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ABSTRACT

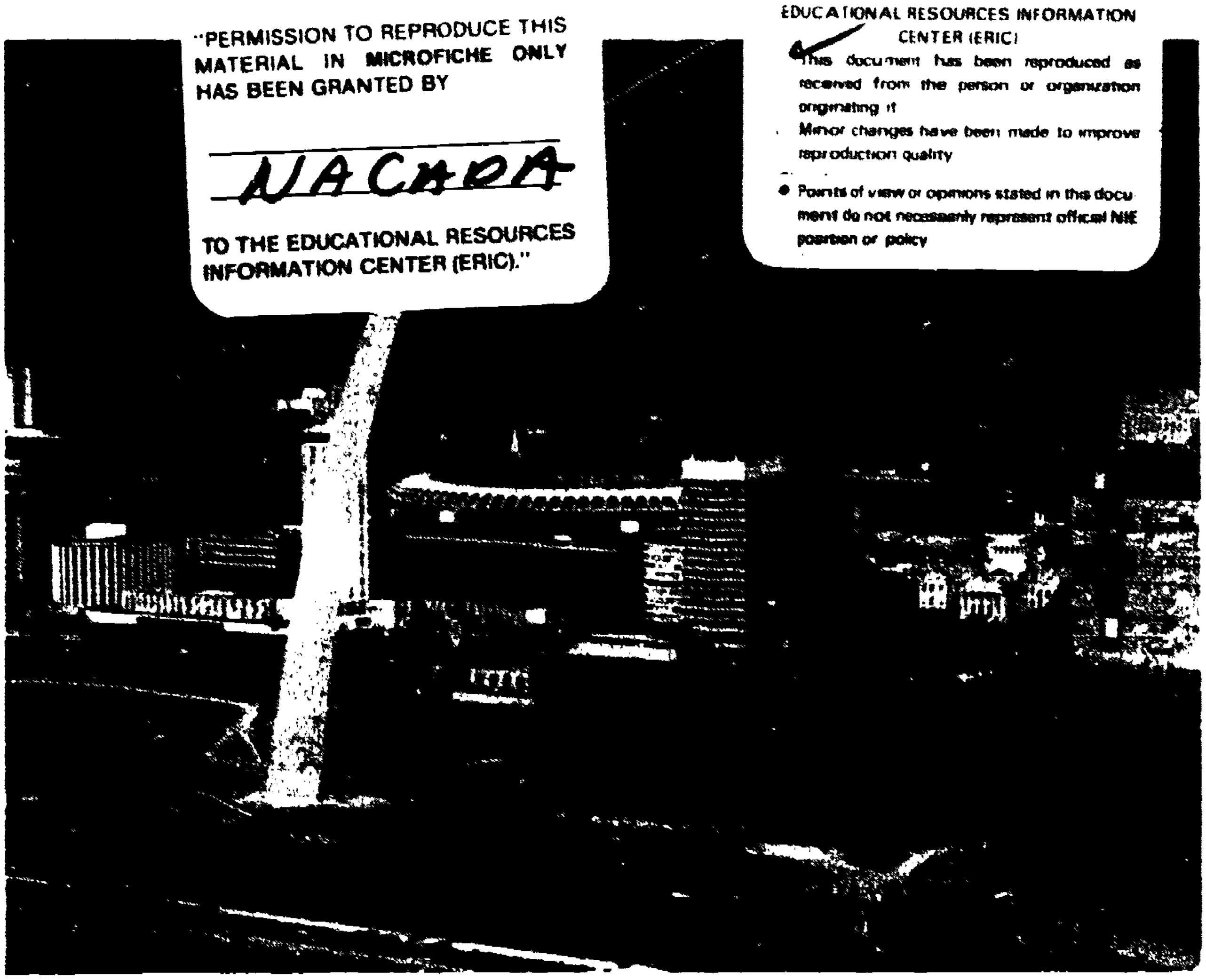
Proceedings of the 1983 Conference of the National Academic Advising Association are presented. Contents include five general session papers that focus on the current roles played by academic advisers and future roles over the next decade. Summaries are also presented of 9 pre-conference workshops, 6 in-conference workshops and special sessions, 6 topical seminars, 5 focus sessions, 9 roundtable discussions, and 56 paper sessions. Titles and authors of the general session papers are as follows: "Perspectives on a Changing Agenda for Higher Education" (K. Patricia Cross); "Increasing Student Learning and Retention: The Best Case for Academic Advising" (Lee Noel); "Quality and Quantity Issues in Academic Advising of Minority Students" (Silas Purnell); "Exploring the Ecology of the Academic Advising Rain Forest: Testing Assumptions and Taking Risks" (Charles C. Schroeder); and "Guiding the Student Toward Becoming an Independent Learner" (Marcia Mentkowski). Additional topics include: developmental theory and student development; adviser training, time management for academic advisers, computer-assisted advising; career planning, and faculty as advisers. Appendices include a list of program chairs, with addresses, and a list of all presenters. (SW)

PROCEEDINGS

Beyond Change:

Managing the Multifaceted Role of the Academic Advisor

Seventh National Conference
on Academic Advising
October 23-26, 1983
St. Louis, Missouri



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PROCEEDINGS

of the

7th NATIONAL CONFERENCE
ON ACADEMIC ADVISING

"BEYOND CHANGE: MANAGING THE
MULTIFACETED ROLE OF THE ACADEMIC ADVISOR"

Carl M. Chando
Editor

Memphis State University

Conference Sponsored by
National Association of Academic Advising (NACADA)

and
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Webster University,
Washington University,
Maryville College, St. Louis University,
and the University of Missouri at St. Louis

October 23-26, 1983
St. Louis, Missouri

National Academic Advising Association

July 1, 1984

Dear Colleagues:

The Seventh National Conference on Academic Advising brought nearly 600 conferees to St. Louis to attend a great variety of sessions focused on the theme of "Beyond Change: Managing the Multifaceted Role of the Academic Advisor." The featured speakers in particular challenged the participants to think more about the ever increasing importance of the academic advisor in higher education today, and I invite you to read their thoughts collected in Part I with care and responsiveness. The emphasis they placed on the selection and nurturing of caring knowledgable advisors should serve as positive reinforcement and further to remind you of the truly key role you play.

The Proceedings are collected and edited with the hope that they will serve as a practical reminder and a future reference guide to what is happening across the country in the numerous academic advising services being provided. The officers and board of the National Academic Advising Association (NACADA) urge you to share this publication with those who do advising in your institution, but were not able to attend the conference, and to discuss ways to implement the good ideas you may find herein.

My special thanks go to Carl Chando of Memphis State University who has diligently edited the bulk of these proceedings, and to all those who participated and presented their ideas at the conference. Without them it would not have succeeded so well.

Best wishes to each of you as you continue efforts to build a better academic advising program.

Sincerely,

Charles W. Connell

Charles W. Connell, President
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Editor's Introduction

This collection of program abstracts and summaries has been edited to provide an overview of the Proceedings of the Seventh National Conference on Academic Advising as conducted at the St. Louis Marriott on October 23-26, 1983

The theme for the conference was "Beyond Change: Managing the Multifaceted Role of the Academic Advisor" and significant aspects of the theme were addressed by the principal speakers whose addresses constitute Part I of this collection. Their stimulating observations focus on the significant roles played by the academic advisors and how these will change over the next decade.

Part II reviews the content of the Pre-Conference Workshops which were designed for hands-on experience and the professional or personal development of the participants, while Part III provides summaries of the activities of the In-Conference Workshops and Special Sessions.

The Topical Seminars are treated more extensively in Part IV and the content of the Focus Sessions is summarized in Part V, and that of the Roundtables in Part VI. Each of these types of programming was designed to offer multiple perspectives or in-depth treatments of a particular subject of interest to advisors.

In Part VII, the content of the individual paper sessions is presented in the numerical order of appearance in the original program in St. Louis. These represent a wide range of topical interests as summarized by the various individuals or groups from institutions across the country.

Appendix A constitutes a list of the program chairs, with addresses for those who wish to write for more information about the program described in the Proceedings.

Appendix B is a list of all presenters who made a contribution to this year's conference and notes the appropriate page number in the Proceedings for reference on follow-up.

Special thanks go to Martha Merriner, and to Sherry Fox and Chris Tarabrella of the Dean's staff at West Virginia University for their valued assistance in preparing the final manuscript for printing. Thanks also to Marjene Roach and Jeanine Hanley of the staff of the Center for Student Development at Memphis State for their valued assistance in typing edited copy.

This conference record is provided to all those who attended and to all members of NACADA with the hope that it will prove useful in making others aware of the developing expertise and professional skill of those who serve students through academic advising in institutions of higher education throughout the country.

Textual Editor: Carl Chando with managing editorial
oversight from Charles W. Connell

TABLE OF CONTENTS

Part VII. PAPER SESSIONS

Part I. GENERAL SESSIONS

A. Keynote Address: "PERSPECTIVES ON A CHANGING AGENDA FOR HIGHER EDUCATION"

K. Patricia Cross, Senior Lecturer on Education, Harvard Graduate School of Education

(Prepared for the National Conference of the National Academic Advising Association, St. Louis, MO, October 23, 1983.)

Any sensitive observer of the educational scene can, over a period of years, observe the swinging of the pendulum. Collectively we in education swing from energetic growth of campuses, buildings, and enrollments to equally energetic retrenchment, from campus protest to campus apathy, from educational arrogance to educational self-doubt, from unreserved open admissions to rigorous entrance requirements, from long-range planning to strategic management. I suppose the wide swings of mood and emphasis that seem to characterize education can be interpreted as the product of high energy and enthusiasm, but on the other hand, psychologists interpret wide mood swings as symptoms of manic-depressive psychosis. The 1980s seem about as depressive as the 1960s were manic. More moderate swings of the pendulum might conserve considerable energy, both in creating the excesses in the first place and correcting them later.

But as I look to the future, I don't see moderation. I see states as well as institutions correcting for the excesses of the single-minded goal of access for all in the 1960s and 70s with an equally single-minded concern about raising "standards" through erecting multiple barriers as to who may attend college in the 1980s. I see the overexpansion of higher education corrected by an obsession with retrenchment. And so we go right ahead creating various kinds of excesses in the 1980s to be corrected in the 1990s. The excess that looks great to us right now is the bandwagon of interstate competition that is rolling to establish the educational system that will best support the "high tech" economy that seems to be in every state's dream of the future.

As welcome as this new surge of interest in education is, I worry that education is once again concentrating on a single issue to the exclusion of other considerations of equal importance to society. The perspective that I think is missing in the current single-minded rush to recover lost standards is attention to the world that is growing up outside of higher education. It is that external world that I want to talk about today, not as strategic planners talk about it in terms of the impact of demographics and the economy on enrollments, but in broader context of the changing relationships between higher education and society. My position is going to be that the role of higher education in the society is changing, and with those changes will come changes in the roles of academic advisors.

We have all heard it said that the railroads failed, not because there was no longer a need for their services--indeed the need for transportation was growing at the time--but because the tunnel vision of the railroad operators concentrated on running the railroad instead of exploring the new frontier of the transportation industry. There is a danger that in the new enthusiasm for developing managers who can "run the college," we will fail to develop leaders who see the new frontiers of the education industry.

If we looked to the broad future of the education industry rather than to the narrow future of individual colleges, what would we see?

First, we would see a greatly increased need for learning, for more people and for more years of their lives. Second, we would see a wider range of offerings and an explosive increase in the number of organizations providing education. Third, we would see a new worldwide perspective on lifelong learning.

Let me set forth six propositions to make concrete my basic thesis that the role of colleges and universities is changing dramatically and permanently under the impact of the Learning Society.

Proposition One. Proposition One is that higher education no longer enjoys a monopoly on the provision of educational services. In yesteryear when college students were typically late adolescents whose primary occupation was going to school, if they were engaged in education at all, it was full-time at a college. Colleges sometimes competed with one another for students, but students didn't have a lot of other learning options.

Today adults who enroll in college classes, whether for credit or not, voluntarily choose that option from a large number of possible alternatives, including courses offered by employers, labor unions, professional associations, community organizations, television, and a host of other providers. Higher education today provides a little over a third of the organized learning opportunities for adults; the remaining two-thirds is provided by a vast array of schools and non-collegiate providers, many of whom offer everything colleges do and more. They may offer credit, degrees, education leading to promotion, licensure, personal fulfillment, intellectual stimulation, practical skills. You name it and you may be sure someone offers it. Industry, for example, spends not mere millions but billions of dollars annually on the education and training of employees. Business currently allocates more money for education and training than all fifty states combined allocate for higher education (Lynton, 1982). Aetna, Xerox, IBM, and other corporate giants have built campuses with classrooms and residence halls that surpass anything offered in our most exclusive and expensive colleges. Professional associations too are becoming the builders of vast educational networks. The American Management Association conducts 3200 programs annually, and enrolls 100,000 learners, but even they have no corner on the market for business education. It is estimated that 3000 different providers, many of them private entrepreneurs, conduct some 40,000 public business seminars each year. Thus Proposition One states that higher education faces unaccustomed competition from other providers of education in the society.

Proposition Two is related to Proposition One. It states that the roles of educational providers, once reasonably distinct, are increasingly blurred. It is no longer clear what courses merit credit, who may offer it, or who needs it. Academic purists like to make a distinction between the education offered by colleges and the training offered by industry, but such distinctions are difficult to maintain. Non-collegiate organizations have moved into education almost as fast as colleges, especially community colleges, have moved into training, and the distinction is now blurred beyond usefulness--at least when applied to providers. Colleges are heavily involved in training as well as in education, and the programs of many corporations contain as much emphasis on theory, research, and personal development as those of any college of business. Listen, for example, to this description of IBM's Systems Research Institute:

> The Institute's educational philosophy is in many ways that of a university. It stresses fundamental and conceptual education and allows students to choose those courses that will best nurture their own development. The intent is to stimulate and challenge, to teach the theoretical and the practical, to discuss and argue differing viewpoints, to broaden the individual, focusing on his or her special skills (IBM Systems, 1981, p. 6).

Contrast that broad educational philosophy with this course description taken from a college catalogue. The course is called Airline Reservations and carries three academic credits. The description reads as follows:

> Prepares students for airline employment opportunities through a familiarization of the procedures involved in airline reservations, the use of official airline guides, and airline route structures.

If one were given a blind sample of course descriptions today, it would be hard to tell whether they came from industry, colleges, museums, labor unions, or professional associations.

A related blurring of educational functions occurs in the distinction between credit and non-credit learning. Within higher education we have certainly muddied the waters by some shifting of non-credit, non-funded courses to the credit, funded side of the ledger. Outside of higher education, non-colleges are beginning to offer not only fully legitimate credit courses, but full-scale degree programs. In the Boston area alone there are four new degree-granting programs, founded by non-colleges--a hospital, a bank, a consulting firm, and a computer manufacturer. While the image of Bachelor's and Master's degrees offered by these non-colleges is still mildly sensational, the movement of collegiate institutions into the realm of non-credit instruction is now commonplace. Between 1968 and 1978 more than a thousand colleges introduced non-credit programs on--or more likely off their campuses.

Today is the norm rather than the exception for degree-granting colleges to be involved in non-degree instruction.

But whether a course was originally taken for credit is not especially important today. It is increasingly easy to convert non-credit learning into college degrees. Just a decade ago only about a third of American colleges granted credit if students could demonstrate on standardized examinations that they knew the material; today 84 percent of all colleges grant credit by examination. Ten years ago, only 14 percent of the colleges would consider granting credit for experiential learning; today 41 percent do (Stadtman, 1980).

Historically, colleges have reasonably generous in accepting credit from other colleges; today they are increasigly likely to endorse learning regardless of its source. The American Council on Education's Office of Education Credit lists over 2000 courses offered by more than 180 corporations that appear worthy of college credit.

Illustrations of the blurring of once distinctive functions for higher education could be extended, but my point is that the education frontier is very large, and higher education is not alone out there. Thus Proposition Two states that the roles of the various educational providers in the Learning Society are far from clear, and that blurring of functions rather than distinctiveness seems to be the trend.

Proposition Three states that higher education no longer has the full-time commitment of students--or for that matter of faculty. In the past decade, the proportion of part-time students enrolled for college credit has gone from 32 percent to 42 percent, and 52 percent seems likely before the end of the decade. We used to think that the growth of part-time students was primarily a community college phenomenon because part-timers now make up more than two-thirds of the community college enrollments, but part-time students between the ages of 25 and 34 are now growing twice as fast in four-year institutions as they are in community colleges. Thus the rise of the part-time learner seems a universal phenomenon for all providers of educational services.

While faculty of an earlier era may have complained that students were not giving undivided attention to their studies, traditional students were at least in the college environment twenty-four hours a day. They lived in an unreal "city of youth," and their full-time occupation was with the social and intellectual demands of college. Formal education is now changing from a full-time commitment for four years of a student's life to a part-time commitment for forty years. The first priority of the adult learner of today is not college, but job, family, and an array of other adult responsibilities that serve as enhancers, detractors, and sometimes inhibitors of education. Thus Proposition Three states that higher education faces unaccustomed competition for the time and attention of students. Education cannot do whatever suits institutional convenience and assume that students can and will go along with it.

Proposition Four states that learning has become a lifelong necessity for almost everyone. There are very few jobs left in this world that are immune from the necessity for retraining and constant upgrading of skills and knowledge. The development of human capital is now recognized as a fundamental and necessary component of progress in this era of technological change and international competition. In today's climate, the widening gap between the skills available in the work force and the skills needed for economic productivity is nothing short of alarming. While the want ads burgeon with appeals for technically competent personnel and employers offer bounties for employees with the basic skills necessary for learning new tasks, thousands of unemployed provide tragic testimony to the gap between supply and demand for educated workers.

Lifelong education for jobs is the most visible symptom of social change. But in that change, from full time education for a few years to part-time education for a lifetime, lie changes for curriculum, instruction, delivery systems, and lifestyles. So far in the history of industrialized nations, there has been a pronounced tendency to increase the separation between education, work, and leisure. The result has been termed the "linear lifeplan" in which education is for the young, work for the middle-aged, and leisure for the elderly. But a study of the progression and influence of the linear lifeplan in the United States warns that "There can be little doubt that many of our most serious and persistent problems stem from the ways in which education, work, and leisure are distributed throughout lifetimes" (Best and Stern, 1976, p. 24). The major social problem is unemployment. Although that problem is especially critical right now, it is not new. For the past fifty years, society has been unable to provide jobs during peacetime for everyone willing and able to work. A blended lifeplan (Cross, 1981) in which education, work, and leisure are concurrent throughout the lifespan can address not only the urgent demands for lifelong education for the work-force, but it can also address personal and societal problems that are arising for youth, the elderly, two-career families, and mid-career executives. There are increasing demands from a variety of people for greater balance in their lives-- ore jobsharing, more part-time educational arrangements, more leisure (Cross, 1981).

Proposition Five is almost proposition 4 1/2, but the distinction between lifelong learning and adult education deserves its own space. We in the United States tend to equate lifelong learning with adult education. In Europe, and especially in the publications of UNESCO, they make quite clear that lifelong learning begins at birth and ends at death. The official UNESCO definition is that,

> The term 'lifelong education and learning' denotes an overall scheme aimed both at restructuring the existing education system and at developing the entire educational potential outside the education system; in such a scheme men and women are the agents of their own education.

That definition contains among other things, a basic challenge to colleges working primarily with so-called traditional students. Alvin

Toffler, futurist author of The Third Wave, claims that "the reasons schools are in deep trouble today is that they no longer simulate the future, they simulate the past" (Toffler, 1981). Schools devised for the factory world emphasized virtues such as obedience, punctuality, and the willingness to do rote work because those were the demands of the Second Wave workforce. Despite the arrival of the Third Wave, schools still simulate the standardized work patterns of the factory. Everyone arrives for class and departs at a common time; students move on to the next lesson en masse, whether they have learned the material or not, and there is still an emphasis on absorbing information, despite the futility of that mode of education in the era of the knowledge explosion.

The knowledge explosion is just that. There is no way to keep up with the explosion of new knowledge. It is created faster than it can be learned or taught. Between 6000 and 7000 scientific articles are written each day, and information doubles every 5.5 years. The problem for the furture is not the supply of information, but the selection. People need to know how to select appropriate information from an overwhelming array available, and they need to know how to use it in conceptual thinking. We're talking about something far more basic to education than technical and scientific training. We're talking about the need for broadly educated people with the skills that will serve as the foundation for a lifetime of learning. That calls for fewer information-laden lectures and more active analysis, synthesis, and application of knowledge on the part of students. Teachers who see their role as providers of information can and will be replaced by machines. Teachers who nurture, inspire, and assist in cognitive growth and intellectual development cannot be replaced by machines. They are our greatest resource in the development of human capital.

Proposition Six comes full circle. It concludes that education will play new roles in the society of the future. There is widespread agreement now that we are facing a major revolution in society. It has been called The Third Wave, the Information Society, and the Technological Revolution. Whatever its nomenclature, the direction seems clear. Jobs, the economy, and lifestyles will be based on the creation and distribution of information. In 1950, only 17 percent of the jobs in America involved the processing of information; today more than 60 percent of all workers are creating, processing, or distributing information. Taking note of such changes, the Office of Technology Assessment of the United States Congress concluded that "The so-called information revolution, driven by rapid advances in communications and computer technology, is profoundly affecting American education. It is changing the nature of what needs to be learned, who needs to learn it, who will provide it, and how it will be provided and paid for" (OTA, 1982, p. iii).

