = .714	Work Hours			
H_2:	Students**		Business	51	33	16
			Education	55	31	14
			Liberal Arts	48	36	16
			Math & Science	49	34	17
			Special Arts & Sciences	52	35	13
	Chi Square = 22.74	p = .012	Undecided	47	32	21

Table 5 - (Continued)

A SUMMARY OF
RESPONSES FOR THE
PROFESSIONAL CATEGORY

	Hypothesis		Group	Percent of Each Group Responding P*	S	N
H_3:	Faculty**		10 or less	45	40	15
			More than 11	49	33	18
	Chi Square = 7.18	p = .028	Years Experience			
H_3:	Faculty**		Below Doctorate	52	32	16
	Chi Square = 6.71	p = .035	Doctorate	45	38	17
H_3:	Faculty		Business	46	35	19
			Education	42	40	18
			Liberal Arts	48	37	15
			Math & Science	51	29	20
			Special Arts			
	Chi Square = 15.20	p = .055	& Sciences	50	38	12
H_4:	Administrators		10 or less	50	37	13
			More than 11	52	32	16
	Chi Square = 1.84	p = .398	Years Experience			
H_4:	Administrators		Business	53	24	23
			Education	50	38	12
			Liberal Arts	56	27	17
			Math & Science	44	40	16
			Special Arts			
			& Sciences	47	46	7
	Chi Square = 18.11	p = .053	Unaffiliated	53	32	15

* Column: P = Primary S = Share N = No

** Significant at .05 level.

Table 6

A SUMMARY OF
RESPONSES FOR THE
ACADEMIC DEVELOPMENT CATEGORY

	Hypothesis		Group	Percent of Each Group Responding P*	S	N
H_1:	Students, Faculty, and Administrators**		Students	37	42	21
	Chi Square = 142.12	p = .000	Faculty	33	57	10
			Administrators	31	62	7
H_2:	Students		Male	36	43	21
	Chi Square = .458	p = .795	Female	37	42	21
H_2:	Students		27 or less	36	42	22
			More than 27	38	43	19
	Chi Square = 3.21	p = .201	Years of Age			
H_2:	Students**		Single	36	43	21
			Married	36	44	20
	Chi Square = 11.30	p = .022	Divorced/Widowed	42	31	27
H_2:	Students**		Freshmen	40	41	19
			Sophomore	41	38	21
			Junior	33	43	24
			Senior	36	43	21
	Chi Square = 16.96	p = .031	Graduate	36	45	19
H_2:	Students		1 or 2 classes	38	43	19
	Chi Square = 2.71	p = .257	3 or more	36	42	22
H_2:	Students		30 or less	36	42	22
			More than 30	37	43	20
	Chi Square = 2.41	p = .300	Work Hours			
H_2:	Students**		Business	42	39	19
			Education	35	43	22
			Liberal Arts	34	43	23
			Math & Science	32	47	21
			Special Arts & Sciences	44	38	18
	Chi Square = 38.85	p = .000	Undecided	38	37	25

Table 6 - (Continued)

A SUMMARY OF
RESPONSES FOR THE
ACADEMIC DEVELOPMENT CATEGORY

Hypothesis			Group	Percent of Each Group Responding P*	S	N
H_3:	Faculty		10 or less	34	58	8
			More than 11	33	55	12
	Chi Square = 3.34	p = .188	Years Experience			
H_3:	Faculty		Below Doctorate	38	53	9
	Chi Square = 5.74	p = .057	Doctorate	31	58	11
H_3:	Faculty**		Business	31	62	7
			Education	32	54	14
			Liberal Arts	30	60	10
			Math & Science	44	48	8
			Special Arts & Sciences	32	58	10
	Chi Square = 15.93	p = .043				
H_4:	Administrators		10 or less	31	63	6
			More than 11	32	61	7
	Chi Square = .14	p = .931	Years Experience			
H_4:	Adminstrators		Business	20	49	31
			Education	12	60	28
			Liberal Arts	26	46	28
			Math & Science	20	56	24
			Special Arts & Sciences	25	62	13
	Chi Square = 8.84	p = .547	Unaffiliated	20	55	25

* Column: P= Primary S = Share N = No

** Significant at .05 level.

Table 7

A SUMMARY OF
RESPONSES FOR THE
PERSONAL DEVELOPMENT CATEGORY

	Hypothesis		Group	Percent of Each Group Responding P*	S	N
H_1:	Students, Faculty, and Administrators**		Students	27	40	33
			Faculty	15	60	25
	Chi Square = 126.82	p = .000	Administrators	20	55	25
H_2:	Students**		Male	28	41	31
	Chi Square = 8.25	p = .016	Female	25	39	36
H_2:	Students		27 or less	28	39	33
			More than 27	25	42	33
	Chi Square = 5.08	p = .079	Years of Age			
H_2:	Students**		Single	27	42	31
			Married	26	40	34
	Chi Square = 14.84	p = .005	Divorced/Widowed	32	27	41
H_2:	Students		Freshmen	32	36	32
			Sophomore	27	43	30
			Junior	26	41	33
			Senior	26	39	35
	Chi Square = 12.04	p = .150	Graduate	26	43	31
H_2:	Students		1 or 2 classes	26	44	30
	Chi Square = 3.76	p = .153	3 or more	27	40	33
H_2:	Students		30 or less	27	39	34
			More than 30	26	41	33
	Chi Square = 1.15	p = .562	Work Hours			
H_2:	Students**		Business	29	40	31
			Education	30	41	29
			Liberal Arts	24	40	36
			Math & Science	21	42	37
			Special Arts & Sciences	33	39	28
	Chi Square = 42.81	p = .000	Undecided	32	29	39

Table 7 - (Continued)

A SUMMARY OF
RESPONSES FOR THE
PERSONAL DEVELOPMENT CATEGORY

	Hypothesis		Group	Percent of Each Group Responding P*	S	N
H_3:	Faculty		10 or less	13	62	25
			More than 11	16	59	25
	Chi Square = 1.07	p = .585	Years Experience			
H_3:	Faculty**		Below Doctorate	21	55	24
	Chi Square = 16.49	p = .005	Doctorate	12	63	25
H_3:	Faculty		Business	17	57	26
			Education	14	59	27
			Liberal Arts	12	67	21
			Math & Science	19	56	25
			Special Arts			
	Chi Square = 10.02	p = .263	& Sciences	16	58	26
H_4:	Administrators		10 or less	18	53	29
			More than 11	22	56	22
	Chi Square = 2.30	p = .317	Years Experience			
H_4:	Administrators**		Business	42	48	10
			Education	14	82	4
			Liberal Arts	36	53	11
			Math & Sciences	23	70	7
			Special Arts			
			& Sciences	28	70	2
	Chi Square = 28.28	p = .002	Unaffiliated	40	54	6

* Column: P = Primary S = Share N = No

** Significant at .05 level.