The colleges and universities that are at the forefront of these changes tend to be those that are by the nature of their curriculum or mission closest to the changes taking place. The Department of Electrical Engineering and Computer Science at M.I.T., on the occasion of their hundredth anniversary, issued a report called Lifelong Cooperative Education (M.I.T., 1982). The title is significant; it suggests that the future of engineering education should be continuous throughout the working life of the engineer and that it will be provided by industry and education working in partnership. The report rejects the notion that a few years of formal education can provide an adequate foundation for half a century of professional work. They note that in engineering it is more than a question of keeping up with new developments. Recent technological developments have not even been based on the same scientific and mathematical knowledge that provided the foundation for earlier models. Thus engineers who have been out of school for more than a few years face the probability that the very foundations of their knowledge are obsolete. Professor Louis Smullin of M.I.T. was quoted in a recent issue of Time Magazine (October 18, 1982, p. 100) saying that engineers "are washed-up by the time they are thirty-five or forty, and new ones are recruited from the universities." But as the M.I.T. report observes, the demand of the 1980s cannot be met by replacing "obsolescent" engineers with new graduates, even if that were a humanly acceptable plan. Thus they conclude that, "The only apparent alternative is better utilization of the presently available engineering workforce through continuing education at the workplace, with the active encouragement and support of employers" (M.I.T., 1982, p. 6). To the Centennial Study Committee, lifelong cooperative education is essential for three reasons:

1. Universities acting alone have neither the human nor the financial resources to carry out a lifelong educational program on the scale required....

2. Engineering faculties cannot by themselves keep up with the knowledge explosion. Close collaboration between engineering faculties and their industrial colleagues is essential if new knowledge is to be distilled from the literature and widely disseminated at the rate at which it is being generated.

3. Engineers in industry and their university colleagues need a supportive environment in which they can teach and learn from one another. A concerted effort will be required to bridge the many gaps--organizational, social, and temporal--that now separate 'work' and 'study' (M.I.T., 1982, p. 6-7).

Although these recommendations for radical change in education come from an educationally conservative engineering school, they are a precursor of things to come across the wide variety of educational institutions. Community colleges, with a tradition of working closely with employers, are at the forefront of the new cooperative efforts between education and industry. In 1981, more than 40 percent of the community colleges in the nation had formal cooperative agreements with employers--up from 20 percent just five years earlier (Young, 1981).

Thus Proposition Six asserts that the providers, the organization, and the role of education in the society is changing.

These six propositions taken together will, I believe, affect education profoundly. And of course, anything that affects education is going to affect those who advise students. What are the implications of these changes for academic advisors?

First, it seems to me that before students can think productively about lifelong learning, advisors need to be thinking about lifelong planning. Ironically, lifelong planning requires fewer longrange guesses and predictions than the old conception where we assumed that the college years had to lay the groundwork for any eventuality. If you didn't take poetry in college, your opportunities were gone. We can be more relaxed today; if a student isn't interested in poetry at age 20, maybe he will be at age 35. Opportunities for learning are virtually unlimited. Students can return to college; they can listen to a cassette while commuting; increasingly, they can join a study circle or a computer network. In short, no learning opportunity is lost forever. But students need to be helped to understand the lifelong learning perspective.

Second, the jobs of academic advisors, it seems to me, are becoming less reactive and more professional. Computers can determine whether a student has met the requirements for a major or for graduation better than or at least as well as an advisor can. But there is nothing on the scene today that can think with students about the various stages of their lives. The educational and career needs of a thirty-five year old are very different from those of a twenty year old, and rising proportions of college students are thirty-five or older. As most of yuou already know, a woman re-entering college at age thirty-five is far more anxious and eager for help with academic and career planning than a bored-with-school nineteen year old. What do you know of the "Seasons of a Man's--or Woman's life?" Profesional training for academic advisors is going to have to dig into some of the new research on "life stages" and the role that education plays in the various stages of life.

Third, I think academic advisors are going to have to expand their thinking and advising beyond the immediate confines of the campus. If a student has taken or wants to take a course from one of the multiple providers of the Learning Society, can you advise with confidence? The Federal Aviation Administration (FAA) has had more than 200 courses approved for college credit recommendations by the American Council on Education. More than 180 non-college providers have gone through rigorous site visits by faculty specialists who have determined that their courses can be recommended for college credit. How much do you know about the educational opportunities beyond the walls of the campus? How much do yo know about the prevalence and validity of credit-by-examination or portfolio assessment for experiential learning? Are you able to help your faculty colleagues understand these new procedures for granting academic credit?

These are questions that occur to me. I'm sure others occur to you, but my conclusion is that the task of academic advising is more important than ever; it is also a more specialized profession than ever.

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B. Feature Session 1: "INCREASING STUDENT LEARNING AND RETENTION: THE BEST CASE FOR ACADEMIC ADVISING"

Lee Noel, Executive Director, ACT National Center For the Advancement of Educational Practices

(The following is adapted from the tape transcription of the presentation)

I am delighted to be a part of this national conference. We are excited about the contribution that you're making to students as you work with them day in and day out, making a difference in their lives. Today I want to share with you some perspectives about academic advising and how academic advising is contributing to student learning as well as to student persistence.

The agenda of the 1980s includes some challenges, some pitfalls, but most of all it's going to require a quality effort on our part. How can we find more and better ways to cause more students to become better equipped to face their future? How can we increase student learning? How can we increase their competency level in areas that are relevant and meaningful to them? One of the things that we have been able to clearly document during the past several months is the fact that quality is being looked at in new and better ways. The quality of an educational program is measured by its contribution to student competencies, student learning in other words, personal development, and motivation to persist towards further educational attainment, and effective academic advising has been linked to increasing student competence and student persistence. That's the message that I want to share with you today along with the documentation for that.

When we think about the important contribution that academic advising can make, and as we begin to think how can we build a case for academic advising back on our campus, all we need to do is think in terms of the enrollment circumstances that American higher education faces at the moment. There are some ominous storm clouds hovering over American higher education. You are well aware of the statistics about the declining pool of high school graduates, and I'll say no more about that. You are also aware, based on Carol France's major piece of work with the American Council of Education, that we've had a decline in the college going rate, declining from about 42% in 1968 to 37% in 1977. Somehow our product, education, student learning, has lost some of its appeal, and I'm going to try to make a couple of suggestions today as to how we might bring that back on track. And I'm going to say to you that you're going to be key players in that particular process. Urging and working with your fellow colleagues in the classroom, trying to get them to see what it is they have to offer students, and then begin to identify what it is the student can expect if he or she will come spend time in a course, spend time on the campus for a term, a year, two years, four v . Also, it is very clear that we've had an increase in the dropout .e in the past several years; maybe an indicator that students don't appreciate the value of the product that we have to offer--student learning.

So the delivery of learning--this ought to be our driving objective, and the result of that will be improved student persistence.

Let me share with you what I believe to be the keys to promoting academic advising and getting acceptance across your campuses. Number 1, academic advising reduces the dropout rate or, in other words, generates FTE--full time equivalency--or as one dean once told me, FTE on his campus meant full time employee, both on the campus, in the classroom, and the various offices across the campus.

Secondly, we have the documentation that good academic advising, developmental academic advising, advising that goes beyond scheduling and registering is linked to student achievement and student learning.

And then, finally, the other appeal, the other benefit, if you will, that has appeal to faculty and to administrators is that academic advising helps institutions maintain academic standards. In other words, a well conceived advising, assessment, placement program seems to be absolutely necessary if, in fact, we have any hope of maintaining "academic standards" or academic excellence. The result then hopefully will be, and the payoff for the entire campus is the improved quality of life for all who study, who work, or who teach at the institution.

I indicated that we are seeing an inching up of the dropout rates. We have self-report data from 2607 institutions, which represents nearly 96% of all two-year, four-year, public, or private institutions in America. Highly selective, selective, traditional, liberal, open, and community colleges (two-year public institutions) are included in this. We now have some documentation in terms of a national dropout data base that clearly links selectivity or academic ability level of students to attrition rate. The greater the ability the less likely students are to drop out, so you can begin to see that that freshman attrition rate varies pretty directly with the selectivity of the institution. Does that suggest that every institution ought to go out and raise their admission standards? No, absolutely not. Probably some of the institutions doing the greatest job in terms of achieving their mission, developing human talent, serving students, are institutions that are dedicated to teaching and dedicated to academic advising--helping students think through who they are, who they might become, and what it takes to get there.

Those of you who have been in conferences know that we place a lot of emphasis on the transition into the institution--that first six weeks--and that's a very important and critical time for those involved with orientation and academic advising. As we target students for special services when they come to the campus, to help them with that transition into the campus, think about the entire student body as being on a continuum from those that are what I refer to as observably committed to those that are academically or socially incompatible. One-fourth are observably commited, that means they are visible; assertive; achievement driven, and regardless of how the institution treats them, they're going to insist on their services. It's a group that we often focus attention on, but we don't need to because they will insist upon what it takes to be successful. Then we can go down to the other end of the continuum and we can begin to think in terms of those who are academically or socially incompatible. That percentage will vary, it's probably about an eighth of incoming freshmen. They are also apparent because they probably entered the institution under some special conditions or circumstances. They clearly are detectable and demand attention because of their circumstances. So those are the two groups that are apparent and visible.

The group that I'm beginning to worry a great deal about are the so-called marginally involved. It's the conforming student. It's probably the undecided student--the student hasn't made an informed, systematic choice, a thoughtful choice of a life's career. They tend to be overlooked. What are the strategies to overcome the students who are marginally involved, tend to be overlooked, and as a result are being neglected? Help us think of ways we might access that group.

As we look ahead, the twin challenge is first getting the students to the campus, but the real excitement comes with providing them with the kinds of experiences that causes them to want to come back for more. Reenrollment. Perhaps campuses ought to view themselves as centers for human growth and development. They really are in the talent business--the human talent business--talent identification and talent development. The task is to put in place that laboratory, that environment where students have a chance to think through in an organized way where they have talent and how that talent can be developed.

I'm trying to get you ready for the value-added concept of education and how advising fits into that. We can borrow from private enterprise the concept of cost/benefit series. We could begin to identify the items on the cost side as tuition, room, board, travel, books, time--we often overlook time--foregone income, stress, sacrifice, agony, blood, sweat, tears. Well, pretty heavy cost, right? What about the benefit side? Employment, job entry skills, self-fulfillment--we can begin to identify a few economic benefits and a few noneconomic benefits, or quality of life skills. But you know, did you notice, it's not quite as spontaneous, is it? It's not quite as obvious. Students drop out when education is not a major priority in their lives. Students drop out when other alternatives become more important or attractive than their educational experience. When does that occur? When the student doesn't recognize the value of education. Academic advisors and classroom teachers are the front line interpreters of education--the value of it, the case for it--providing a rationale as to why a student ought to give up their time and their dollars, endure the sacrifice and the effort, in order to achieve that.

There are some alternatives to retrenchment in the 1980s. One of those is attracting students to the campus. I think we've grown very, very competent in recruiting in American higher education, but we haven't scratched the surface on marketing. We haven't been able to identify for students what the real product of education is. And basically, it's learning, increasing the competencies of students. There are six that have come out of the significant study that we've been involved with at the American College Testing Program. Communication is one of those outcomes. We want to help students communicate better in a whole variety of settings. How, then, will that be helpful? How will that add value and meaning to their life beyond the campus, beyond graduation? I would invite you to think aobut this and to talk to your colleaues who are teaching in those classrooms, and begin to help them identify what it is they offer in their courses and how that will add value and meaning to the lives of students.

We talk about increasing student competency and increasing student persistence. We also talk about the concept of quality or excellence in higher education. It's a responsible theme. Some definitions of quality don't seem appropriate, but we agree with Art Levine when he says that quality is not financial resources. I've heard some say, "Well, we are a quality institution because our average per student investment each year is $7212." We have some say, "Well, we are a quality institution because we'll only consider the top 1% of high school graduates in America." That may be a very worthy goal for 50 or 100 institutions in the country. As a matter of fact, those students are so bright that no matter how badly they are treated when they get there, they're going to excel. However, the one that we resonate to is the one that speaks to the notion of value added--student learning. To what degree are we increasing the various competencies that students will find valuable and useful beyond the campus? We now have the documentaion that the more students learn, the more likely they are to persist. The more they develop in those content areas that are relevant, that have application beyond the campus, and to the degree that they increase their process skills of communicating and problem solving, will be the degree to which they will persist.

Institutions that are highly productive in sponsoring, motivating, delivering student learning are those institutions that have the best student retention record. What do we mean by student learning--or what kinds of competencies are terribly important in this process? Seven years ago, FIPSE, Fund for the Improvement of Postsecondary Education, gave the American College Testing Program Hundreds of thousands of dollars to bring together key college faculty and other educational leaders from around the country with the task of having them think through those desired educational outcomes that ought to be representative of our postsecondary institutions. What are those key, critical, relevant competencies that we ought to be pointing to on our campuses across America? After considerable debate and discussion, they arrived at these six educational outcomes, and you can see that they typically are the kinds of competencies that come out of our core courses, our general education and liberal arts courses. We might refer to these as basic life skills, or we might refer to them as basic coping skills. The benefits of general education. I want you to focus pretty clearly on what these competency areas are because they will be the basis for you to provide the rationale for--why do I have to take these six units in the humanities?

Another concept that I want you to be thinking about is the "career transferrable skills" of the future. With the rapid growth in high technology, the technical skills of today are not going to be the skills that will be needed tomorrow or the day after. We're seeing more and more indication that chief executives and other top level executives in the corporate world are saying, "Send us people who know how to think, who know how to learn, who know how to communicate, who know how to write. What we really need are the essential ingredients of a quick study artist because we constantly have to be changing their assignment, their technical skills, and their role, and we want someone who has those basic competencies or basic skills in order to do that."

Now for some documentation, some hard data. Dr. Aubrey Forbes, who headed up the COMP (College Outcomes Measures Program - funded by FIPSE) project for seven years, has done an in depth study of 44 institutions across the country and was able to calculate the entrance level of students' competencies at these institutions. He took a measure when they entered and then another measure just prior to graduation--two years in the case of two-year institutions and four years in the case of four-year institutions. He was able then to calculate an average COMP gain score for each of those 44 individual campuses. It's a measure of their educational effectiveness as measured by students' increase in those competencies. He took those average gain scores for those 44 campuses and put them in rank order. He took the top 22 and he labeled them "above average," the other 22 "below average." The average COMP gain score for these 22 institutions was 10.4. For the bottom 22 institutions it was 5.9, and any difference of 3.0 or more is a very, very significant difference, practically as well as statistically, very, very significant. As a matter of fact, when in rank order the range for the 44 campuses went from 0 to 20. There was at least one campus that could show no increase in the competency level in those six areas from the time of entry to the time of graduation. Key point--there was no difference in the ability level of students entering those various institutions. In other words, there's not a selectivity or a selection factor.

Dr. Forrest studied 50 different features or characteristics at each of those 44 institutions, and he only found six characteristics that tended to be associated with both increasing learning and increasing persistence. One of those features was orientation and academic advising. There were, in fact, eight institutions that required orientation of more than a day--often it started in the spring, continued in the summer, and continued on through the freshman term in the form of some kind of a systematic course. Orientation course, career planning course--some kind of an ongoing, systematic activity during that freshman term.

The second feature that these eight institutions had was academic advising was a <u>valued</u> priority on the campus. There was visible evidence that the institutions gave some priority to good academic advising--not just scheduling; not just registering, but good, developmental academic advising. Some of the indicators they used were: reduced teaching load for freshman advisors; using people who spent a lot of time working with students and thinking through their futures; additional compensation; or a battery of freshman advisors that did all of the freshman advising that was not associated with a department or a school. It would include those that had set up centralized advising centers to take care of all incoming students. There were 16 institutions that valued neither orientation or advising.

Now we go back and we look at the COMP gain scores. The average gain score or learning index for those eight institutions was 9.5 whereas students performed at these 16 institutions resulting in a gain score of only 6.2, again a very, very significant difference, statistically and practically different. But notice the retention rate, persistence to graduation was 60% at the eight, whereas at the 16 institutions only 47%. Note there were no significant difference in the ACT/SAT scores of the two groups of institutions. In other words, these differences were not a function of the ability level of entering students. So we begin to isolate and to link with a great deal of confidence the importance of good academic advising to both learning and persistence.

Regarding advising at two-year institutions in particular, there is a significant national commission taskforce, to redefine the associate degree. The preliminary report at the AACJC meeting in New Orleans (spring 1983) made ten recommendations. One important one was: Colleges must move from a climate of student self-advisement to a carefully planned and executed counseling process with the emphasis placed on successful transition to the workplace or a four-year institution. A movement away from the trends of the 1960s and early 70s of self-advisement to a more conscious approach to that very, very important and valuable educational activity. It was also recommended that counseling and advisement be enhanced with appropriate technology, that is computer assisted advising and computer assisted career planning. We're noticing that in our office the concept of DISCOVER is beginning to explode and mushroom as an aid to college students trying to think through the options that are available to them.

In the COMP report Dr. Aubrey Forrest went on to talk about the implications of course placement. When you have a wide range of student talent on a campus it's essential to help students get into the right skill level courses. When you get students who are reading at a third-grade level into courses where there are students reading at the 13th grade level, we find teachers basically teaching to the mean and <u>not to</u> both ends. Dr. Forrest addressed that very, very directly when he said, "We not only have to assess for the identification of low ability students, but we also need to assess for the identification of the talented students who have mastered certain content areas." I just came from one four-year institution where I did a consultation. Their freshman dropout rate was 37% and that's considerably above what it ought to be. So we began to look at the score distribution. Thirteen percent had ACTs of 26 and above, 31% fell into the category of 21 to 25, and 23% of the entering freshmen were 15 and below. But the institiution was doing nothing to insure that they did not get that kind of diversity in the classroom, which would make it almost impossible to teach. As a matter of fact, two of their admissions people got together and they were explaining the situation where one of them was talking to a prospective student in the

Admisssions Office: "Given our attrition rate, if you're crazy enough to apply, you're not mentally fit to be accepted."

Dr. Forrest found other links of student learning to student persistence. Orientation and advising have probably the most dramatic impact, but he also found that those institutions where a large percentage of their courses (40%) required for graduation were required in core courses in general education and liberal arts--and particularly if that was spread across the four general education areas--that contributed to more student learning and also contributed to persistence. Those institutions that have converted their mission statements, their purpose for existing to behavioral outcome, focusing on those skill areas, those competencies they want their students to have upon graduation as opposed to simply passing X number of hours in certain areas, had a better retention record. Somehow that provided some kind of focus, conscious focus, on the student as a client--the student as a customer, and somehow additional energy was released to that end. And, again, we know that the more students learn in these relevant content and skill areas, the more likely they are to stay. Pat Cross is one of my favorite colleagues and writers. I think she captures it very well in one of her pieces. "Shifting the purpose of education from teaching semester courses to producing student learning is a major conceptual kind of concept, and the kind of change that we ought to be striving for."

Now I'm going to share with you some of the factors that were least related to increasing student competence, student learning, or student persistence. First, and this is a little painful, is the percentage of faculty with Ph.D.s. Now you know good and well that if you're going to have good teachers in the classroom they have to have Ph.D.s. Wrong. Second, student/faculty ratio? Oh, we have a lot of folks saying, "Boy, we just simply cannot compromise. We must maintain that student to faculty ratio of ten to one or 15 to one," or whatever it might be in that institution. No evidence. What would be the evidence? What evidence is being suggested? Good teachers can handle many more students. It's not size, it's competence. Obviously, ther are going to be some exceptions to that. But what about average faculty salary. You know that our outstanding teachers are teaching for the money. Right? No, wrong. Our outstanding teachers are teaching because they have mission. They have a burning desire to make a contribution to the life of other people. And we'll talk more about that because that captures you as well.

Number of library books. We have 493,251 volumes in our library and it takes 17 librarians to make sure students can't get to them. Again, there seems to be no evidence that there's a link between number of library books and student learning and persistence. You can go on with that list.

Accreditation? Accreditation agencies are out making judgments about the value of an institution, performance of an institution, the effectiveness of an institution by measuring the average size of faculty office! And counting books in the library and identifying what percentage of faculty have Ph.Ds--ignoring whether or not they are teaching and if so, how effective they are.

Again, the emerging indicator of student performance, an emerging indicator of educational excellence, educational quality is to what degree have we delivered relevant content knowledge and improved those important process skills. We're trying to get accrediting agencies to begin to look because we think that is the key to bringing American higher education back in favor with the general public, the taxpayers, the funders, and the people who are making decisions about our lives and the lives of our young people.

I like the words of Dr. Harold Bud Hodgkins, another favorite of mine. Thinking about the lack of effort to think in terms of value added, he says, "For some reason, never fathomed by me, many human service organizations describe their work in terms that suggest no value added to the client." I'd like for you to go home and look over your admisssions materials and think to what degree are you promoting what it is you can offer students. Or are you looking at it in terms of describing the institution? And let me tell you that that will not be a fault of your admissions office. It will be basically a fault of the institution not making a commitment. I particularly include faculty who have not made a commitment to identify what it is that happens of a behavioral outcome nature in their classroom.

I want to share a couple of other concepts with you that I think identify the central important nature of your work. We're in the process of completing a hard-cover retention book for Jossey-Bass who has asked us to put together the state of the art in the area of college student retention. The first draft is pretty well completed, and it is divided into two parts. One part tries to identify the themes or the forces of attrition. It's very, very difficult to identify rather specifically a given, one <u>sole</u> reason why a student drops out. Oftentimes there are many links to it. It's a very complex decision making process that students go through. But there are themes.

Academic boredom is one of the forces or themes of attrition. If a student enters a classroom and experiences poor teaching, what happens? Get out the scale which begins to explain again student behavior. Poor teaching, little learning, light benefits, right? Doesn't justify the cost. Lacks challenge, is overprepared, has already mastered the content, walks into this class--what happens? Bored. Not much value added. Not worth the price. Lacks a rationale for courses and curriculum. Why take these six units in humanities? They don't understand that the competencies growing out of that are generic, real, applicable, and will have value and use beyond the campus. There's an emerging role for academic advisors, that is as the educational interpreter; the agent on the campus that makes American higher education come alive to students. In my own particular case in shopping for colleges for two of my children, we asked institutions to identify in advance his and her potential academic advisors. In the process we interviewed their academic advisor. We feel so keenly about the impact, the value of that relationship that we were making a college choice decision on the basis of who was going to be our son's and our daughter's mentor--academic advisor.

Final selection/decision of colleges in the future will be dependent upon the advisor's ability to articulate clearly and vividly the following: What are those competencies, what are those outcomes of an education at XYZ college? Again, if you're going to be effective in that role, what are you going to have to do? You're going to have to get your faculty colleagues to help you identify what those are, because they are in control for the most part. The rationale for the curriculum. In this particular instance you become the substantive salesman for the college. You're the one who explains the substance of an education at your institution. It's more than the kind of superficial things that we see happening in too many recruiting endeavors where it becomes persuasive, surface selling. You're going to be the true statesman in delivering the substance and rationale for programs on your campus.

You also become the interpreter. In that regard you enhance and you enri.: the educational program of an institution. To carry that just a bit further. Paul Dressel, who does a lot of writing in the area of higher education, begins to talk about this role of educational interpreter--he doesn't call it that. That's my label that I assigned to what he's saying. If education could be interpreted to students as a valuable and cumulative experience relevant to later living as well as to a career, dropouts and discontinuity in attendance might be reduced in many ways. In that particular instance good advising may be the more critical and more significant academic function than teaching because what you're doing is bringing together academic content and applying it to the lives of people. Educational interpreter.

If we want to improve student retention, we've got to find ways to improve instruction, increase efficiency and quality of out-of-class contact with faculty, improve quality and delivery of student support services such as advising, career planning, academic skill building. If we want to improve student success, if we want to improve student persistence, if we want to improve student learning, we simply must find ways of expecting, demanding, and reqarding excellence in our classrooms and in our advising office.

Just an observation or two about effective advising. It's more than tinkering, it's more than scheduling and registering. It's more than some kind of surface contact. It's more than a hallway <u>chit-chat</u>. Effective advising facilitates the meshing of educational career and life goals--its that developmental concept of academic advising that you're so well aware of. It must be institutionalized or internalized. It must become a natural portion of the institution. It needs to be built right into the freshman curriculum, integrated into the freshman general education courses, systemized group sessions with trained professional advisors/mentors. It's the notion of the freshman seminar or the career planning or the orientation--ongoing type of course.

One of the points that I hope that I have made clear to you today is that in your role and in your institution you are serving young people who are making some very, very important life decisions for the very first time. I suggest to you that we cannot leave that to chance.

My last two minutes will be spent on selecting outstanding counselors and advisors. I have a friend in Lincoln, Nebraska that specialized in selecting talented employees. He once was professor of psychology at the University of Nebraska. He has his own consulting firm. He now has about 452 employees, so he's doing something right in the consulting business. He's working with over 400 secondary and elementary school systems, and one of the things that he has identified are what he calls the critical life themes of persons involved with counseling. Here are the critical life themes that he finds as he helps these 400 school systems select competent, talented, interested, caring counselors. And I ask you to think about it. He's trying to get us to introduce this notion and to test it at the postsecondary level and see whether or not these themes would hold true for outstanding advisors a the postsecondary level. He says mission is most critical, and he said people that have mission believe that students can grow, can learn, can develop, but more importantly, they have a burning drive and desire to make a contribution to the lives of another person.

Let's look at activation. Outstanding counselors have the kind of talent and skill that causes students to take action on his or her behalf. They have the ability of stimulating/motivating. Individualized perception--the outstanding counselor just spontaneously thinks about the entire array of interests and needs the student brings to the interview. Investment is another kind of a life theme, a critical life theme--and that's the capacity to receive satisfaction in the growth of students. There are three others that he found to be very helpful life themes: importance of listening; and, innovation--constantly searching for a new way to put together information and experience so that it makes sense to the advisee. And thirdly, one of my summary statements, the most influential factor in determining advisee satisfaction with advisement is the quality of the advisor/advisee relationship. Caring, competent people make outstanding advisors, and the other kind do not.

The other final message that I want to leave with you is out of the words of our new president at the University of Iowa in his commencement address this summer, he said: "You know the mission is to prepare young men and women, not for the first year of their first job, but for the next 50 years of their lives." I think that's a pretty powerful statement of what you're all about, and I want to close with my very favorite poem that sort of captures some of the things that I was able to cover here today. More importantly, I think it captures what you're all about as you work with students day in and day out, face to face, eyeball to eyeball, making a difference in their lives. It's entitled "Builders for Eternity" and I think that's what you're doing.

Isn't it strange that princesses and kings and clowns that caper in
sawdust rings
And common people like you and me are builders for eternity.
Whenever civilized man sacrifices a single soul
Or turns his back on the first child's cry
Something is lost that is greater than no man's life
Love dies, caring leaves.
And when love dies there's only stone and wind and empty days.
To each is given a bag of tools
A shapeless mass, a book of rules
And each must build, <u>our</u> life is flowing
A stumbling block or a stepping stone

That's what you're all about. Putting into place stepping stones for young people, helping them on that road to becoming. You know, as Walt Whitman said, "Create great persons and the rest follows." I think that's a happy goal for all of us.

C. Feature Session 2: "QUALITY AND QUANTITY ISSUES IN ACADEMIC ADVISING OF MINORITY STUDENTS"

Silas Purnell, Ada S. McKinley Educational Foundation (Chicago)
(The following is adapted from the tape transcription of the presentation)

I welcome the opportunity of being here with you because what I think you're doing is very important--trying to get a handle on academic advising. I'm always amazed at the beautiful models that I see and wonderful success stories that I hear, and appalled by the high attrition rate that I notice you have. I know all of you have good academic advising programs. Could I see the hands of all of you who think you've got good academic advising programs? Now can I see the hands of all of you that have attrition rates of less than 25%? Uh, oh, somebody told a lie! It seems to me that you've been captivated by the glitter rather than the substance. You say that you have a good academic advising program--how do you measure it? You have the structure but you're not paying attention to the results. Let me tell you why I say that. I'm from Ada S. McKinely Community Services and we operate the largest college placement center in the country. I have worked with many of you on occasion, and I have worked <u>on</u> some of you about academic advising. To give you an idea about how important it is to us and why I say many of the things that I will say, let me give you a little background on what we do.

We're a community agency operating under the Trio program (a federal program: Upward bound, Special services and Talent search). Our mission is to persuade as many black youngsters as we can to get some form of education beyond the high school level. There are 12 basic functions of our program. Number 1 is identification of students. What does that mean? Class rank, gradepoint average, test scores and all that? No, we want to find the body. Find him and try and direct him somewhere that will help him be much better off than where he is at the present time. I did not say that we are looking for students with B averages, C averages, D averages, or any other kind of average, because I know something that some of you don't know. That is a D average does not indicate that the student is not college material, and an A average does not prove that he will finish college. One of the things that you learn in talent searching is not the depth from which you came that is important but the height to which you can rise, and to you as academic advisors, think about that before you prejudge students. I'm looking for the good kids. I don't want any marginal kids--just your good kids. Like they say in the Baptist Church, all of them are good if you handle them right. The difference between the boy in the county jail and the boy on campus oftentimes is information, inspiration, and initiative. So what we look for is basically warm bodies. That doesn't sound good for NACADA, does it? I just testifited at a House Committee at Springfield, Illinois the other day. They were saying that only the strong should survive--the only kids that should receive the Illinois State Grant are those in the top 10% or those who have a B average. Well, it's nothing new to us. It's just part of a constant onslaught on rights and privileges of the poor people. I called my assistant and told her to pull together some transcripts of some of the students that I'm always talking about. They weren't A averages; they were D averages and C averages when they finished high school. They all graduated, "thank you, Lord", and not magna cum laude. They were glad to get out and some of them had test scores so low you would think they had brain damage. One of them used to work with me. His counselor called one day and said, "Mr. Purnell, why are you encouraging this young man to go to college? He needs to get a job where he can help his family. He is too dumb to make it through the first semester of college." I had to tell the counselor, "I'm dumber than he is. I'm dumb enough to believe that if he gets up off his behind and gets to class on time, pays attention, studies, seeks assistance, he'll graduate."

Let's make a long story short. He has an Associate of Arts degree. We had to get him in a junior college, one that was not even accredited. He told me, "Mr. Purnell, this school is not accredited." I said, "You're not either. What difference does it make?" That is what is known as a perfect match--or two negatives make a positive! Well, I told him, "Now, look, we've got these people to admit you. Your counselor is sitting at her desk laughing. She's betting that you're gonna flunk out. All right, fool, flunk out and she'll feel justified doing this to all the rest of the poor kids that come before her."

The young man has an Associate of Arts degree, a baccalaureate, a master's and a Ph.D. The day he got his Ph.D. I told him, "You take it down there and let that so and so look at it, and show her what you can do." Guess who's on the faculty now advising folks--the very young man they said couldn't make it. Must be careful. We believe that the right to fail is just as paramount as the right to succeed. Therefore, as a talent search director, I feel that everybody ought to get a chance.

Our second step is recruitment. We go anywhere people gather to recruit students. People around here talk about how they can't recruit students. I'll give all of you a good place. Go to the welfare office or go to the jailhouse. There are plenty of them down there. You might laugh when I say welfare office, but let me tell you something. The most successful students that we have ever worked with are what we call members of our Geritol Set. These are old women--women over 20--present company excepted who have been on welfare, had a bad marriage, had two or three kids, lived in the projects, broken home--everything. Well, I guess they're good students because they can't go anywhere but up. They've had everything happen to them. Well, you want to know what they're doing today? We've got some who graduated from Law School at Michigan, from the University of Chicago Business School. I could go on and on.

Our next step is assessment. This is the point where we look at the student's background, family, grades, and test scores. We take that information and go to our fourth step: counseling. We talk about the various options and do a lot of listening. That's very important. So many people are so hopped up about counseling somebody that they don't even listen to what they're doing.

Our fifth step is information. Provide kids with the information they need to do whatever it is they want to do.

Our sixth one is to assist them with the financial aid process--the whole complete financial aid process, and for welfare students, this is the funniest thing in the world. You have to pay somebody, if you're on welfare, to tell you that you're broke. That's the need analysis system.

The seventh one is motivation. After we've laid all this stuff out in front of them, we've got to make sure that they've heard us. We ask them a whole lot of questions and we end up trying to fire them up about doing something about their condition. If we get the right answers, then the eighth step occurs where they are placed. The ninth one is the follow-up to see if they were accepted in college, received financial aid, housing, and whatever else they need.

The next three are the most important things that we do. The tenth one is advocacy. Getting the student in school doesn't mean anything. If he doesn't get the assistance he needs or people to understand him the laws are such that they're gonna put him out. So we spend half of our time advocating for poor students from one end of the country to the other because in every state they are always trying to change the law or do something to take away what little the poor people have and give it to those who do have.

The eleventh one is mentorship. You can tell students all you want about studying hard and its benefits, the best hand always wins. Mentorship is something that the poor kids and all the other kids need to know about.

The last thing on my laundry list is change. We are committed to changing the situation and conditions that force our kids to have to go through so much of the things that they're faced with to get an education.

Given the high number of dropouts, stopouts, and changed majors that we encounter throughout the year at most colleges and universities, I question both the quality and quantity of academic advising available to many students. This is not only true for black students but also for whites. We get a lot of white students who have been ripped off worse than black students. I had a young man who had an ACT composite of 26 and about a 2.7 and his counselor told him he should be in trade school. We put him in an engineering school and he's doing fine. It's this type of advising that goes on at the high school level, and the same thing goes on in college. Certainly there are some good programs available, but most of the ones that we have encountered were not very productive. On paper, the structure of many of the programs looked good, but the results were disastrous. Black student needs, in many cases, are completely ignored. Many of you are saying, "we have a counseling center," or "we have an advising center that advises all students. Black students can get the same type of advising that white students get." I would suggest to you then, if that's what the case is, that's the problem. Black students don't need the same type of advising that white students need. They need that plus some more. White students do not have to deal wtih a hostile environment. As much as you might treasure your beautiful campus and even though it may be a religious institution, in most cases it is a hostile environment for our kids. They see few or no blacks on the faculty, almost no blacks in administration, and yes, none in your counseling center nor your advising center. I am saying to you that there is a need to have blacks doing the advising. We tell all of our students that when you go for academic advising, go see so and so. We've got somebody over there to see--either somebody black or a minority or a concerned white person. I'm not saying that whites cannot advise blacks. We have some whites who have made it their business to get the knowledge that's necessary to deal with black students. Many of them by their very nature don't know how to deal with black students. Some of you will question that, but answer this question. How many of you have campuses with no bigots on it? Can I see your hands? Oh! Well, if you've got a bigot on campus who's to say he's not in the counseling center? Who's to say that he's not doing the academic advising? You see the chances that our kids have to take. Therefore, this can happen.

There are certain things black students need more than anything else. They need to feel that they're welcome, that they're part of the school. In the Baptist Church we have a song that says "Jesus, he included me." They have a need to be included, and if you check--this is not only true of blacks, it's true of all students. Nobody wants to be left outside. They want to feel they're a part of something--some type of relationship with the university, be it with an instructor, a counselor, the director of admissions or otherwise. This is the very beginning of a good match. Welcoming students. Letting them know--we want you to be here. Do you know why? Most of the students get the idea after a few things go wrong that you don't want them there. This does not mean that you're actively discriminating against anybody. Everybody complains about bad food. That's the one thing all of you've got in common--bad food--institutional food. Well now, black kids have to give up good food at home to eat with white folks; white folks put sugar in the cornbread, boil the barbeque, and baste the chicken. If you've got to live through all of that you've got a problem. We are different. Our dietary habits are different. The first time I ever heard of cauliflower it was boxers who had it on their ear. We didn't have cauliflower. We had collard greens. It makes a difference. Kids have to give this up.

In many instances, if you're in certain areas of Iowa--like where Luther College is, or some of the other places way out there--you are going to have the black church. Many of us were raised in the church. That's the one place in the neighborhood that we own--the black church. Our roots are in the black church in most cases. So he gives up his church, he gives up his food, what does he get in return. He needs this sense of belonging and how do you do that? You have to have a basic appeal--something that will show them why they should do it. Then you have to show benefits--that it is going to benefit them by staying. You have to give them a reason to stay. Many of our students are fearful when they come to you. You must show them that there will be a job, that the possibilities are great, and that they can trust you.

There's been a great deal of confusion over who should do the advising. Should faculty do it? Should peer counselors do it? Should we have a special advising office? I think it depends on the school. Some of the faculty are excellent in doing it, but most that I've run across are not. Our students tend to do better when there is a special advising unit setup with minority staff included. How many of you feel that you have good, honest faculty advising or good, honest peer advising, or good, honest advising centers? I asked you a few minutes ago how many of you felt that you had no bigots on your campus. Nobody raised their hand. There is a great deal of dishonesty in advising because in all the years I have been out here there have been few times that I have seen a faculty member go against one of his colleagues. How many of you in this room have known a faculty member to tell a black student, "Don't take Mr. So and So's course because he's a bigot." There are very few people who've got guts enough to do this. They are generally exceptional people who will go all the way down the line for the student. How many of you have faculty people who will tell <u>any</u> student to stay out of Mr. So and So's class because it's a flunk-out course? What I'. talking about is honesty in advising.

There is some question about where the advising should be done--whether it should be done in the office, in the dorm, or whether there should be outreach. I think it depends on your particular situation. Your academic advising should be set up so that it reaches all those different constituencies that are necessary--black students, white students, athletes, artists, and whoever. Some people have questions about <u>when</u> it should be done. I think it's a continuous process. The more contact you have with the student, the better chance you have of keeping that student on campus.

I want to raise a few things about the problems in advising black students. The first problem is any advising system that does not have minority advisors included--because you give the kid a tipoff toward your commitment. If you don't have minority advisors, you're saying I want you if I don't have to hire any blacks, hispanics, or native Americans. That's actually how they perceive that. It isn't always what's true that counts--it's what people think is true. Students will leave the campus just as fast for something that they think is true but is false as they will for something that is actually true. And if you don't try to do something about your counseling center, the kids begin to think that there's something wrong.

I have questions about the advisors themselves, especially their backgrounds. Their background is the first thing. The second is their expectations. The third is their experience with black students, and the fourth is their candor. Let me tell you why I say this. We look at the programs of some of our students where advisors have brought them in, and instead of looking out for the needs of the students they look out for the needs of the school. You need X number of students over here in Chemistry 111 or whatever. They program our students with chemistry, calculus, or a strong English course, and sometimes they will give them two sciences and two maths. We have a case righr now. A young lady was given two math courses, calculus and something else, and physics. Doesn't even need the physics right now. Next thing they should give her is a plane ticket home. And this is what happens. When you don't advise students in the proper manner, you are in effect counseling them out.

When I talk about the candor of the advisor, it's very difficult for our kids to get the right information, and especially when it concerns race. There are two types of information that you deal with--formal and informal. The formal information they get from the advising center; the informal information they get from their peers, from the fraternity house, etc. Now bear in mind--for white students there is a mechanism to get this informal information. There are some other people out there who have access to these files. Black students do not know, nine times out of ten, in many of the institutions that have strong Greek organizations that they're going up against a stacked deck. And it's up to you to let them know that. That there is information that is available and they don't get it. Informal information--Dr. So and So's been lecturing from the same cards for the past ten years. These are the questions he's gonna give on the exam. The black student goes in there--he's the only one in the room that doesn't know anything about it because no one got to him with this information. Then he comes out feeling crushed after everyone else aced the test. "Man, I'm the dumbest so and so in the room" and he doesn't understand that they had the answers when they went in there. You should make them aware that this information is available.

When I talk about dishonesty in advising, sometimes the only honest thing you can do is to tell a student to transfer. Let me give you an example. I had a computer printout run on all the kids with ACT scores of 12 or less. I raised the question about why they were taking these kids. They said, "Si, look, we've got a program--we talk to them about this--we do that and we do the other." And I said, "Okay, I'll tell you what you should do. Run the computer program on these kids." There were 173 kids in this category--12 or less. At the end of the year only 58 of those kids were there. What does that tell you? Only 58 of them, and this includes those who were hanging by their toenails, 2.0 and down. We know that in another semester or so at least 20 or more of these will be gone, and that person is talking about the good advising program that they have. Is that what's happening on your campus?

These are the things that I'm talking about. These are real. Why are you accepting kids that you cannot do anything for? It's obvious that if they had 173 and at the end of the first year they're down to 58, they're not doing much for them. How many of those kids will be left when you get to the junior year? Wouldn't it make more sense for you to sit down and talk to those kids and counsel them to go somewhere else before they come there? It would make a lot of sense to me.

One other thing that bothers me about advising. How many of you got a fairly decent amount of black students or minority students on your campus? Do you know anything about the high schools they come from? How many of you ever visited an inner-city high school? Many of these kids in this category here have good aptitude--they have just had a poor academic experience, and if they had been channeled into the right courses, and given the right type of advising, they would have been saved. My pride and joy is a young man--he does not have a high school diploma--doesn't even have a grade school diploma, and he laughs about his test scores, about how low they were. Well, you want to know where he is? He went to the seventh grade in a juvenile home. That's as far as he's ever gone in primary or secondary schools. We got him, put him in Kennedy King Junior College--transferred him out of Kennedy King College to one of the small liberal arts colleges in Iowa where he finished with a B+ average--from there to Northwestern Law School where he finished Northwestern Law School and went on to Washington University in St. Louis to do some additional graduate work--finished right up at the top there. If you think all these kids with low scores should be on the academic scrap heap, how did that young man get through Northwestern? I can tell you four more that got through the University of Chicago. I am saying that what you're doing is important. The problem is too many of you don't understand how important it is, that you don't spend enough time sharpening your skills, reading the literature and everything. I could embarrass a whole lot of folks in here if I asked you, "What was the last book you read on dropouts or any of the rest" You must understand that what you think makes a difference. You're in a position to really help students if you first help yourself by getting all the information you need to do a good job of advising students.

Let me talk about the other problem we have. I've talked about general versus specific types of advising. Don't use just general advising with black students. It won't work. Anybody in this room think they've got a successful program going with black students? Let me see your hands so I can talk about you. But isn't it strange now--stop and think about it--that only one school in the room can say that they've got a good academic advising program that's successful with black students? All right--don't feel bad about it. It simply means you've got plenty of room for growth. If you look at the statistics there are very few in this room who have over five or six percent blacks on your campus. Don't let anybody tell you that the students are not there. The students are there. The bulk of black students don't go anywhere. And we lose an awful lot of kids in the top quarter. We say every year that between the Fourth of July and Labor Day we'll have no less than three or four valedictorians come in with no college plans. Some of them don't even know--I've got a little girl from Mississippi with an ACT composite of 29 and did not know that she could go to college. She didn't know, she thought that you had to be rich to go to college--with an ACT of 29. I went down to see about her. When they came with the girl, they brought three other people. When I left Mississippi that night I had four people. You want to know where they are? Everyone of them has got at least a master's degree today. They did not know they could go to college. The students are there and if you don't think the students are there all you have to do is go to the jailhouse. They're lined up to get in jail. And if there was a viable alternative, these kids will take it. Poor kids want the same things you want. They want to live just the way you live.

Our next problem is the advisee. Everybody that comes in our office wants to go to a good college. "Mr. Purnell, I don't want to go to just any college." "Where do you wanna go?" "University of Chicago, Harvard, Princeton, Stanford," "OK, let's look at your objective criteria. ACT composite of 9, grade point average 1.67. Hey, I think you're gonna have a little problem gettin in Harvard." Then they say, "But Mr. Purnell, They said that you can do it." I say, "I only walk on water on alternate Thursdays when there is a full moon at three in the morning!" You have to be strong enought to tell a student, "Hey, I didn't make this record. You made it. You have to run on what you bring me. I don't have to run on it. I take what you bring me and try and do something with it."

The advisee--give them what they need as opposed to giving them what they want. But make them feel, when they leave your office, that they got what they want. How many of you ever took a profile of a school, plotted it on the board and said, "this is what you need. The range of ACT scores runs from 19-31--that's where they want you. What is yours?" Nine. "They would like for you to have a 2.75 gradepoint average. What do you have?" 1.67. "They would like for you to have your application by February 15. When did you apply?" May 20. It becomes obvious what they're supposed to do if you do it this way. Bear in mind there's one thing that's important that I haven't heard anybody speak about. You've got to do this in such a manner that you do not destroy that student. That's the important thing. You're not telling the student--you don't ever tell him "Hey, you can't go to Harvard." I tell them it's gonna take a little time. You don't know what anybody can do. As I said before, it's not the depth from which you came but the height to which you can rise. You go on and tell the student, "You know, those schools are not quite ready for us. We've got this other school over here. You know, it's not in Boston."

"Where is it, Mr. Purnell?"

"Well, it's not in Boston." "But where is it, Mr. Purnell?"

"It's in Mississippi."

"Mississippi!"

And then you've got to tell him why he can go to Mississippi Valley--if they will take you. They need a composite of 15. You don't tell him, "Well, look, Mississippi--you just gotta go." You show the benefits of going. It's very simple. You don't talk about models and all that. All you need is common sense. You compare what he's got.

"Look, Mississippi is a long ways but I don't think you should worry about that because I'm paying for it anyway. You're on welfare, you're in the project, you have to walk fast to keep the gang from gettin to you." When I get through talking to him, he's ready to leave that night. You compare what he's got. You suggest to him that this can be better. "You know, I'm not sayin go, I'm just saying think about it. You know doggone well you can't do better. You're seventeen now. When you're 18 you come out of your mother's budget. Welfare will not give you another louie.

You explain to him why he should go to Mississippi. "At Harvard they want you to have these high board scores, and the beginning math starts with calculus. Have you had calculus?" "No, I had a little algebra." "Well, tell me, how can you do calculus when you've only had a little algebra?" "Well," he says, "that does make sense."

You explain to him the options. And you never limit it to one choice. Tell him, "I'm going to give you a choice. Mississippi, Alabama, Georgia."

"Mr. Purnell, you're telling me that I'm not intelligent."

I say, "No, those are your words."

"You're saying that I cannot do this."

"I'm not saying that at all. I am saying what the statisticians say--that if we take 100 people with your background and we try and send them to Harvard, 99 of them will end up in the crazy house."

You have to have a means of getting it to them so that they'll understand. If you do that, I don't think you'll have a lot of trouble. The advisees have some other problems. They perceive your institution as being a hostile environment--very hostile. They come in and see nothing but white people--and you know that's a frightening sight--if you do't see anybody like yourself. First thing we do when we get on a bus or plane--we start looking to see who we see. If there's no brothers or sisters on there its a bad trip. It's the same way when they come to school. I know you can be ever so kind. That has nothing to do with it. You see, you have to reach out--these are people that we're talking about--not machines. You have to reach out, just like you do in the church. You stand at the door and welcome people. You have to do the same thing if you want them to live out there.

Imagine being locked up on a white campus all year with white music. That's very important. You've got to watch white people dance for a year. We're a little bit more fluid. These things are important to kids. You have to deal with the whole student. And now you're saying, as an academic advisor what can I do about it? You can involve the church, you can involve other students both black and white. There are some concerned students on your campus, there's concerned faculty and administration on your campus that will work with these students. I don't care if it is deep in the heart of Mississippi or up in Canada. There is always somebody on that campus who feels that they can really help black students if you'll just invite them to do it.

The other thing is to get students continuously to learn the ability to cope. Any black student on a white campus that can't cope--he's in bad shape--bad shape. You have to teach him how to cope.

I think the characteristics of a good academic advisor are:

1. A good academic advisor should be interested in doing academic advising. If he's doing it as punishment, you will have a problem. You should get people who are interested.

One of the things that we have found from students which was a shocker to me is that students respected the person who demanded things from them much more that they did people who patronized them. The person who charged them with the responsibility of being a responsible adult--they thought more of them--and these students persisted better.

2. You should care about students. Everybody likes to be cared for. If you don't show that you care students are not going to open up to you. Those of you who don't care, get out of academic advising. You will do someone some harm.

3. Be available. It doesn't matter how much you know if you're not available.

4. Be a good listener. Don't be sitting up there playing God trying to solve this person's problems before you find out what the problems are. You may not have a problem. He may want to come to you and tell you, "Dr. So-and-So, I just want to come in and let you know I'm doing fine. At first I was thinking about majoring in Communications. Since I'm doing so well, what are the chances of me becoming a lawyer?" How many of you ever take the time to tell students that they ought to struggle a little harder and set their sights a little higher? Let them know that they can do it. You don't have to be supermen to get through college. Just be persistent and learn how to play the game.

5. Be patient--listen to the lies, and as you listen to the lies, have them repeat the lie. Pretty soon his lie is somewhat shallow. Resist the temptation to tell him you know he is lying. You know he's lying and he knows he's lying. All you're waiting for is for him to understand that you know he's lying.

6. Be helpful. There's little tips that you can give. The biggest thing students need is not advice--they need information. If they get enough information and it's the right type of information, they can do their own advising in many respects. Teach them where to go to get the information they need. Some advisors don't deal with student needs. They have a need themselves to be needed. So their mission is to make as many people as possible on their campus dependent on them.

7. Question students. A student comes in and tells you, "I want to major in Business" and you begin to work with him on a program in Business. How do you know that he knows what business is? He has come in saying he wants to major in business. I tell him I'm a little slow--what is business--what do you do? "Oh typewriting, office machines, such like that." She is not talking about business--she's talking about business education. You slow them down and ask questions. I'll bet you've got X number of students in Criminal Justice thinking it's preparing them for law school. Nobody asked them what they were going to do with a degree in Criminal Justice?

8. Be aware of the problems of students and the problems of the institution. Now everybody is saying that "Well, I put the kid in this course here, 101, because that's the basic course he needs," and this is where the institution starts. I ask how many kids you put in a course like that. "Well, this year we put 67 of them in." If you've got 67 of these students you put in 101 because you thought they should be in there and the students didn't need that course--the institution needed t get a course that met the needs of these 67 students because they have your transcript, they have your class rank, your gradepoint average, your test scores and everything before they accepted those students. They should not have accepted them if they did not have the right courses for them.

9. Be considerate. Be considerate of all the problems that students may have.

10. Be objective. Deal with the facts not fantasies. Hold the student to his record. You have all the objective information before you. Don't let a student snow you about what he's going to do.

11. Be data oriented. Deal with all the information. Get as much information as you can on the student and your institution.

12. Explain in detail whatever seems to confuse the student. Let the student know his options.

13. Be totally honest in dealing with students, even if it hurts.

14. Be dependable. Don't have a student come to your office at nine o'clock and you get there at 12.

15. Be responsible in how you deal with the student, how you deal with you institution.

16. Be accountable for all your actions.

Now this one which a whole lot of people ignore.

17. Be willing to refer students. If you're working with a student and suspect that student of having a psychological problem, if you do not have the background to deal with it, refer that student.

18. Evaluate the results of your advising.

19. Establish the need for students to follow through on whatever course of action you have agreed on. It's not enough for you to say, "OK, Johnny, we've got you down to take math this and science this, English this, etc." You've got to tell him why he should be taking them. Establish the need for it. If he does not feel the need, he's not going to put his best foot forward.

20. Last but not least, always consider the self-esteem of students. I'll stop right here. I want to thank all of you; you've been marvelous.

Bibliography

Get in touch with Lee Noel or David Crockett from ACT and they will give you mounds of material that ACT has on academic advising, on counseling, on just about anything. Then get in touch with Claire Fitzpatrick with the College Board and she will give you a lot. I assume that you subscribe to THE CHRONICLE. Here's an excellent book right here. Alexander Astin's book, MINORITIES IN AMERICAN HIGHER EDUCATION. Here's an excellent one, RACE INEQUITY IN HIGHER EDUCATION, edited by Reggie Wilson. Heres' another one, IMPACT OF COLLEGE ON PERSISTENT AND NONPERSISTENT STUDENTS by Cash Kawolsky. The ERIC system will give you a whole list of them.

D. Spotlight Speaker1: **"EXPLORING THE ECOLOGY OF THE ACADEMIC ADVISING RAINFOREST: TESTING ASSUMPTIONS AND TAKING RISKS"**

Dr. Charles C. Schroeder, Vice President for Student Development, Saint Louis University

(The following is adapted from the tape transcription of the presentation)

Thank you Gary for the kind introduction. Folks, I'm delighted to be with you today and to have an opportunity to share a few thoughts that might encourage you to think about academic advising in some rather new and provocative ways.

Now most of you know that southerners like myself have our roots in the oral-tribal culture and much of our history is passed along through story telling. Stories have always been useful in illustrating important points. I would like to start our journey into exploring a new role for academic advising--managers of the campus ecology--by sharing a few stories with you:

> A noted British anthropologist, Collin Turnbull, spent almost 20 years studying a tribe of pygmies that lived in a totally isolated rainforest in South Africa. The rainforest was so dense that over time members of the tribe had become functionally near-sighted--they simply had no need to see long distances. After weeks of coaxing, Turnbull pursuaded the old chief to return with him to England. Since the chief had never left the security of the rainforet, this was a most formidable challenge. However, the chief eventually consented, and he and Turnbull spent weeks hacking their way throught the thick vegetation. On the 19th day, they finally stepped out of the rainforest onto a plain, or savannah. Off in the distance, perhaps 200 or 300 yards, were some water buffalos. Turnbull asked the chief to identify the objects. The chief, without any hesitation, immediately said they were bees. As they walked closer and closer to the heard, Turnbull again asked the chief to identify the creatures. This time, after considerable deliberation and reflection, the chief stated that they were buffalos. Turnball, rather perplexed, stated, "But Chief, I thought you said they were bees?" The chief responded, "They were bees, but magic has changed them into buffalos."

This story illustrates "phenomenalogical absolutism"--the false assumption that the world is as we see it--or, "believing is seeing." We establish truths and if they aren't truths we make them truths. To make certain that our perceptions become reality, we establish an intricate system of propositions and assumptions. Over time, numerous corollaries to these propositions and assumptions are developed and a "rainforest" is created. Rites of passage evolve to make certain those who enter the "rainforest" are prepared to "see" and "believe in" the "roots and branches" or, assumptions and propositions, which hold the rainforest together. These insular properties ensure the perpetuation of established truths and traditional practices which, in turn, provide continuity, predictability and security for tribal members. As the chief attributed differences between bees and buffalos to magic, we in higher education often selectively screen out information inconsistent with our assumptions. And, like the chief, many of us find it extremely disquieting to journey beyond familiar, comfortable boundaries and enter another rainforest.

Within the boundaries of the higher education rainforest we pay homage to many established truths or "sacred totems" which demand much of our time and energy. Let's take a few moments to simply examine some of these. For example, in that part of the forest where the student affairs clan dwells:

(1) Staff devote considerable time and energy to "ensuring" student participation through such traditional structures as student government, programming councils and advisory boards. At the same time, however, institutional policies may actually prohibit meaningful student involvement in activities that students value. Hence, our traditional structures may really represent nothing more than symbols of student involvement and influence rather than substantive mechanisms for ensuring that the institution is responsive to the needs of a major constituency.

(2) Student affairs staff energy is also devoted to "facilitating" student development through a virtual potpourri of "developmental" programs. Some of these programs are not unlike K-Mart "blue light specials", in that "we sell what we have in stock." That is, the programs often reflect particular interests and skills of staff, not necessarily efforts to respond to students' expressed wants and needs. And yet, even when we are continually faced with the reality of very low student turnouts and lack of enthusiasm for our programs, we continue to persist in our efforts--often blaming students for their apathy and irresponsibility.

(3) In our residence halls, we devote considerable time and energy to maintaining the sanctity of architectural arrangements, administrative policies and institutional furnishings. But think for a moment about those "nocturnal storage bins" on your campus. Would you describe the, as crowded, noisy, unpleasant, chaotic and institutional in atmosphere? Surely, you have never been confronted by students who complain about their inability to sleep and study, who don't like their roommates, and who beg to be released from their housing contract! How would you characterize the architecture of your facilities? How about the size of the rooms--are they spacious, or do they resemble prison cells? How about the decor--tastefully decorated in earth tones, or all institutional green? My guess is that your facilities are similar to most facilities across the country--they represent what Robert Summer calls "hard architecture"--architecture that is "impervious to human imprint."

"So to.gh it may be the last lamp you will buy! All connections threaded together, vise tightened and expoxied. A hammer blow may dent the metal but won't chip the baked enamel finish. Resilient molded fibershade, won't break even if tossed off the school roof."

Obviously the design assumptions behind this "student-proof lamp" are often the assumptions (the roots and branches of the housing rainforest) used in the construction, maintenance and administration of residence halls--since students are basically hostile and destructive, harden up the architecture! Is it possible that architectual arrangements and institutional environments actually create conditions that result in student dissatisfaction, marginal performance and ineffective functioning?

Let's step into another section of the rainforest and briefly examine a few established truths shared by many faculty and administrators:

(1) Although faculty meetings on most campuses are predictably unpredictable and chaotic, there appears to be one common faculty concern that is consistently raised. Invariably, a faculty member will make the following statement: "What's wrong with our students is that they don't score high enough on the SAT. . .if we could only get students with higher board scores, we would have a much better academic environment!" When this issue was raised by my colleagues at Mercer University, I decided to examine the relationship between SAT scores and performance during the freshmen year. A regression analysis yielded a corrolation of practically zero--there appeared to be absolutely no relatioship between board scores and freshmen grades. Hence, I proposed to my colleagues that we abolish the SAT as an entrance requirement--I leave it to your imagination as to whether or not my proposal was adopted. Is it possible, however, that for many of us board scores represent established truths upon which we make critical decisions about students' academic choices when, in reality, board scores and other cognitive variables may play a minor role in predicting achievement and persistence? So, what my faculty colleagues might really be suggesting when they assert--"What we need are students with higher board scores" might be more appropriatley translated as "What we need are students that are more like us!"

(2) Let's briefly consider another totem in the rainforest--our mission statement. We all have them--we publish them in our catalogs. Have you ever read a mission statement that didn't address issues of individual differences and speak fo the institution's commitment to facilitating students' holistic development? But, are these espoused values consistently translated into effective educational practices? Do we really recognize and affirm individual differences in the learning process or do we operate mainly from a "single-student model"--a model that assumes all students are basically the same.

I believe it is time for us to step out of our rainforest and question what we are doing, why we are doing it, and whether is should be done at all. Like the old chief in Turnbull's story, this is a formidable challenge that requires new understandings and fresh perspectives if we are to benefit from the journey.

Although I am certainly encouraged by the many fresh approaches to advising, expecially the emergence of a developmental approach, I wonder if even the developmental perspective isn't somewhat limited in its utility. Please allow me to digress for just a moment and again focus on my southern heritage. Most of my kin folks are farmers in the Mississippi delta. As a youngster, I was frequently exposed to various techniques of farming and gardening. These experiences taught me a lot about education and human development--in fact, I probably learned more from my illiterate relatives than I gained from my formal educational experiences. Allow me to illustrate with another story--this one taken from the Bible, the Jesus parable of the "farmer sowing seed." Now most of you are probably familiar with the story, which goes something like this:

> A farmer was sowing grain in his field. As he scattered the seeds across the ground, some fell beside a hardened path and the birds came and ate it. And some fell on rocky soil where there was little depth of earth; the plants sprang up quickly enough in the shallow soil, but the hot sun soon scorched them and they withered and died for they had so little root. Other seeds fell among thorns and the thorns choked out the tender blades. But some fell on good soil, and produced a crop that was 30, 60 and even 100 times as much as he planted.

There are probably a number of lessons that we can learn from this parable. First, we learn that the seeds that fell in areas where the soil was rocky and shallow eventually wilted and died. This occurred because the environment was much too rigid--it lacked appropriate nutrients and the security usually afforded seeds in deep furrows. Secondly, we learn that the seeds that fell among thorns had a similar fate. Their growth was constricted because of the constant struggle of competing for the limited resources with the more powerful thorns. Finally, the seeds that fell on good soil eventually prospered. This was because the deep, rich soil provided optimal conditions for growth--appropriate amounts of nutrients, security, and external stimulation--all balanced in accord with the unique requirements of the seeds.

The parable is obviously describing the relationship between the seed and the seed's milieu. Let's examine this relationship with regard to a college or university setting. Naturally, a college or university has its own unique ecology--there are significant relationships between its people, organizations, space, functions and so on--each is related to the other and to the whole. This notion has $B = f(P \times E)$--behavior is a function of person/environment interaction. When we consider this interactionist perspective most of us would probably acknowled that as educators we usually focus on only one variable in the equation--the person. We devote considerable energy to gathering information on student aptitudes, abilities, needs and interests almost independently of their interaction with various environmental conditions. For example how often do we consider the significance of residential settings, peer group influences, classroom environments, architectual arrangements and personality types in influencing academic choices, performance and persistence? What unique needs and preferences are exhibited by such special student populations as--minorities, international, athletes, returning adults, high risk, gifted--and how are these affected by various environmental conditions? How many of our students are like the seeds that fell on a hardened path, in the shallow soil, or among the thorns--how many of them spend their time and energy trying to adapt, to adjust or to cope with environments that are too harsh and hence, too challenging and too overwhelming? How many of these students cease to prevail, not because they are defective, but because the campus environment can sometimes create inhumane conditions for them--conditions that foster their dissatisfaction, poor performance, ineffective functioning and high attrition? Finally, how sensitive is the academic advising process to the relationship that exists between student characteristics and environmental influences?

Let's return for a moment to the parable of the seeds. Let's use an analogy of a carefully tended garden to suggest a new role for academic advisors--managers of campus ecology. Now most of you would probably agree that a truly knowledgeable and committed gardener knows a great deal about seeds; but he also knows that certain seeds need certain facilitative conditions at certain times in their development. The gardener attempts to provide a balance between these various conditions in order to promote growth. The campus ecology perspective suggests a similar role for academic advisors. This perspective attempts to describe what ecology is most appropriate for certain types of students at certain times in their lives.

Although time does not permit extensive elaboration, I will share a few strategies associated with effecting management of the campus ecology. I am sure that many of you are familiar with some of these. Let's start with:

(1) Students who choose rather rigorous curriculums--such as pre-med, engineering, pharmacy and nursing. Although students may have very clear goals and aspirations with regard to these particular curriculums, what happens to these aspirations when students find themselves in environments that value behaviors other than studying and intellectual pursuits? Numerous research findings suggest that noncognitive variables, such as peer support and involvement, are as powerful, if not more powerful, than cognitive variables with regard to academic success and perserverance in these fields. Hence, academic advisors should investigate the quality of peer support systems on their campuses. At Auburn University, my colleagues and I provided special, homogeneious living units for students interested in pre-engineering and pre-pharmacy. In assessing the impact of these units we were not surprised with the findings--students in the special units perceived their environment as more supportive, emphasizing greater academic achievement and intellectuality, more student influence and innovation than students in the heterogeneous units. In addition, students in the special units made significantly higher grades, reported more stable friendship patterns in their units, described themselves as more content and intellectual, experienced less negative affect, drank less, had fewer visits to the Psychological Services Center and persisted in their choice of majors at a rate 50%

higher than those students in the traditional units. This strategy would appear to be particularly useful in creating support systems that would balance the rather overwhelming challenges that many students face in large, diverse living units.

(2) The retention literature consistently suggests that retention is a function of the social and academic integration of students with the campus environment. But how does such integration occur for commuter students? Are there clear mechanisms for commuters to establish membership in a significant primary group? Again, to overcome some of the challenges inherent in the college experience, advisors should consider assigning students to orientation/advising groups on the basis of such personal characteristics as academic aspirations, psychological type, and perhaps avocational interests. Similarly, these students could be assigned at least one or two courses in common during their freshmen year. Some attention should also be given to enhancing the fit between learning/teaching styles by assigning students to faculty members that exhibit similar psychological types.

(3) Let's briefly focus on learning styles, especially as they relate to what Pat Cross calls "new students." Faculty nation-wide agree that today's students are different. These students do not state protests or disrupt institutional activities; they dress neatly and seem more polite, more serious. Yet somehow the gap between students and faculty may be wider than it was in the 60s. Where are the ideals, the dreams? Where are the students eager to talk all night about moral or philosophic issues? Faculty are sometimes heard to complain, "All these students want is the diploma--they don't care about learning anything."

Who are these "new students?" What do they expect from college? How do they approach the learning process? First, they come to our campuses expecting, and often demanding, a heavy emphasis on vocational training and the development of practical skills directly related to the world of work. Secondly, they exhibit the following learning style characteristics: they are motivated primarily by extrinsic rewards; they have difficulty with complex concepts and ambiguity; are less independent in thought and judgement; feel particularly uncomfortable with abstract ideas; and are more dependent on the wishes of those in authority. Compared to their more traditional predecessors, they are more passive, have less tolerance for diversity, and are more dependent on immediate gratification. They prefer highly structured situations and like to have things explained rather than figuring them out by themselves. Think about these charcteristics for a moment--uncomfortable with abstract ideas, difficulty with complex concepts and ambiguity, less independent in thought and judgement, more passive, less tolerance for diversity--might this suggest that the basic characteristics of "new students" may be diametrically opposed to those of the "old faculty?" Is there a significant probability of a basic mismatch between student and faculty characteristics? As managers of the campus ecology, what responsibility do academic advisors have for encouraging their colleagues to examine their assumptions about teaching and learning with regard to these "new students?" What environmental conditions will facilitate learning for this new student population--a population that now represents the majority of college students across the nation?

In recent years, I have been intrigued by the following question: What relationship exists between new student characteristics, learning styles and performance on various aptitude tests. My colleagues and I administered the Myers-Briggs Type Indicator to approximately 3,000 freshmen in three different institutions. The results are relatively consistent across campuses--approximately 60% of entering students prefer what the MBTI calls the sensing mode of perceiving, compared to 40% who prefer the intuitive mode. Sensers prefer direct, concrete experiences, moderate to high degrees of structure, linear learning and explanations about why a task is assigned--in short, they prefer the specific, the practical, and the immediate--characteristics that are very similar to those of "new students." Intuitives, on the other hand, are global learners who prefer to focus their perception on imaginative possibilities rather than concrete realities. Intuitives love the world of concepts, ideas and abstractions--characteristics that are measured all too well by the SAT, GRE, Miller's Analogy Test and other aptitude instruments.

In investigating the relationship between preferred learning styles and scores on the SAT verbal and quantitative tests, our findings revealed, not surprisingly, that sensing types scored 47 points lower than intuitives on the SAT verbal and 52 points lower on the quatitative tests. Sensors also scored significantly lower on <u>all</u> ACT tests. Although you might assume that these differences indicate different intelligence levels, the evidence simply does not support this hypothesis. In general, sensing students tend to do just as well as intuitive students on aptitude tests that are <u>not</u> timed. Poor old sensors like myself simply take longer to read the questions, often going over them several times, where intuitives tend to respond immediately. The difference in scores would seem to be related to the way they take tests, not to intelligence. So, again, what my faculty colleagues might really be suggesting when they assert, "What we need are students with higher board scores" might be translated as "The world would be a better place if students were more like us."

Now it's time to bring this presentation to a close. Let's go back to the parable of the farmer sowing grain. Jesus used parables not to comfort, but to challenge. Parables were designed to shake us up, to make us question what we are doing and whether we are really effective in our efforts. To be sure, parables ask us to change. Higher education by its very nature is confronted by the demand for change. Even when change is viewed as desirable we often long for the safety of the known, and thus we create systems to maintain balance and continuity--our own rituals of ideology. In such a process there tends to be a <u>tyranny of custom</u>, a great reluctance to change the established practices which apparently worked well at some point in the past regardless of whether they work well any longer. That is, the potentially excellent is too risky for us to release a certain good. We are all familiar with phrases like "We've never done it that way before" or "We tried it, and it didn't work." If things don't work well, our tendency is to try to do them better, rather than questioning whether they should be done at all. For many of us, the established truths and sacred totems of our rainforest are "givens" and often become obstacles to necessary change and adaptation.

What to do?

First, don't hesitate to periodically examine the BASIC assumptions and propositions that guide you work. Engage in some market research--get out of your offices and walk around. Talk to your colleagues and students. Consider some of the principles outlined in Peter's and Waterman's best selling book In Search of Excellence--Lessons From America's Best Run Corporations.

Get close to your customers. Take a journey through your students' rainforest. Are students' perceptions of academic advising congruent with yours? How do they view the advising experience? Try to understand different market segments or "clans"--the unique needs of various special populations. Initiate a systematic approach to assessing both student and environmental characteristics and the interaction between the two. This does not require highly sophisticated research and evaluations skills. On the contrary, we are often guilty in our research efforts of generating trivial hypotheses and then amassing great methodological arsenals to test them. To paraphrase Maslow, what is not worth doing, is not worth doing well! Hence, the critical issue is to determine what's worth knowing about your students and their interactions with the campus environment.

Peters and Waterman also suggest that America's best run corporations maintain a bias for "action"--they not only talk about innovation--they do it. They value innovation and carry through on their plans!

America's best run corporations are also effective because the leadership is willing to take significant risks. They are willing to step beyond the security and comfort of the rainforest, challenge prevailing assumptions, and explore the unknown. This is vividly depicted in the new movie, The Right Stuff. The test pilot, Chuck Yeager, repeatedly went beyond the boundaries of the rainforest. he broke the sound barrier when his colleagues, engineers and scientists said it simply could not be done!

In relation to risk taking, I have many young professionals that seek my advice on how to survive in a bureaucratic organization. Although I certainly have no sure fire prescriptions, I do suggest that when all else fails, remember this: "It's often easier to apologize than to ask permission."

Finally, I have suggested that academic advisors consider a new role--managers of campus ecology. To some of you, the idea of environmental management may conjure up visions of an Orwellian "big brother" who tries to control our every move, or a "giant impersonal computer."

After all, you may say, isn't environmental management just fancy words for manipulation? Isn't its goal behavioral change through the manipulation of the environment? I certainly don't use the term that way. Manipulation should be defined as the deliberate attempt to change the behavior of others without their knowledge and consent, regardless of whether such behavioral change is good or ill. I am certainly not advocating such an approach! What I am advocating is a collaborative and cooperative effort between advisors, students, and administrators in understanding and designing environments that facilitate the total learning process.

As we recognize the inhumane conditions the college environment can sometimes create for students, are we not ethically obligated to make some effort to change them? There is no possibility of remaining uninvolved. The lesson that ecology teaches us is that we all make an ecological impact--whether we try to or not. The question is not, then, whether to manage, but how to. I'm suggesting that, like good gardeners, we not only need a thorough knowledge about the characteristics of seeds, but we also must design conditions to help them grow and develop.

Incidently, how does your garden grow?

E. Spotlight Speaker 2: **"Guiding the Student Toward Becoming an Independent Learner"**

Marcia Mentkowski, Director of Research and Evaluation and Professor of Psychology, Alverno College, Milwaukee

(The following is adapted from the tape transcription of the presentation)

I certainly appreciate the opportunity to be here with you today. Every conference session that I attended yesterday and today was dynamic and participative. Organizations like this can make a difference in higher education; and I am very pleased to be part of your effort.

THE "NEW" STUDENT AS INDEPENDENT LEARNER

I believe we all have much in common, including a deep interest and a very strong commitment to our students. Yet many of us have been hearing about the ways in which the "new" student (Astin, 1982) is different and how we need to adjust to the "new" student. I think we can best understand students today if we focus on the student as a learner. Consequently, I will direct my remarks on guiding the student toward becoming an independent learner as one way to continue to meet the needs of all students. While our perspective on learning will change and our perspectives on our students will change, focusing on the student as learner is an important source of stability in our approaches to shifts in student demographics, attitudes, and expectations.

I recognize that we and our students need some concepts about learning as a source of stability. This was brought home to me in a session held for some new students at Alverno College (Milwaukee, WI). They were discussing career options. Faculty, advising staff, and career counselors were giving some career projections. There was talk about the economic situation, about various ways students could get involved in careers, and by the end of the session students were feeling somewhat gratified, self- satisfied, and relaxed. Then one student raised her hand and said, "Hey, wait a minute, am I going to have to learn next year that none of this is true?" Students also come to us with feelings that change is afoot, and we all want strategies that will enable us to communicate more easily with each other about changes we can expect and how to deal with them. The language of learning is one way to do this.

DEFINING INDEPENDENT LEARNING

How can we best understand independent learning? What is the role of the advisor in guiding independent learning? I hope to stimulate discussion about the nature of the advising role and to think with you about some ways in which concepts related to independent learning can assist us to develop learning experiences for our students. I will also briefly describe some strategies developed at Alverno that I think are suggested by concepts of independent learning and that I believe will stimulate independent student learning at other institutions. I will conclude with a description of the benefits for students, faculty, and advisors.

How do we really define independent learning, life-long learning, or self-directed learning? I think these are popular goals but not well-researched, or clearly defined concepts. However, many theorists attempt descriptions and explanations of learning. Some of the older theories, based on animal research, are not as applicable for educators. But there are newer apoproaches. First, researchers studying college outcomes have identified independent learning as an important factor. Feldman and Newcomb (1969) who studied outcomes at Bennington; Astin (1977), who studies college student outcomes at many institutions; Heath (1977) who studied maturity--all of them talk about the importance of participation in the learning process.

A serious look at learning also means reviewing some o. the major developmental theorists. Kegan (1982), for example, discusses independence as part of self-development; Loevinger (1976) and Erikson (1968) describe autonomy and integration; and Kohlberg (1981) and Gilligan (1982), moral development. Vaillant studied the adaptation of alumnae after college. Perry and Piaget describe intellectual development. Yet, while they describe development, autonomy and some learning principles for growth, they tell us less about conditions for learning or processes by which students learn to become more sophisticated in cognitive and affective development.

For those of us who see students daily, sometimes for only 15-30 minutes at a time, it's difficult to think of students in terms of some broad outcome that we call "independent" learning. Rather, we are dealing with the nitty-gritty of a particular situation. At our own institution, we knew we wanted to assist students to develop as independent learners (Alverno College Faculty, 1976, 1979). Yet we also knew we were not sure how to do this in the framework of our college. We did believe, like most colleges, that concentrating on guiding the student toward becoming an independent learner would make a difference to students after college. Indeed, we expected that students would continue to be learners. So we began to create our own definitions based on experience with our students. And we also began to research the idea more systematically (Mentkowski & Doherty, 1983; rev. 1984).

We asked, "How do alumnae describe independent learning at work?" We interviewed some of our alumnae two years after college (Mentkowski, Much & Giencke-Holl, 1983). In a confidential three-hour interview we asked questions about what kinds of abilities they demonstrated at work, and how they evaluated their college education. But we also asked alumnae if they did any learning after college and to describe what that learning looked like on the job. Then we asked ourselves if this learning was at all like that we were attempting to develop in our college.

The following excerpts from our sample confidential alumnae interviews revealed that learning made a difference in their day-to-day performance:

1) Megan: "I'm still learning what to use, and I'm trying new things every year to see what's going to work. I don't think I'll ever stop learning. If the year comes when I say this is how I'm going to teach for the rest of my life, I think I'll quit for a while."

2) Allison: "I get bored fast if I'm not learning something. . . and two years from now if they don't move me out of this job, I won't stay because I don't think that I will expand anymore than two years in this job. The learning will start tapering off. I would consider going to another company because I cannot be stagnant in learning."

We discovered in these and other examples that our students really did continue to learn after college. The results reinforced our effort to understand the process by which students really evolved these kinds of learning outcomes (Mentkowski & Doherty, 1983; rev. 1984). It was also clear that some kind of learning on the job was essential for career satisfaction. Experiencing independent learning was linked to both job and career satisfaction.

These results supported our plan to understand more about how to define independent learning and to guide its development in students. The research demonstrated that learning really is a process of experiencing, reflecting, forming new concepts, and testing one's judgment in a variety of settings. Learning is not passive, not static, and takes many forms.

INDEPENDENT LEARNING AND THE ACADEMIC ADVISOR

Because learning is so important, we needed to understand more about how our students develop this kind of learning process while they are still in college. When students come to us today they're very concerned about how college is going to prepare them for a career after college. Our value is that they also become life-long learners. But we realized that we needed to understand even more about students and how they experienced learning from other theoretical perspectives. We also needed to look at ways to facilitate learning and to review our role in the areas of advising and career counseling. Let me now introdu·e you to some ways we thought we could assist students in our role as advisors and career counselors that are based on other theoretical perspectives.

First, we recognized that we needed to help students get a handle on various ways of learning and also on their own individual perspectives. Second, we needed to help students negotiate the learning environment better, to perceive college as a learning environment rather than just a career ladder, so they begin to see themselves as architects of their own learning. Very often students ask us about electives they should take or how the major and minor areas fit together. We must help them integrate their abilities across courses. And we're interested in focusing them on the kinds of abilities they should develop given their future goals. We also realize that we have a responsibility to link learning in college to learning in their career after college; to assist students to see careering as a process, given that career satisfaction is an important value for them.

Two theoretical approaches used in our research were helpful in assisting students to meet some of these goals in a required orientation seminar for new students. We discovered that many of our own ideas about how we thought learning was taking place were confirmed by experiential learning theory (Kolb, 1983) and by Perry's theory of intellectual and ethical development (Perry, 1970, 1981). Let me reinforce that these are but two of many strategies we use.

KOLB'S EXPERIENTIAL LEARNING THEORY

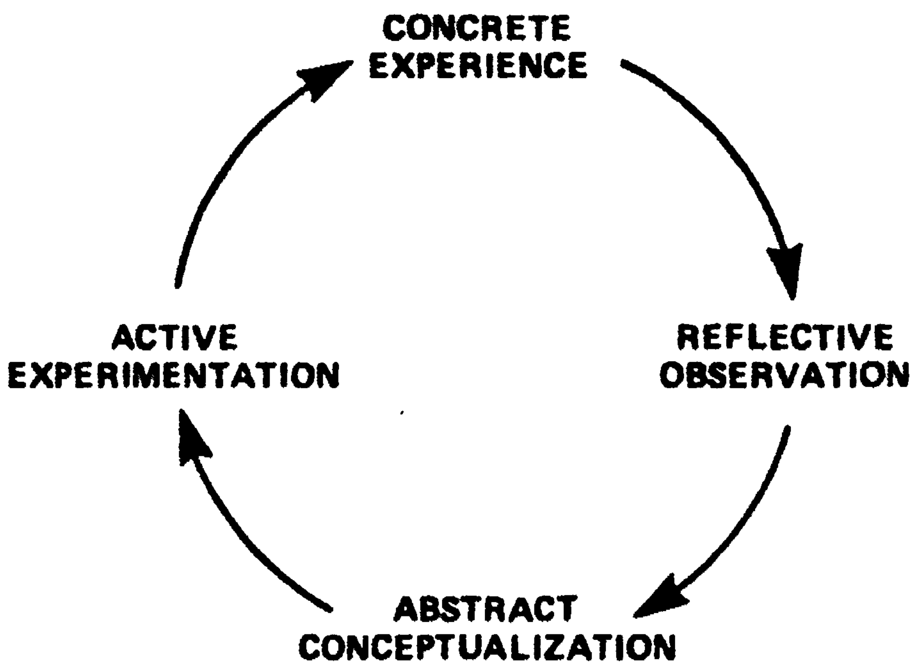
Of the 22 or more measures of learning styles, Kolb's has one of the strongest theoretical and research bases. Kolb's theory (1983) describes learning as a developmental process. Kolb suggests that all of us, in learning situations, need to have some kind of experience, then to reflect on it, to form some ideas about it, and then to test out our concepts in new situations. That kind of process (see Illustration 1) needs to occur for real learning to take place.

For example, as a part of career counseling, we're very interested in having students learn how to interview. Students need not only to form concepts about what a good interview is, but also need to experience interviewing, to reflect on what they did well and what they didn't. The same learning principle applies particularly in professional fields where for a long time we've demanded that students get some actual on-the-job experience. Even in a typical liberal arts area of study such as music, a person needs to hear music to experience it fully, and then to reflect on how that music made them feel. They need to examine the technical aspects of a work, perhaps to form some ideas about how it's put together. Understanding the author's life and times and how the music is a part of that context serves to enhance the experience, particularly if students compare different kinds of music. Experiential learning theorists discovered what advisors always knew--experience in a field is very important for testing out if you want to make it you career. Experience thus becomes a cornerstone of learning, and this kind of learning is not different from classroom learning (Doherty, Mentkowski, & Conrad, 1978).

While it is very important for learning to be thought of as a process, Kolb also identifies aspects of this process in terms of individual differences in preferences for learning styles. The Learning Style Inventory (Kolb, 1976), which is a self-description of one's own learning style, is really designed to assist one to assess one's own strengths and weaknesses as a learner. In Illustration 2 there are descriptions of the four learning styles and some of the characteristics of each of those styles. For example, one who prefers concrete experience

ILLUSTRATION 1

The Four Learning Modes[1]



[1] From: David Kolb, "Learning Style Inventory: A Self-Description of Preferred Learning Modes," Boston: McBer & Co., 1977.

Distributed at the National Academic Advising Association annual meeting in St. Louis, October 1983, by Marcia Mentkowski, "Guiding the Student Toward Becoming an Independent Learner."

ILLUSTRATION 2

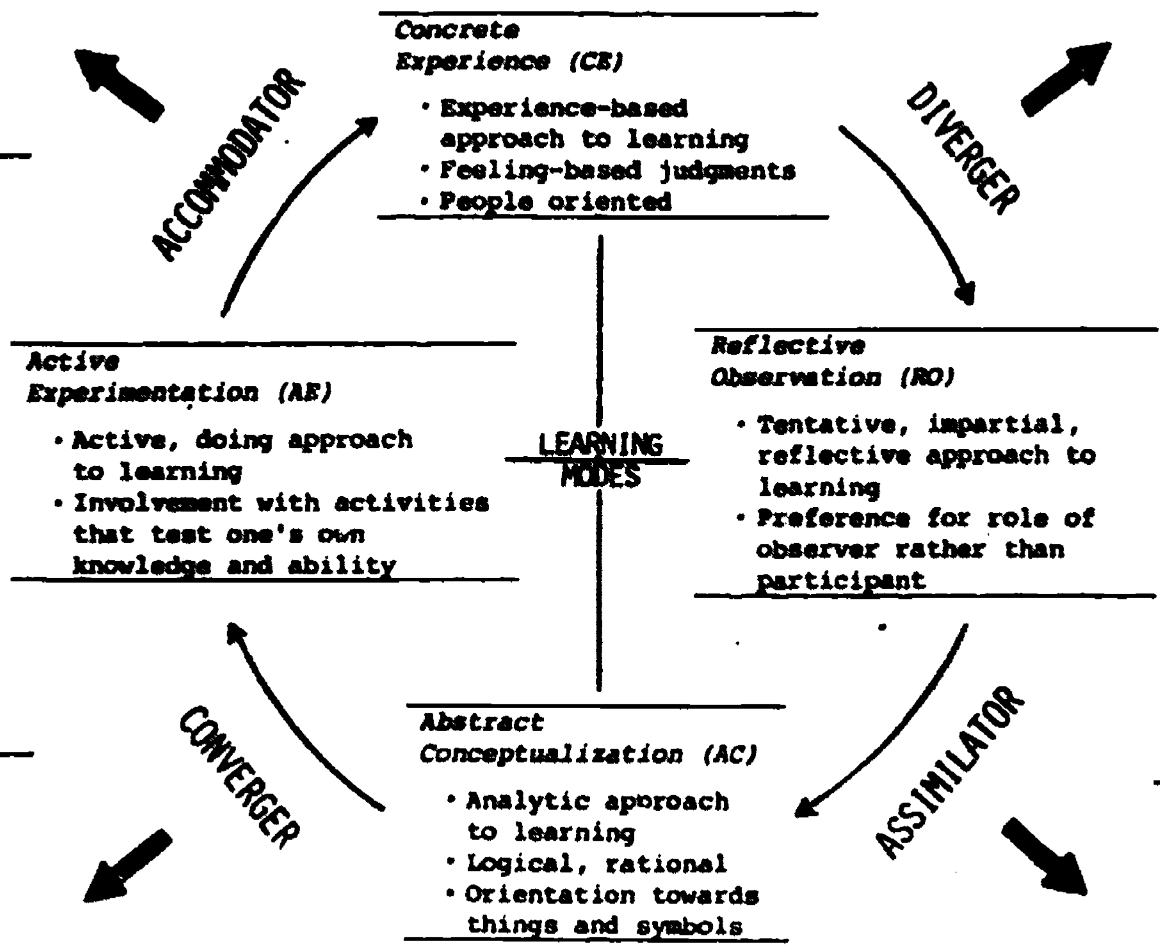
THE FOUR LEARNING MODES AND THEIR CORRESPONDING LEARNING STYLES*

Accommodator (AE, CE)

> Ability to carry out plans, action oriented
> Likes new experiences, a risk-taker
> Adapts to immediate circumstances
> Intuitive, trial-and-error style
> Characteristic of people with backgrounds in practical fields like business

Diverger (RO, CE)

> Imaginative ability, good at generating ideas, "brainstorming"
> Can view a situation from many perspectives
> Emotional, interested in people
> Characteristic of people with backgrounds in the humanities or liberal arts
> Characteristic of counselors, personnel managers, organizational development specialists



Converger (AC, AE)

> Good at practical application of ideas
> Does well in situations where there is one answer to a problem, e.g., conventional IQ tests
> Unemotional, prefers things to people
> Narrow technical interests
> Characteristic of engineers

Assimilator (AC, RO)

> Ability to create theoretical models
> Inductive reasoning
> More concerned with concepts than people, but less concerned with practical use of theories
> Characteristic of people in the basic sciences and those in research and planning

*Adapted from David A. Kolb, "Learning Style Inventory: A Self-Description of Preferred Learning Modes" (Boston: McBer & Co., 1977).

"Guiding the Student Toward Becoming an Independent Learner." By Marcia Mentkowski. Distributed at the National Academic Advising Association annual meeting in St. Louis, October, 1983.

Alverno College
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would more likely learn from being confronted with a novel experience. An individual who prefers the abstract conceptualization style would prefer situations where they asked to study concepts and theories. These preferences are linked to different preferences in how one learns. Perhaps this is why advisors hear one student complaining about a particular class, "Oh, if I can't get out of that class I'm just going to go crazy," and in the next fifteen minutes another student will come in and say just the opposite ("That was the most wonderful class. It saved my life and it was terrific.")

Can we assist students to develop preferences for more than one learning style? Our research showed that students broaden their preferences for learning styles. While students are coming to college with more narrow preferences, it does not mean that preferences stay that way.

We found that when our students first come to college they have high preferences for learning through concrete experience and reflective observation (Mentkowski & Strait, 1983). When we gave the inventory two years after college entrance, however, and again two years later to the same students near graduation, we found that there had been some dramatic shifts to include preferences for active experimentation and abstract conceptualization. Students developed more equal preferences for each of the four learning styles. If students prefer these styles equally, we assume that they can use these different learning styles or modes as they are appropriate to a particular learning situation. We also found that we could link these changes in learning style preferences directly to student learning experiences at Alverno. We also found that students who entered college with a comparatively strong preference for reflective observation were more likely to leave college. Thus, a retention strategy can be linked to independent learning and experiential learning styles.

What strategy evolved from these results? At Alverno, we now administer and use the Learning Style Inventory as one of the learning tools to assist students to recognize their own perspectives on learning. The strategy developed out of our research effort. In order to keep students involved in a longitudinal study, we realized that we had to give them some meaningful feedback or they probably wouldn't come back every two years for the assessments. It was easy to give feedback on the Learning Style Inventory. We combined with this some oral presentations and some written materials. What we discovered made us think this might be a good tool for students in general. Students would say, "that session was really interesting. I can see [this], and I can see [that], and it helps me tie these two classes together..." We also began a two-credit course for new students that met twice a week for eight weeks during the semester. We now give the Learning Style Inventory in that course, where students self-assess/their own learning styles and use the information to improve their learning.

This stategy has some general application beyond our own college. Some of the ways we use the Learning Style Inventory speak to the values that we have as advisors and as educators. I would also like briefly to say more about we use the learning Style inventory to illustrate ways we can misuse it. (See Illus. 3)

When we give the inventory, the students score and interpret it themselves, so that they get immediate feedback. In addition, we give the inventory in a group setting, and we encourage students to share their findings. It's very important to establish an atmosphere in which students feel that each of these styles is an important component of learning.

There are some very important qualifications on interpretation. As we all know, students need to be taught how to use individual difference data. We try to avoid student interpretations like "I am a diverger" or "I prefer concrete experience all the time!" We try to assist them to recognize that the inventory is a measure of preference, not personality. The measure is not a perfect indicator of learning style. Students can also expect to change their preferences. In addition to trying to avoid "typing" or "labeling," we try to get students to talk about their learning experiences and see if they can think of learning incidents where they have used particular learning styles (Mentkowski, O'Brien, Cleve & Wutzdorff, 1983). We also show them some data on student changes, while talking about how important it is not to take general shifts in student changes at our College and use it to predict what should necessarily happen to them. We then illustrate what the professional learning styles are by providing some faculty and other professional examples showing that the diverging learning style is more characteristic of learning by counselors, personnel managers, organizational development specialists; the assimilating learning style is characteristic of learning in basic sciences; and so on. We do NOT suggest that if the student preference is different, the student ought to change careers!

USING THE PERRY SCHEME OF INTELLECTUAL AND ETHICAL DEVELOPMENT

I would now like to discuss another theoretical approach and strategy that has helped to guide students toward becoming independent learners. We had used the Learning Style Inventory successfully, but it tended to give us more of an idea of individual differences in learning but less about how we could better understand the whole developmental learning process.

In our research, we also used Perry's Scheme of Intellectual and Ethical Development (Mentkowski, Moeser, & Strait, 1983). The scheme provides another view of how our students are understanding learning. Perry describes a developmental progression where students are concerned initially with what to learn. They see things somewhat dualistically, in black and white. They'll come to us and say, "Should I go to graduate school or should I have a career. Should I get married or should I get a job." They're looking for a right answer. They want a career and they're sure the advisor knows which career they ought to have.

Distributed at the National Academic Advising Association annual meeting in St. Louis, October, 1983 by Marcia Mentkowski, "Guiding the Student Toward Becoming an Independent Learner."

ILLUSTRATION 3

LEARNING STYLE INVENTORY USE

- FEEDBACK
- SELF-ASSESSMENT
- PEER INTERACTION
- QUALIFICATIONS ON INTERPRETATION
- EXAMPLES OF USING EXPERIENTIAL LEARNING
- GRAPHS OF STUDENT CHANGES
- GRAPHS OF FACULTY/PROFESSIONAL LEARNING STYLES
- ACADEMIC CAREER AND RESOURCE JOURNAL
- INSTRUCTOR/ADVISOR INTERACTION

Alverno College
10/83

But after an orientation toward learning which focuses on ways of learning, students begin to develop multiplicity in ways of learning and can begin to see that there are different ways in which people learn. They can cope with the notion of peer interaction and are not as upset when the professor isn't lecturing all of the time. They do recognize that there are multiple facets to a career, even within a single direction that they have chosen, and they begin to see the advisor as someone who can guide them toward a career rather than that the advisor has "the" answer. But it is not until sometime later that they really can conceptualize learning as a process of thinking where they can take ownership of what they believe as individuals. Only then do they become capable of independent thought, think of themselves as independent learners, and become very active in that direction. Some students get very independent in the process. I'm often frustrated to find out that just when they understand what I have to say, that's the time when they won't take my advice!

As in the case of the Learning Style Inventory, we assessed our students on the Perry Scheme when they first entered college, again at mid-point, and then when they were about to graduate. We found that our students did change on the Perry Scheme, no matter how they were coming in. One of our faculty members said, "Well, is this how we want them to turn out?"; and another advisor said, "Well, is this how they want to turn out?" Those are some very different questions, but we discovered that students <u>were</u> changing. We found this change was gradual. Students change about one to two positions on the Perry Scheme in college. This is about the norm at other colleges too (Lee Knefelkamp, personal communication).

Another finding was that development really was different depending on the area of development. As part of their assessment on the Perry Scheme, we asked students to write three essays: 1) to describe their best class, where we were interested in assessing their understanding of classroom learning processes and roles; 2) to describe a recent decision that they had made; and 3) to describe their careering. We found that the patterns were quite different depending on the area of development. With respect to classroom learning processes, the big leap in development happened the last two years of college. With respect to decision-making, there was a big leap the first two years of college and then we saw a downturn. Careering made a very gradual upward change over the four years.

Thus, advisors cannot assume that a student who is cognitive sophisticated in one area will necessarily be so in another area. You have all had the experience of a student, who is at the top in grade point average, come to your office and say, "O.K", should I go to graduate school <u>or</u> should I have a career?" (a very dualistic response characteristic of an entering Freshman). In developing our advising and career counseling experiences, we could not assume that students who understood classroom learning and roles, and had advanced decision-making strategies, were necessarily involved in careering. The patterns were also different for older and younger students. Older students generally were more sophisticated on the Perry Scheme, but in classroom learning they started out at the same place as did younger students. Over half of the Alverno students are not "traditional" age.

Now I'd like to talk about a strategy based on the Perry Scheme that we're just beginning to explore. In our research we scored some 3000 essays with criteria that we developed for the Perry Scheme (Mentkowski, Moeser, & Strait, 1983). Faculty from our Analysis and Communications departments took those criteria for student development on the Scheme and selected some that seemed to describe student progression in writing ability.

When they began working with our Perry Scheme criteria and thinking how to assist students, faculty and advisors knew that they didn't want to set one strategy out as better than another. Instead, they described these strategies as equally important, recognizing again that students may recycle through earlier forms of development. So faculty and advisors selected criteria and rewrote them in ways that they thought students could understand. They defined criteria for three different thinking/learning strategies, i.e., what to learn, how to learn, and how to think. [Illustration 4 shows what we distribute to students.] Then, in our new student seminar, they asked students to analyze the entrance assessment essays of their peers using these learning strategies. Could students identify any of these strategies in writing samples? The instructors and the advisors in the new student seminar assisted them, but the students themselves used the strategies to analyze their own essays as well. Again, students were getting some kind of immediate feedback.

As with the use of the Learning Style Inventory, use of the Perry Scheme involved immediate feedback, self-assessment (where students take the learning strategies and analyze their own writing), and peer interaction (where students experience diversity of strategies used, guidance in interpreting one's own strategies, use of examples of a wide range of student writing, and most important, advisor/faculty interaction).

GUIDELINES FOR USING THEORIES TO DEVELOP INDEPENDENT LEARNING

Advisors and faculty have worked together to develop these strategies for guiding the student toward becoming an independent learner. In the process, we have discovered some key guidelines that now help us in using theories of learning to develop learning experiences. The first guideline is that instructor/advisor understanding of the theory seems critical; student understanding of the theory is not critical for effective use of the theory. Rather, we focus on giving students the concepts and have students experience activities based on theories. Second, we did not have to engage in elaborate testing of each student to design programs. Measuring students prior to advising to determine learning style, Perry position or stage is not essential; instructor/advisor understanding of student behavior described by a theory is essential. Third, effective student/student interaction is an important technique for stimulating student change. This means we can use group work rather

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Illustration 4

Thinking/Learning Strategies*

Distributed at the National Academic Advising Association annual meeting in St. Louis, October 1983 by Marcia Mentkowski, "Guiding the Student Toward Becoming an Independent

1. Shows concern about WHAT TO LEARN
2. Uses absolute terms (total, ever, not a single thing, best, worst)
3. Uses dichotomies (right/wrong, good/bad, right/left)
4. Sees ideas as equally important
5. Uses general terms
6. Uses passive voice
7. Perceives authority as source of information
8. Shows concern with right answer
9. Reacts against diffuseness, fuzziness and uncertainty

1. Shows concern with HOW TO LEARN
2. Writes in lists
3. Cites a process for reaching a decision or drawing a conclusion
4. Recognizes and accepts multiples
5. Gives concrete detail by naming persons, classes, dates, times, etc.
6. Uses quantity terms (most, often, sometimes)
7. Perceives right process and/or authority as aid to reach right answer
8. Shows belief that quantity of time and effort is related to success
9. Uses qualifiers and modifiers
10. Shows awareness of quantity of components--values, information, prioritizing--that can influence thinking process

1. Shows concern with HOW TO THINK
2. Exhibits ownership of thoughts and feelings
3. Shows belief that theorizing and reasoned argument are expected
4. Uses absolutes within multiplicity
5. Accepts uncertainty as the prevailing state of reality
6. Includes elements of self with external factors in drawing conclusion
7. Uses active verbs
8. Puts process and content together (process allows journey through content)
9. Shows awareness of differences between opinion and supported opinion

*These Thinking/Learning Strategies were adapted from the Alverno Criteria for Judging Student Performance on the Perry Scheme of Intellectual and Ethical Development. The criteria, formulated from research by Perry (1970), Knefelkamp (1974), Widick (1975), and Knefelkamp and Slepitza (1976) are contained (together with research results and examples of criteria application) in Mentkowski, Moeser and Strait, Using the Perry Scheme of Intellectual and Ethical Development As a College Outcomes Measure: A Process and Criteria for Judging Student Performance, Vols. I & II. Alverno Productions, 1983.

than the more expensive one-on-one activity for developing independent learning. Fourth, opportunities are necessary for instructors and advisors to experience and practice responding to student learning styles and modes of thinking. Instructors and advisors need opportunities to meet and discuss student responses and to teach each other to recognize teaching opportunities. Fifth, advisors and faculty need to collaborate to build learning activities across the curriculum that facilitate student development. And finally, theories are meaningful when incorporated into the theorizing that advisors and faculty develop out of their own experience with students.

CONCLUSION

I wish to close with a brief description of the benefits for students, advisors and faculty from our attempts to guide students to become independent learners.

From our research results (Mentkowski & Doherty, 1983), we have found that students do see themselves as changing in how they learn and think. They do develop a variety of learning strategies and styles. And because they see learning as a process, they are able to self-assess themselves on their own learning. Further, both students and alumnae show that they transfer their learning strategies to off-campus work experiences both during and after college. They see themselves as directing their own learning, and this independence develops self-confidence that leads to career satisfaction.

There are benefits for the advising process as well. First, the self-assessment and feedback component of our learning experiences <u>personalizes advising</u>. Further, the strategies we have used help us to <u>respond to student diversity</u>--an important goal for those of us concerned that we meet individual student needs. Our studies of student changes in learning have helped us to <u>develop better retention strategies</u>. We can better identify and recognize which kinds of students are likely to need certain kinds of assistance in learning. Our focus on learning also has another benefit for advisors. Student services personnel at our college have found that focusing on learning assists us to <u>stimulate faculty interest</u> in advisor/career counselor concerns, and when advisors teach with faculty, there is a common language of learning that crosses disciplines. Perhaps this has led to the most important benefit: <u>guiding students toward becoming independent learners builds a central focus for advising across the college</u>. Focusing on learning allows us, in our different roles, to identify with a common goal. Students, faculty and advisors can all commit to this broader purpose. This commitment leads to more and better collaboration and collegiality with all members of the college or university community, and allows us to take on challenges imposed by changes in student attitudes and expectations.

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Part II. **PRE-CONFERENCE WORKSHOPS** (Sunday, October 23, 1983)

Pre-Conference Workshops are intended to provide personal and professional development opportunities for conference attendees. Thus, survey instruments, handouts, and similar "hands-on" experience are not provided. The overviews presented are merely intended to reflect the essence of each workshop.

A. "The Decision-Making Process in Academic and Career Advising"

Workshop Leader: **Virginia Gordon**, Coordinator Academic/Career Advising, University College, The Ohio State University; and **William Coscarelli**, Learning Resource Service, Southern Illinois University-Carbondale

Academic advisors are constantly involved in helping students make educational and vocational decisions. This workshop focused on decision-making as related to individual differences. Participants took a variety of decision-making instruments to demonstrate some of the factors involved in this complex process. The instruments were applied to learning situations specific to both the academic and the occupational choices available to students.

B. "Developmental Theory, Student Development, and Academic Advising"

Workshop Leader: **Tom Grites**, Director of Academic Advising, Stockton State College; **Ron Adkins**, Director of Academic Advising, University of Puget Sound; and **Roger B. Winston**, Jr., College of Education, University of Georgia

This workshop focused on an outline of theories of student development and demonstrated possible application to academic advising situations. Terminology of the most prominent theories were reviewed and indications of how these theories have been applied to the field of advising were analyzed.

C. "Computer Assisted Advisement: Analysis and Design"

Workshop Leader: **Gary L. Kramer**, Director of Academic Advising, Brigham Young University; and **Erlend Peterson**, Assistant Dean of Admission and Records, Brigham Young University

This workshop presented a non-technical checklist for use in designing and implementing a computer-assisted academic advisement program. The workshop also discussed ideal capabilities of a computer-assisted advisement program, its benefits and potential for meeting advisement-related challenges of the future.

D. "Modes and Models in Designing and Implementing a Successful Advising Program"

Workshop Leader: **David S. Crockett**, ACT Educational Programs and Services

This workshop was designed to provide a comprehensive overview of academic advising for those persons new to advising responsibilities. Basic elements in developing a successful advising program were identified and discussed, including gaining administrative support; developing an institutional policy; in-service training; use of an information system; evaluation of advising; developing a recognition and reward system; frequency of contact and advisor load; referral systems; coordination and management system; and appropriate delivery systems.

E. "Advisor Training: Structured Means for Learning About Self"

Workshop Leader: **Howard C. Kramer**, Associate Dean of Students, Cornell University

Participants completed the Personal Profile system, a self-report instrument designed to identify behavioral styles in work/social environments. Also, discussion was made of instruments that focus on body language, listening styles, and modes of influencing others.

F. "Time Management for Acadmeic Advisors"

Workshop Leader: **Carol Patton**, Director of University Adv'sement, Texas Christian University

This workshop focused on recognized time management skills and techniques as applied to academic advising. A questionnaire was administered to participants from which discussion followed.

G. "Advisor Stress: Successful Management and Orientation"

Workshop Leader: **Tanya Ludutsky**, Assistant Dean and Director of Student Affairs, Raymond Walters College; and **Phyllis Sherwood**, Coordinator of Developmental Education, Raymond Walters College, Cincinnati, OH.

This workshop was designed to provide participants with a perspective on the problems inherent within stress or burnout and discuss successful stress management techniques and preventive burnout strategies that will enable participants to deal with their own and their advisees' stress or burnout.

H. "Improve Your Written Communications"

Workshop Leader: Bob Darrell, Director, PLUS Center, Kentucky Wesleyan College; and Sherry Darrell, Indiana State University-Evansville

Designed for all professionals who spend more than ten percent of their time on writing tasks, this program was based on one that has trained thousands in business and the professions. It focused on twelve techniques to demonstrate how quickly and easily persons can improve their writing. Participants brought their own memos, letters and reports.

I. "Running the Race: Principles vs. Policy"

Workshop Leader: Karry Sprague; and Marcia Buresch, Consultant, Buresch Research Consultants

The nature of this workshop was to assist participants in developing a framework which would identify each individual's degree of compromise between their principles, i.e., values, beliefs (constant) and institutional policy, i.e., rules and regulations (inconsistent). The workshop was participatory and concentrated on exploring a structural framework for advising.

Part III. **IN-CONFERENCE WORKSHOPS AND SPECIAL SESSIONS**

J. Orientation Workshop

Workshop Leader: **Diane L. Duntley**, Indiana University of Pennsylvania
(Summary adapted from program abstract)

This program was offered for a second year and focused on conference participants who were new to NACADA as an organization and/or those who were new to the field of academic advising.

An overview of the organization of NACADA was presented and participation in the activities of various committees was encouraged. Issues in advising in general, or of spcial interest to NACADA, were discussed. The terminology in common use among advisors was reviewed and questions answered. Also, emphasis was placed on the value of NACADA as a professional support group for those who do academic advising.

K. Directors' Workshop

Workshop Leaders: **Howard C. Kramer**, Cornell University
(Summary adapted from program abstract)

This workshop was divided into four segments and allowed a small number of experienced advising directors to:

1. Discuss issues related to the role of director
2. Request assistance with specific concerns
3. Share particular "experience-based" procedures in system management
4. Brainstorm new ideas, programs, opportunities for advising systems, etc.
5. Institute early levels of some collaborative inter-institutional activites
6. Share personal planning, as well as professional, resources with one another

Reading materials were distributed in advance of the conference and each participant had to prepare to describe one topic for which assistance was requested and one activity that has been successful at their institution.

L. Special Session on the Formation of a NACADA Consultants Bureau

Moderator: **Gary Kramer**, Brigham Young University

Consultants Bureau Committee Members: **Tom Grites**, Stockton State University; **Virginia Gordon**, Ohio State University; and **Billie Jacobini**, Southern Illinois University-Carbondale

This session was open to all who wanted to learn about and become involved with the goals, organization, and future administration of this innovative enterprise. One of the goals was to develop a group of knowledgeable experts on various aspects of academic advising who could provide consulting services to individuals or institutions.

M. Idea Exchange
Coordinator: Paul Hager, Berea College

The Idea Exchange featured demonstrations of useful advising tools, concepts, and hand-out materials. Audio-Visual, Handbooks for Advisors, and related materials were featured along with Poster Presentations.

A. Beyond Change-Managing the Integration: Academic Advisor and the Implementation of a Learning Assistance Program
James McGovern, Providence College

B. Attitudes of Selected College Freshmen Toward Mathematics and Implications of Advising
Barbara Warman, Iowa State University

C. Managing a Decentralized, Faculty Advising Program
Margaret Hargroder, University of Southwestern Louisiana

D. Centralizing the Advising System: Selecting, Training
Judith Miranti, Holy Cross College

E. The Perceived Orientation Needs of New Students and Facilitating the Freshman Experience
Gary Kramer, Brigham Young University
Ron Woods, Brigham Young University
Beverly Chynoweth, Brigham Young University

F. Retention Begins with Recruiting and Academic Advising
Ray C. McClure, University of Missouri-Columbia

G. Comparing Student Perceptions and Evaluations of Academic Advising Services
Jessica Kozloff, University of Northern Colorado

H. Initiating a Faculty Mentor Advising Program
Mike Hostetler, Indiana University at South Bend

I. Advising Students in a Personalized Education Program
Kent Christiansen, Arizona State University

J. Challenge, Change, Chance: Advising Undecided Students
Theresa Reddy, Old Dominion University

K. A Global Outreach Program to Enhance Academic Advising
Audrey Bernfield, Stanford University

L. Connecting in the Multiversity: A Newsletter Approach to Advisor Education
Mary Austin, Michigan State University

N. Display Session - Discover (ACT)

Barbara Keener, ACT National Office

Discover is a career guidance system which uses a computer to help you learn about: 1) Yourself (about your interests, skills, and work-related values); 2) Occupations (over 400 are included in the DISCOVER data File); and 3) Educational/training opportunities (two year colleges, four year colleges, and graduate schools). It also enables students to link course and career selection. It runs on a variety of computer systems to provide flexibility to educational institutions.

O. Display Session - SIGI (ETS)

SIGI, as the System of Interactive Guidance and Information is called, is a computer-based system developed by ETS to assist students in career decision-making and planning. The main purposes of SIGI are to increase student freedom of choice, to develop understanding of the elements involved in choice, and to improve competence in the process of making informed and rational career decisions. The choices directly considered include educational and occupational options.

SIGI is designed primarily to help students enrolled in or planning to enter two-year and four-year colleges.

TOPICAL SEMINARS (Tuesday, Oct.25)

TOPICAL SEMINAR A: MANAGEMENT OF ACADEMIC ADVISING SYSTEMS

Presenters: Ruth Swenson, Iowa State University and Dorothy Ross, Brigham Young University

Summary Author: G. Kramer, Brigham Young University

Each presenter addressed specific strategies in managing an academic advising program.

Three aspects of managing BYU's advising program are: 1) the Annual Plan, 2) a Self-Study Evaluation for each college advising center, and 3) staff development. The first represents an annual review of goals and objectives and an annual report of accomplishments. The second is a pragmatic and guided review of each advising center, and the third aspect focuses on skill development of advising center personnel.

Brigham Young University's Annual Plan concept is based on the following five principles:

1. Advisement must support faculty and academic administrators; thus a concise mission statement is required.
2. A plan must be flexible and subject to change. This calls for periodic reassessment of the goals.
3. Goals must be attainable and assessable. The goals should be specific statements that not only guide the plan but also incorporate criteria against which results can be assessed.
4. Follow through and the reporting of advisement goals are important to program improvement and impact
5. Those responsible for the plan's goals should be involved. Academic advisement planning means advisers are in the enviable position to anticipate, assess, provide and demonstrate their advisement program

The Self Study program is based on eight standards of performance: 1) Purpose of the College Advisement Center (mission statement, objectives), 2) Organization and Administration, 3) Advising Program, 4) Financial Resources, 5) Faculty and Administration, 6) Physical Resources, 7) Special Activities, and 8) Advisement forms, records and informational material.

Each college advising center prepares a written response to the above standards. An evaluation team comprised of university administrators, college advisement personnel (other than the college being reviewed), faculty members from the college and others selected who are familiar with the college is formed to review the College Advising Center. Following an accreditation format, various faculty, department chairmen, advisement center staff and students are interviewed by the team. A report is prepared by the team and is reviewed by the dean of the college along with his administrative staff and others who are involved in the advisement center program. Strengths, weaknesses, suggestions and recommendations are considered.

Staff development for academic advising is accomplished in four ways: 1) a review of the Academic Advisement Training Manual at the beginning of each academic school year by all new, full-time advisers and supervisors; 2) individual training of new personnel by college advising supervisors, 3) staff development round-table seminars held monthly throughout the year for all full-time advising personnel on campus (in addition to these meetings, written, timely information pertaining to advisement techniques, policy and/or procedural changes are dispensed by the university's academic advisement office to all advisement centers); and 4) once each year, advisers are involved in Utah's Academic Advisement Conference.

In the College of Sciences and Humanities at Iowa State University, academic advising is approached as a continuum, beginning with pre-enrollment communication with prospective students, parents, and school systems and continuing through job placement. During summer orientation, entering students and their parents meet with advisers to prepare the first-term schedule. Placement test scores provide guidance for entry at the appropriate level in chemistry, mathematics, and English. Orientation continues through the first semester of enrollment in special courses and small-group opportunities. Dean's staff, faculty, and advisers are available to answer parents' questions on Parents' Weekend a month after fall semester begins. Career development and placement services are considered an integral part of advising and are delivered through career planning courses as well as through a college career development and placement unit in the Dean's Office. All of these activities and services are coordinated and managed by an assistant dean.

Students who declare a major on admission are advised by faculty or professional advisers in the major department. Undeclared (Open Option) and preprofessional students (Pre-Business, Pre-Engineering, Pre-Vet, and Preprofessional Health Sciences) are advised in the College Advising Office by a collaborative team of faculty and professional advisers who meet on a regular basis for training, discussion of concerns and suggestions, and planning. Carefully selected and highly trained peer advisers supplement the program by assisting primarily new students with adjustment problems and the mechanics of pre-registration.

The College Advising Committee (faculty) meets monthly to discuss and recommend policy. The chair serves on the University Advising Committee. Advising Coordinators, representing each academic department/program and the various areas of specialization within the College Advising office, meet at least three times per semester for updating on policies and procedures, presentations by representatives from academic and student service units, and discussion of mutual concerns. The chair of the College Advising Committee and and the Assistant Dean convene and moderate these sessions. Agenda items are suggested by the Committee, the Coordinators, advisors, and the administrative staff. Advising Coordinators are responsible for bringing the concerns of their constituencies to this forum and keeping the advisers in their respective units informed.

In support of advising, workshops are offered for new and experienced advisers. A Handbook for Academic Advising is produced and annually updated by the Assistant Dean. It includes a cross-reference index to other information sources, a current directory of persons to contact for various needs, and expanded information on introductory courses in the College to supplement catalog descriptions. Advisers of undeclared students receive a manual of requirements for all majors and minors in the College, displayed in a uniform format.

Advising is considered a component of teaching for promotion and tenure considerations. Advisers in the College Advising Office are evaluated by their advisees and the Assistant dean annually.

The essential features in management of this successful centralized/decentralized advising network are recognition at all levels of the importance of academic advising, a comprehensive view of advising as a progression from preenrollment to placement, and coordination of the component units. Emphasis is placed on effective communication and utilization of the strengths of faculty, professional staff, and student constituents.

TOPICAL SEMINAR B: "FRESHMAN ADVISING"

Presenters: Kitty Corak, University of Montana and Eileen McDonough, Barry University

Summary Author: K. Corak

This session began with a look at a brochure that has been developed at the University of Montana for distribution to newly admitted undergraduates. The publication presents nine questions in reference to academic advising that are typically asked by new students e.g. "Why is advising mandatory?", "How does it benefit me?", and "How do I obtain an advisor?". The brochure supplies an answer to each question. Copies were distributed to participants.

Next, a list of seventeen questions related to freshman advising was perused by the audience. The floor was opened to discussion of these in a random order. Participants were particularly interested in questions related to: methods of educating students to use advising services optimally, types of information an institution should strive to collect and disseminate to freshman advisors, the pros and cons of using student versus faculty advisors with freshmen, and special programs for honors students.

The complete list of questions is available upon request from the presenters.

TOPICAL SEMINAR C: COMPUTER ASSISTED ADVISING

Presenters: John R. Lough, University of Georgia, E. Bruce Potter, University of New Mexico, and Mary Ellen Tolar, Eastern kentucky University

Summary Author: J. Lough

Each seminar participant presented a brief overview of their respective utilization of the computer in the delivery of advising services.

Mary Ellen Tolar based her comments on three basic needs students have as they progress through their college program: information, developmental assistance and interpersonal interaction.

John Lough described the advising function as having two parts--counseling and scheduling. Advisors who must deal with large numbers of students, out of necessity, spend most of their time scheduling, rather than counseling. The desire to reduce the time spent on scheduling may be fulfilled by an interactive scheduling system with advisor intrusion only in cases of error or gross misunderstanding of one's program of study. The time heretofore spent helping students determine what classes to take may then be directed to solving life-choice problems.

Bruce Potter guided the seminar to a discussion of what actually constituted computer-assisted advising. In the past, it has meant computer-generated graduation checksheets or computer-assisted registration. Participants were encouraged to think beyond this somewhat limited notion to a more holistic concept of a computer-assisted advising system which provides a variety of useful information for, the student, the advisor, and the administration. As the costs of advisors increase dramatically in the future, institutions of all sizes will be forced to move to a more complete use of computer-assisted advising.

During the discussion period, a number of issues were proposed:

1. How does one maintain the security of a student-interactive system which must access student records?
2. Should faculty have access to those student records?
3. How to prioritize students in process of advising--for registration purposes.
4. Are we confusing the advising process with the registration process? Should advisors be so preeminently involved with registration activity?
5. Should the computer-assisted advising system rely on its own distinct data-base or access central student records?
6. How should records on extra-curricula activities fit into the information base?
7. What about employing a system which would compile other useful information--e.g., what types of grade distributions are we getting in certain required courses?
8. Should access to system be open or limited to specific time periods?
9. Should students interact personally with computer?

TOPICAL SEMINAR D: BRIDGING THE GAP-ADVISING PRE-COLLEGE TO FRESHMEN

Presenters: Gene A. Pratt, University of Wyoming and Jane Roules, Iowa State University

Summary Author: adapted from the program proposal by G. Pratt

For many years average English and mathematics scores of high school seniors have declined and colleges and universities have introduced remedial courses in English and mathematics to attempt to compensate.

Ernest Boyer has indicated that one major thrust in education for the 1980's must be a cooperative effort between the colleges and the pre-college schools. In effect, we must stop laying the blame for inadequate education preparation of students at the next lower level and begin to initiate that cooperative effort which will raise our collective sights and the performance of our youth and thus prepare them better for college and for the future. In this venture the colleges and universities must take the initiative, set the standard of acceptable performance, and monitor the progress of the entire system. Ideally this can be pursued in such a way that those in the pre-college schools will not feel threatened or alienated.

In consultation with academic deans and department heads, the University of Wyoming has developed two documents which identify two levels of preparation in which pre-college students should be engaged to enhance their chances for success at the university and to better prepare them for entrance into a particular college major.

The first of these is an "Open Letter to Students in Grades 7 through 12 and Their Parents." Published in all state newspapers and distributed to all the high schools, junior high schools, and middle schools in the state in letter and poster form, it enumerates the general kinds of courses, some specific courses, and the course sequence that ought to be completed by pre-college students in order to enhance the chances for success and for completion of a degree in a timely fashion. Students are referred to their counselors and to our Center for more detailed information. The "Open Letter" has received wide acclaim, from educators at both pre-college and college levels, parents, and students.

The second publication is a brochure "Planning for College Now," which details for each college major the appropriate courses pre-college students should complete in order to properly prepare for entering their prospective majors. Distribution of the brochure is to the same in sufficient quantity for all college-bound students in the state. Again, reception has been universal and positive on all fronts.

TOPICAL SEMINAR E: "ADVISOR ROLES WITH THE UNDECIDED STUDENTS"

Presenters: J. D. Beatty, Iowa State University and Jane R. Souply, University of Wyoming

Summary Authors: J. Beatty and J. Souply

The session attempted to generate a discussion of the variety of roles for the advising of undecided students. The plan was to discuss mutual goals for the student and the advisor, techniques to implement those goals, assessments of how well we are presently doing, and speculations on where we might go. As so often happens with this type of session, all these topics were not covered, and discussion moved in other equally valuable directions. It began by discussing alternative names for the "undecided" student. Members of the audience suggested "exploratory," "undeclared," "open-option," but others in the audience felt the reality of undecided (with respect to the selection of a major) was useful in dramatizing the student's eventual need to declare a major.

The rest of the session focused upon some of the roles for the advisor of the undecided (as well as the decided!) student:

1. The provider of information and a positive learning environment.
2. The interpreter and advocate of the institution and its goals.
3. The teacher of decision-making and problem-solving skills.
4. The educator dedicated to the production of quality human beings.

Many in the audience felt that advisors are doing a better than average job on role 1, but that we do less than our best with roles 2, 3 and 4. An irony arises in that most of the advising evaluation instruments focus upon role 1, the job we do best, but the job that some members in the audience clearly thought was less important than the other three.

The session closed with suggestions about improving our skills in roles 2, 3 and 4. This discussion may well have provided a seed bed for a future topical seminar, because no consensus evolved in the brief time remaining. "We have miles to go before we sleep."

TOPICAL SEMINAR F: PREPROFESSIONAL ADVISING IN THE HEALTH FIELDS

Presenters: Julie F. Houk, Indiana-Purdue University at Fort Wayne, Mary Ann Boyle, Washington University, and Jean Lassila, Iowa State University

Summary Authors: J. Hook, M. Boyle, and J. Lassila

Currently there are more than 200 job titles related to health care. They can be sorted into general areas: business, direct patient care (medicine, dentistry, nursing, occupational therapy), and technological (medical technology, instrumentation specialists, prosthetics). With such a wide variety of careers available, there is one to suit nearly every student who is interested in health care. One trend, however, is that each of these separate fields is becoming increasingly technical. For example, occupational therapists must be able to help patients learn to use electronic equipment that give them increased mobility.

In advising students, we must remember that significant changes in the payment for health care are now taking place. One effect of increasing restrictions on payment is that the unimodal therapies, such as art and dance therapy, may become too expensive for health care facilities, and students should be encouraged to become more broadly prepared.

Two useful sources of information are the Allied Health Education Directory and The Health Professions by Boyles, Morgan and McCauley, published by W. B. Sanders Co. At Indiana University-Purdue University at Fort Wayne the advisors provide curriculum sheets color coded by preprofessional area. The sheets describe professional program prerequisites, provide spaces for checking off courses as they are taken and provide sample curricula. Students in any preprofessional program are encouraged to make good use of electives to meet requirements in related programs. The advisors sponsor an Interview Workshop to accustom students to the interview process and a Health Career Day to which community representatives of various health careers and academic representatives of professional health programs are invited.

Students who need more information can be helped by programs in which students may spend a half day in a hospital or clinic following a professional around and discussing the profession as time allows. Volunteer work provides excellent experience for students in choosing a career.

Physical therapy and occupational therapy programs in state-supported schools are generally very difficult to get into and the grade average of accepted students is high. Private schools may be easier to enter both because the programs can increase the number of admissions as necessary to accommodate qualified students and because the generally higher tuition scares prospective applicants. However, if students are willing to apply to distant schools that have higher tuition, there may be openings and financial aid is often available.

FOCUS SESSION A: "STUDENT ATHLETE ADVISING"

Presenters: Anna R. Newton and Robert Rinehart, San Diego State University; Ralph Dawson, California State University-Los Angeles

No summary available.

FOCUS SESSION B: CAREER PLANNING

Presenters: David F. McGrevy, St. Lawrence University; James D. Barrick, SUNY at Potsdam; and Gregory Snodgrass, Southwest Texas State University

Summary Authors: adapted from program proposals by G. Snodgrass, D. McGrevy, and J. Barrick

A perusal of the professional literature, discussions with practicing counselors, and interviews with hundreds of students suggest that many college students are confused about the relationship between academic and career planning. Many students associate preparing for a career with completing academic degree requirements rather than with gaining the skills, experiences, and academic training necessary to meet the requirements of an identified career objective. They often find difficulty relating their skills, experiences and academic preparation to the requirements of the work-world. Consequently many leave the university without a sense of direction or a feeling of control over their own futures.

The belief that there is a direct relationship between the college degree and occupational preparation has resulted in a number of inaccurate assumptions upon which many students have based their academic and career decisions, and counselors, parents, and peers have based their counseling or advising. Some of the common assumptions include:

1. There is a direct preparation relationship between specific college majors and specific occupations
2. The college major places restrictions upon occupational choice
3. Selecting a college major is the first step in career planning
4. Students should choose a major quickly because some have extensive time and course preparation requirements.

Numerous articles have focused upon the principles, objectives, and procedures of academic advising and career counseling, but few have addressed either the relationship between them or the assumption upon which both are often based. This program challenged traditional assumptions and discussed a new set of assumptions upon which to base the integration of academic and career objectives.

McGrevy and Barrick discussed the benefits of an undergraduate liberal arts education by demonstrat that successful s udents acquire the life-long skills of analysis, synthesis, communication, quantification, and valuing. Though these concepts are acceptable to many academic administrators and faculty, the terms provide little assurance to contemporary career-oriented students who choose majors in the liberal arts. The process of academic advising can benefit from an approach which communicates the value of liberal arts majors in the skill specific content desired by many students.

It is assumed that any career and college major can be described in terms of four elements: knowledge content, activity content, people environment, and person-career balance. These elements are common to many career development programs which attempt to match descriptions of individuals to similar descriptions of careers. In many technical and professional undergraduate areas the demands of the career closely resemble the demands of the academic experience; but in liberal arts areas the match between career and course work is less well defined. There is a clear need to define majors in terms of the four elements above and to develop descriptions of liberal arts majors in parallel with career areas.

When the four element career development model is presented to students, they find the model easy to assimilate and apply to their individual career interests and plans. Students are eager to complete an activity profile for themselves (which can be done individually or in groups, in departments, counseling centers, or career development offices) and examine course work and career interests in terms of required activities, knowledge, and personal demands.

This approach to advising appears to boost confidence in a liberal arts education, and reduce stress (particularly among seniors) associated with the transition from academia to the world of work. The framework provides students with tools for effective interaction with faculty, career development/student development personnel, and future employers; advisors have a tool which can be applied effectively across individuals, majors, and careers.

FOCUS SESSION C: CENTRALIZED vs. DECENTRALIZED ADVISING

Presenters: Leslie Yard, St. Louis Community College (Meramec), Roberta W. Lathram, Miami University at Hamilton (Ohio), Anita D. McDonald and Maxine Stokes, University of Missouri-St. Louis.

Summary Author: Leslie Yard

This session was a panel presentation concerning centralized and decentralized academic advising systems. Four different college advising programs were outlined for the audience. The audience was asked to make their own comparisons.

Leslie Yard from St. Louis Community College at Meramec began the presentation with a synopsis of Meramec's centralized advising program including student's needs, staffing needs, and qualifications.

Roberta Lathram from Miami University - Hamilton Campus summarized her coordination of a centralized advising system for part-time and evening students and decentralized faculty advising for the declared major.

Anita McDonald outlined the advising system of the College of Arts and Sciences at the University of Missouri - St. Louis which utilizes the expertise of advisors in a central locale for new freshmen and faculty advisors in each major department.

Maxine Stokes concluded the session with a step-by-step progression for advising of a declared major in the School of Business Administration at the University of Missouri - St. Louis.

Presenters for both the College of Arts and Sciences and the School of Business at University of Missouri - St. Louis explained how they use the computerized Student Information System.

FOCUS SESSION D: FACULTY AS ADVISORS

Presenters: Linda B. Salamon and Wayne T. Hanebrink, Washington University; and George Commenator, New Hampshire College

Summary Author: adapted from program proposals by W. Hanebrink and G. Commenator

The presenters from Washington University discussed their contention that students in a liberal arts college within a private research university can best be served by faculty as advisors. Only faculty, and no other counseling group, muster the respect of their colleagues sufficient to gain their attention and assistance in aiding students, possess the breadth of knowledge about the nature of a liberal arts education, and understand the interrelationships of the curriculum sufficiently to advise undergraduates. An advising center, staffed by "professional" full-time advisors, cannot have such weight with faculty nor the full respect of students.

They further explained that students must take responsiblity for their lives and educations. Faculty advisors serve students best by concentrating on academic concerns and are not asked to attempt a "holistic developmental model" of advising. A faculty advisor can make the transition from personal, avuncular counselor to become a senior colleague engaged in the pursuit of a discipline. This crucial shift of relationship is impossible for the non-faculty advisor.

At New Hampshire College the key to successful change and management of advising programs in private colleges is faculty and administrative collaboration. Previously New Hampshire College had a faculty advising program for freshmen that required all faculty in two departments to advise freshmen. This worked as poorly as might be expected. In the spring of 1932 a budget for paid freshmen advisors was approved. Faculty were sought to become freshmen advisors. From the summer of '82 faculty have been important voices in determining the objectives and activities of the program. The success of this new advising system is due to this level of faculty involveme.

An orientation/training program was held in August. First semester objectives and activities were presented by staff and faculty who had met over the summer. These were discussed and revised by the advisors. They included:

1) Group meeting during Orientation with advisees.
2) Interviews with each advisee during first three weeks.
3) Respond to warning issued at mid-term.
4) Encourage review of choice of major - begin some career planning.
5) Invite advisees to a social outing.

Initial reports were that the advisors were seen by their advisees much more than in prior years.

The main feature was to stress the need for this kind of faculty involvement. However it can be gained, it is the key solution to budget and manpower problems faced by small private colleges in the change and management of advising systems.

ROUNDTABLE A: ADVISING STUDENT-ATHLETES

Presenters: George W. Schubert and Arline F. Schubert, University of North Dakota

Summary Author: G. Schubert and A. Schubert

The purpose of the presentation was to focus on National, Conference, and Institutional rules and regulations of which academic advisers of student-athletes must be knowlegeable.

Appropriate and sound academic advisement is not only important to the student-athlete, but absolutely imperative to the institution. Academic advisers who counsel students regarding their immediate course selection and enrollment in long-term academic plans must be knowlegeable about National Collegiate Athletic Association (NCAA) regulations, and academic rules of athletic conferences to which institutions belong.

Examples of General Rules for Presentation and Discussion

1. Member institutions of the NCAA belong to one or more of three defined divisions, Division I, Division II, Division III. Each division has different student-athletic academic regulations. Numerous institutions are members of two Divisional groups.
2. Rules governing student athletic elegibility may be different from institution to institution because of the institutional definition of "satisfactory progress" and "good academic standing."
3. Student eligibility rules change each academic year and athletics at some institutions, during the same academic year, may be affected in different ways by the same rule.

Examples of Specific Rules for Presentation and Discussion

1. Student-athletes must be enrolled in a minimum of 12 semester hours during the time of participation in a particular sport.
2. Student-athletes must present evidence of completing an average of 12 semester hours for each semester they are in school and a minimum of an average of 12 semester hours must count toward completing a specific undergraduate degree.

Examples of General Comments for Presentation and Discussion

1. Student-athletes should not be assigned to a coach as an academic adviser, unless the coach is the official adviser for the particular academic program.
2. Student-athletes should be required to complete their registration materials, drop/add forms, etc. These materials should not be completed by an assistant coach(s).
3. A student's prime reason for being at an institution of higher education should be to gain an education and not to receive training to become a professional athlete.

4. Student-athletes should not be treated as an elite group, superior to other students.
5. Student-athletes should not be treated as though they are inferior in academic potential to the non student-athlete population.

Advisement of student-athletes requires special knowledge, special study and sometimes extra diplomacy on the part of the academic adviser. Without proper preparation, the academic adviser is not able to provide indepth academic advisement to student-athletes.

ROUNDTABLE B: DIALECTIC DILEMMAS IN ADVISING MINORITY STUDENTS

Presenters: Bob Clayton, Robert R. Moton Memorial Institute, Inc.

Summary Author: adapted from program proposal by B. Clayton

Academic Advising poses a basic dilemma for advising majority and minority students. This basic dilemma is: Am I advising the student from his/her need or am I imposing my "biases" into the advising discussions?

"Advising Minority Students" took this basic dilemma and juxtaposed the cross-cultural dilemma; thereby, making minority advising a potentially insensitive and/or prejudicial experience for the minority students. Advisors who are sensitive to minority students and their cultural backgrounds are able to turn dilemmas into delights. Yet, sensitive advisors need to understand the bases for their sensitivity as to enhance their future sessions with minority students. Advisors who do not know or understand cross-cultural advising need to gain insights into this critical area.

This presentation informed academic advisors about cross-cultural advising and the dialectic dilemmas associated with the process. Two main factors were covered in this session: (1) the "Etic-Emic dilemma" and (2) a discussion of the "two hemispheres of the brain" theories and academic advising.

Institutions with minority advising programs were asked to identify their various stages of development in the establishment of a network of programs that was shared among the particpants.

ROUNDTABLE C: ADVISING THE ADULT LEARNER

Presenters: Janet Tucker, University of New Hampshire; Donna Worthley, Purdue University at Fort Wayne; Jan Eriksen, Ohio State University; Eileen McDonough, Barry University; Carol Ryan, Metropolitan State University

Summary Author: J. Tucker

The intent of this roundtable presentation was to introduce the audience to some of the successful programs and services of the presenters' institutions in behalf of the adult or non-traditional students on our campuses. But more significantly, we provided the setting for others to share reports of change or progress on their campuses. People in attendance asked for comments/suggestions in dealing with the following issues:

1) methods of skills measurement of the adult student - particularly in the areas of math and foreign language
2) strategies for dealing with anxiety in the above two areas
3) how to bring about change in institutional attitude and services to the adult on the traditional campus, including how to sensitize faculty
4) how to initiate support groups for adult students
5) how to orient the adult to the campus and especially its "red tape"
6) how to assist adults in participating in campus life when they don't really fit
7) What are other campuses doing for the "displaced," i.e., unemployed adult?

As more institutions are adapting to the needs and demands of the adult/commuter students, advisors will need to expand their awareness and their expertise with this clientele.

ROUNDTABLE D: IT CAN'T BE EVERYBODY'S BUSINESS! ENROLLMENT CONTROL AND ADMISSIONS PROCEDURES IN COLLEGES OF BUSINESS ADMINISTRATION

Presenters: Clyde B. Parrish and Gail C. Giebink, University of Texas; Kay S wart, Kansas State University

Summary Author: adapted from program proposal by C. Parrish

Colleges of business administration as well as other professional schools in universities across the United States have experienced renewed growth within the past decade. What has been the response of business schools--e.g. seperate admissions? What issues does this raise, and what new roles are implied for academic advisors and administrators?

The college of Business Administration at the University of Texas at Austin has the largest enrollment of any college of business administration in the United States: just over 9,000 undergraduates. Its enrollment in 1971 was just below 5,000, but doubled in ten years to peak at over 10,000 undergraduates in 1980. After examining class size, current facilities, and the future growth patterns of the College, faculty and administration implemented an enrollment management program which had three phases. Phase one was the implementation of certain minimum rade point averages to enroll in junior and senior business administration courses. Phase two, transfer students could not enter directly into the College of Business Administration until they had earned a certain grade point average on the U.T.-Austin campus. Phase three was a fully separate admissions process in the College of Business Administration which required all student seeking to file a formal application for entrance to any business major. Evaluation of applications was based on the student's performance in a required set of preliminary courses and on his/her cumulative grade point average. In January 1982, the College hired a full-time admissions counselor, and by August 1982 employed two admissions counselors, a full-time data processing staff member, and a half-time secretary, with plans for further expansion at a later date.

Many colleges and schools of business have experienced similar enrollment problems and are attempting to find solutions. A survey is currently being conducted by questionnaire and literature search, to examine the methods of enrollment management employed in a variety of employed in a variety of universities. The two most common methods are found to be identical to those at U.T.-Austin.

The program also addressed the problems encountered in implementing new procedures. Specific topics for discussion included the implications of enrollment management for the role of the academic advisors: e.g., expanded administrative and computer responsibilities, development of counseling strategies for redirecting students "screened out" by new requirements, and legal implications of changing the system under the college catalog. It concluded with some crystal-ball gazing and predictions concerning future enrollment trends and solutions.

ROUNDTABLE E: THE PRIVATE COLLEGE ROUNDTABLE

Presenter: George E. Commenator, New Hampshire College

No summary available.

ROUNDTABLE F: "THE MULTIVERSITY ROUNDTABLE"

Presenters: Anna R. Newton, San Diego State University and Eric White, Pennsylvania State University

Summary Author: A. Newton

Events leading to the National Conference are appropriate for describing the content development of the Multiversity Roundtable discussion. At the Institutional meeting at the national conference, notes were taken for roundtable agenda items. Eleven topics were suggested and three areas of high interest were identified at the beginning of the roundtable meeting for group discussion. These three areas were:

1) Restricted admissions programs
2) Faculty as academic advisors
3) Communication among advisors and "rewards"

1. Restricted Admissions Programs
   -problem of student who doesn't get in
   -force them to declare
   -low or no priority to get classes
   -recommend other university programs - related curricula
   -refer to career services
   -cooperative advising agreement with undeclared
   -identify student progress in prerequisites
   -large number of students with gpa's to graduate and no major to choose
   -philosophical issue - maybe not everyone needs a place

2. Faculty as advisors
   (was determined to be unique to each multiversity and there was not grounds for group discussion)

3. Rewards and Communication
   -all academic advisors meet one time monthly
   -academic school newsletters - faculty advisors don't participate
   -meetings among department advisors of similar interests
   -total university policy changes - out of one office
   -advising deans in each college meet with associate provost and make university wide changes
   -decentralized associate academic deans
      -not in Student Affairs at all
      -some from Student Affairs

-select recipient for outstanding advisors
-advising as part of faculty personnel issues

Items for further discussion
-freshman ongoing orientation and advising
-international studies
-siphon issues to national conference program
-issues in newsletter

Conclusion

A benefit to the Multiversity Roundtable was the opportunity to share program successes and frustrations. It would be more beneficial if more time at the conference or written communication could be dedicated to in-depth exploration and development of these issues. Significant aspects of advising seem to be common to multiversites. We could learn and grow from an extend opportunity to compare and share experiences.

ROUNDTABLE G: ADDRESSING CONCERNS AND ISSUES SPECIFIC TO WOMEN THROUGH ADVISING

Presenter: Cheryl J. Polson, Kansas State University

Summary Author: C. Polson

Traditional-aged students (18-22) continue to dominate the population served in higher education institutions today. Throughout the years they spend in college, these adolescents are transforming into young adults. They are formulating their values and goals and are conceptualizing future life patterns. Advisors may not be cognizant of the role which they play in shaping their advisees' images of potential life patterns. The mystery of projecting what future life patterns will be followed is often greater for women than for men.

This roundtable discussion began with a brief description of the presenters' recent research on womens life patterns. A unique research methodology used to identify life patterns was introduced. The results of the presenter's research indicated that women do pursue a variety of life roles throughout their lifespan. Advisors need to recognize that their female advisees do have many life options upon graduation. These students must be given guidance as to what the options include and assistance in logically defining which best suits them.

Issues and concerns which may confront advisors while mapping out these options with female students were discussed and are outlined below:

1. Young women entering college need to learn how to set long term goals and identify ways they can meet these goals.
2. Women tend to "undersell" themselves--female students are very often coping with societal sanctions that women are inferior. Advisors may provide the stimulus for female students to go beyond their lower expectations and thus set higher goals.
3. If advisors encourage their female advisees to forge ahead they must also acknowledge the "incongruities" the female may experience along the way. Such as, choosing a career over children--they must learn how to copy with not following social norms. Sometimes they can be accomplished merely be acknowledging the problem, thus the female is at least prepared that it may be an area of future confrontation.
4. Female advisees need effective communication and negotiation skills. They must be able to understand what role(s) they want to play and be able to enact those with the cooperation of significant others.
5. Advisors must underscore the importance of being "flexible" to their women advisees. Women should learn how to formulate alternatives should certain life plans fall short of their expectations or be disrupted (i.e. divorce or death of a spouse).

6. Female students must gain skills in interpreting the worth of their previous experiences and education to future employers. Skill identification may be critical in obtaining employment.
7. Primarily due to the flexibility traditional female occupations (i.e. teacher) offer, women are still found in lower paying occupations. Consequently, they may need financial management skills. Advisors must provide resources form which these skills can be obtained - such as a financial planning course.
8. Adult women need to find ways to cope with "balancing" the various roles they play (or will play)--such as wife, mother, student, employee and community leader.
9. Women who are single parents may need assistance in identifying adequate child care facilities which they can afford. Advisors may need to initiate the establishment of an on-campus child care center.
10. Advisors must accept that some female advisees may be in college merely to learn new information, not to pursue a career, and must advise accordingly.

The concerns outlined above are by no means exhaustive. However, they do present those which appear to be the most salient. As is evident, advisors do play a critical role in the development and experiences of their female students throughout college as well as beyond graduation.

ROUNDTABLE H: RESEARCH ON ADVISING

Presenters: Julie Dryden, Ohio State University; Joseph Griffin, Northern Kentucky University; Jim Kelly, Pennsylvania State University; Bruce Potter, University of New Mexico; and Toni Trombley, University of Vermont

Summary Author: J. Griffin

The roundtable began with short presentations by each panel member. Jim Kelly described a large scale data gathering project which produces an annual statistical profile of Penn State freshmen. He observed that some of the results of this research are not consistent with the description of Penn State freshmen obtained by the University's participation in Alexander Astin's research project. Kelly also discussed a formal analysis of advising at Penn State carried out by survey research. After observing that inadequate methodology is rampant in student personnel research, Bruce Potter reviewed the fundamentals of research methodology. He discussed several well known but technically inadequate examples of research in higher education. Stressing the importance of a high return rate in survey research, Potter mentioned that institutions other than Penn State were skeptical of the reliability of Astin's date. Julie Dryden compared her Ohio State experiences as graduate student and resident assistant to illustrate the gap between theory and practice in academic advising. She mentioned her current investigation of the relationship between advisee satisfaction and the Myers-Briggs types of advisee and adviser. Dryden called for a fresh look at advising through basic research and suggested that the profession has not yet developed a sufficient theoretical base to guide and define the practice of advising. Toni Trombley described her research which is aimed at establishing a theoretical framework for the classification of advising tasks. She discussed the application of empirical techniques and factor analysis in reducing an initial inventory of over one hundred advising tasks to ten fundamental tasks. Trombley also emphasized the importance of high return rates in survey research and recommended careful follow up as a way of achieving them. Joseph Griffin concluded the initial presentations by observing that "advising research" is a term denoting at least several distinct activities. Among these he identified informal investigation aimed at improving operational decisions on a campus; careful and comprehensive data collection efforts akin to market research; formal empirical studies employing rigorous experimental designs; and "conceptual" research which tests the applicability of psychological theory to advising phenomena.

The panel next considered the state of advising research and its current contribution to higher education. There was general agreement that research in advising is in an early stage of development. Most panelists felt that although research has uncovered important facts, it has not yet substantially influenced the practice of higher education. Nevertheless, considerable optimism was expressed concerning the future development and impact of research in advising. Three themes dominated this portion of the discussion: the importance of achieving high technical standards in advising research; the need to gather reliable data; and the potential utility of theory based research. Panelists frequently returned to the theme of research quality, arguing that studies should be planned and executed carefully with considerable attention to methodology. Several speakers emphasized the availability of expert assistance on most college or university campuses. While the panel concurred that there is a need for more advising research addressing theories of cognitive development, it was observed that theoretical research is difficult to fund and that the need to collect basic data about students is just as pressing. Toni Trombley concluded the discussion by stating that the field will be served best by a balanced research agenda including both empirical and theory based investigations.

In the question and answer session, the role of NACADA in facilitating advising research was discussed at length. Other issues addressd included the use of research committees to design studies, the difficulty of obtaining help from offices of institutional research, and the value of having advisee's sign standard release forms of that information gathered from then may be used as a basis for published research.

ROUNDTABLE I: "VALUE CLARIFICATION IN ACADEMIC ADVISING--WE SHOULD DO WHAT WE SAY WE DO"

Presenters: Dan Wesley, Oklahoma State University; Beverly Davis, Iowa State University; David H. Goldenberg, Bradley University; Sara Looney, George Mason University.

Summary Author: D. Wesley, B. Davis, D. H. Goldenberg, and S. Looney.

The purpose of this session was to discuss the need for advisors to clarify their own values that relate to students. Many of us verbalize a philosophy of caring for students but our practices may deny it. Do we dare to be committed to student development and serve as facilitators for students to set goals and plan for their own lives, or are we more concerned with job security and work to get students in programs and classes to please "the administration?" It may be easier to simply see that graduation requirements are met rather than taking time to encourage students to explore alternatives in life goals, plans and experiences. Most advising appears to be reactive rather than proactive because many of us have not taken the time to think about who we are, what we are committed to, and what is really important in life as it relates to our advising function. How well do we know why we do what we do? Do we claim to value student development while managing students?

Although the panelists did not attempt to reach any conclusions on what values should be held by advisors, each valued the right of students to make the decisions about their lives. Members of the audience expressed concern aobut being expected to advise without having been trained properly.

When is it appropriate for advisors to share their values with students? Might the sharing of values cause students to feel they must adopt them? Does it make a difference as to which of our values we share? For example, should we share the value we have for learning? For an environment which is free of pollution? For a citizen to make decisions on the basis of facts? For en individual to make decisions about one's life? these questions are different from those dealing with moral issues. The audience became very involved in discussing advisors' values when they are shared with students.

Members of the audience indicated a concern for being able to go beyond the bare essentials in advisement. Advisors are plagued by a student/advisor ratio that defies the ability to help the student with a process of self-research. In order for values to be a concern for advisors, that is, what values we bring into the advisement function, a level of institutional committment must exist that encourages, promotes and nurtures a student development philosophy.

PART VII.
PAPER SESSIONS

(No.1) ACADEMIC ADVISING: THE LAW AND THE ACADEMIC ADVISER

Presenters:
Arline F. Schubert and George W. Schubert, University of North Dakota

Summary Authors: A. Schubert and G. Schubert

It is the responsibility of the academic adviser to know and understand the rules and regulations of the university. It is imperative that the academic adviser represent himself/herself honestly and openly when advising students. It is important that the academic adviser be aware that there are legal ramifications in advising.

If an academic adviser acquaints himself/herself with the possible legal ramifications of advising and practices a few general rules regarding the law and advising, many unnecessary and, surely, unwanted legal actions will not surface. Preventive law is the key to successful academic advising.

Each of these areas were examined along with anecdotes and cases to help the adviser recognize trouble areas. It is increasingly well recognized that the general student- institutional relationship is contractual. Contract terms include all statements made by the designated representatives as well as the handbook and bulletins of each institution, and must be discussed before problems arise. This is preventive law and advising.

The academic adviser is identified as a person with special knowledge and expertise in the area of advising. Thus, the institution has formed a special employee-employer relationship and can become liable for the mistakes and errors made by academic advisers.

The eventual result of recent influx of litigation involving academic advisers is that faculty and other university personnel may refuse to accept advising responsibilities. There is no need to fear the evils of the courtroom. On the contrary, by simply learning and then practicing a few basic rules in each area of law where problems are most likely to surface, the academic adviser can remain relatively free of academic advisement liability.

(No.2) INTEGRATING ACADEMIC AND CAREER ADVISING: SURVEY FINDINGS

Presenters:
Patricia Carretta, Sara Looney, and Janice Sutera, George Mason University

Summary Author: S. C. Looney

The multifaceted role of academic advisors in the 1980's requires advisors to be competent in a variety of areas. Advising is not simply discussing classes and developing schedules. It is an interactive process in which students and advisors discuss life and career goals, clarify values, and related these goals and values to academic programs. But information on how advisors actually do this more broadly defined advising has been sparse. Advisors are not always willing or trained to provide career information and to engage in values clarification. Increased cooperation between academic advisors and career counselors offers the opportunity to provide students more holistic advising and more appropriate referrals.

In the Fall 1982, the Director of Academic Advising, the Director of Career Services, and the Coordinator of Career Programs and Counseling at George Mason University designed a study to identify strategies and systems that promote greater cooperation between academic and career adivisors. Four hundred surveys were mailed to academic advisors(NACADA members) and career counselors; over two hundred were returned.

The information provided by academic and career advisors identified several methods for increasing cooperation between the two service functions, such as scheduling regular meetings, providing jointly sponsored programs, and providing career counseling training to advisors. Obstacles to cooperative ventures include not seeing the importance of one of the other function, "turf mentality," and lack of sufficient funding in either or both areas. Participants addressed the tension on many campuses between "student" and "academic" affairs. Most participants agreed that while there are competing interests for limited financial resources, the concern that counselors in career services and academic advisors share is improved educational information to students.

(No.3) ADVISING THE STUDENT-ATHLETE: INTEGRATING INSTITUTIONAL AND NCAA REQUIREMENTS

Presenter:
Sally N. Jones, University of Wyoming

Summary Author: adapted from the program proposal by S. N. Jones

Student-athletes at NCAA affiliated institutions are regulated by various sets of academic requirements established by the National

Collegiate Athletic Association, the institution and the athletic conference determining their initial and continuing eligibility for athletic participation. These sets converge as a common statement of satisfactory progress towards a degree, however, the regulations involve different variables. NCAA regulations are expressed in minimum numbers of hours for continuing eligibility whereas institutional determinants are generally in terms of minimum grade point average. Conference regulations may include both and may be more restrictive. Thus, the student-athlete needs intensive counseling to assist him/her in making appropriate course-specific decisions.

The program examined current and forthcoming NCAA rules as they impact the student-athlete, i.e. the twelve-hour rule, the 24-hour rule, satisfactory progress based on a specific baccalaureate degree program, and freshman eligibility. A process for integrating NCAA rules with institutional requirements and programs was discussed, consisting of information for the student-athlete, guidelines and interpretations for advisors, and the verification procedure for establishing student-athletes' compliance.

(No.4) A COMPUTER ASSISTED PROGRESS REPORT SYSTEM FOR UNDERPREPARED FRESHMEN

Presenters:
Jerome L. Neuner and Esther A. Northman, Canisius College

Summary Author: adapted from summary by J. Neuner and E. Northman

The Continuing Studies Division at Canisius College sponsors the Quest Program, a provisional year of studies for underprepared freshmen. These students take a mixed schedule of some developmental studies and some regular freshmen classes. About 200 students enter this program each year, and they are advised by a staff composed of a full-time director of advisement, one full-time advisor, and two faculty members on part-time schedules. A students sees the same advisor for each of five advisement sessions during the academic year.

One important part of most midsemester advisement sessions is a discussion of the student's progress with respect to the professor's goals and expectations. Unfortunately this meeting can be handicapped by students' misrepresentation or misunderstanding of their progress in class. The advisor is left to wonder how accurately or honestly the student is estimating the real situation.

An approach to the problem is to provide the advisor with the professor's best estimate of the student's progress so that the advisor and student can together examine the student's progress and increase the student's realistic appreciation of his or her standing in the class.

Canisius College has developed and is improving a computer assisted system which goes into effect five weeks into a semester. It delivers to each professor a brief, five-item survey requesting information on student performance: 1) the current letter grade (five choices); 2) the basis for the grade (four choices); 3) attendance (two choices); 4) need for special tutoring (four choices); 5) other comments (ten choices).

The professor responds by filling in the computerized data form to indicate the student's progress. The professor's response sheets are returned to and keyed-in by clerks in the registrar's office. Within a matter of days the output, organized alphabetically by student, returns to the division office to be attached to academic files for advisement sessions.

These objective reports on the student's progress bring a much greater precision to the advisement meeting. More time can be devoted to a tough-minded and realistic discussion of student progress, conditions for improvement, referrals to tutoring, suggestions for study, and other such options.

The various materials required for this progress advisement include: copies of the computer input and output formats, the various memoranda, post cards, reminders, and NCR forms. Regarding costs, we have estimated that for 200 students a college can conduct such a program for $7200 each year, assuming progress advisement once in each of two semesters. This figure includes programmers' time, run-time, all paper and mailing, clerical salaries, and advisors' time. But this figure could vary widely depending on the individual campus computing situation, charge back policies, and administrative systems in effect.

No system is without its drawbacks and weaknesses. Some professors have noticed that ten preset choices for comments are not always appropriate or detailed enough. Timing can be another problem since many professors have not given exams or papers by the sixth week of the semester and have no specific information to communicate. The entire progress advisement system places a considerble burden on the clerical staff who devote many hours to preparing files, making appointments, sending postcards, tracking professors' progress sheets, and performing other related tasks. By further automating this system, some of these time-consuming jobs can be eliminated.

This computerized system of progress advisement can be readily adapted for use at any other institution. The extent of automation would depend mainly on the sophistication of the university's computer system. Another important factor in adopting this system of progress advisement is the availability of capable clerical assistance to do the many tasks that can not be totally automated. The human element will always be needed because of unforeseen details and loose ends. One must also realize that it will take several semesters to refine the system and obtain wide-spread faculty compliance.

In future years, this system will be improved by our attempting to automate even more of the clerical tasks and letter/memo generations. The availability of these information and report systems leads to the ultimate question of what can or should be automated and what must always remain human in the advisement of college students. In an era of shrinking budgets and program retrenchment, an institution must be cautious not to remove the human and social contact inherent in advising.

(No.5) IMPROVING ACADEMIC ADVISING THROUGH ORGANIZATIONAL CHANGE

Presenters:
E. Daniel Kapraun and Margaret Christopher, St. Louis Community College at Forest Park

Summary Author: adapted from the program proposal by E. D. Kapraun

This presentation described the recent organizational changes at the Forest Park Campus of St. Louis Community College designed to improve the delivery of academic advising and related services to the diverse student population of an urban community college. To achieve this goal, the Division of Counseling at the Forest Park Campus of St. Louis Community College was reorganized from a decentralized to a centralized counseling program.

Integral dimensions of this reorganization effort include:

-use of CRTs to insure immediate access to student and academic information required to effectively deliver advising, counseling and job placement services. Each counselor, advisor and job placement specialist now has a CRT in his/her office to facilitate the delivery of services.

-acquisition of external funding for a major new counseling program, the "Vocational Assessment and Exploration Lab," a program designed to complement the academic advising of special needs populations (educationally and economically disadvantaged, displaced homemakers and disabled students) for the purpose of improving student retention.

-development of a comprehensive academic advising handbook and career tapes (pertaining to all campus programs) through an innovative organizational approach involving faculty, counselors, educational advisors and job placement specialists.

-development and continuous updating of an information system (now coordinated by an information specialist) to insure the effective support of all professional staff members (fourteen counselors, two job placement specialists and two educational advisors).

The Division of Counseling sponsored a tour of the Forest Park Campus which included a computer demonstration, a visit to the Vocational Assessment and Exploration Lab, and a look at the extensive resources of the counseling center.

(No.6) THE USE OF VIDEO-TAPE VIGNETTES IN ADVISER TRAINING SESSIONS

Presenter:
Gene A. Pratt, University of Wyoming

Summary Author: adapted from the program proposal by G. A. Pratt

Many academic advisers and even professionals find themselves engaged in academic advising, with no prior experience or without adequate preparation. It is far too common that adviser training programs are long, tedious affairs which attempt to cover all aspects of academic advising. They often present material which is readily available in the university catalogue, class schedule or other commonly extant publications.

We have designed a series of academic adviser training sessions that have met with a very favorable response from faculty and professional advisers. Designed to last one hour only, they fit into the hourly class schedule and the attention span of most people. The adviser training sessions are held centrally on campus, and are offered a few times each semester at varying times of day and week, in order to accommodate faculty teaching schedules. Invitations are extended to the faculty and professional staffs through the Associate Deans of each college, who are able to identify in particular, new faculty or staff or those in need of some special training. Introductory remarks included a brief discussion of the legal implications of academic advising, available support systems on campus, and a listing of the resources available at/from the Center r Academic Advising. A mock adviser-advisee interaction on videotape was presented followed in turn by a directed group discussion. A second videotape vignette was then presented and followed by a similar discussion period.

The videotape scenes involve common adviser-advisee situations such as the adviser who fails to meet a critical advising appointment, the adviser who merely signs the appropriate forms, the advisee who is totally without direction (and preparation), and the adviser who is too busy in research to really interact with the student. We have now prepared vignettes addressing specific topics such as the use of the ACT profile in advising, advising the international student, and advising the minority student. There is no limit to topics which might be covered and which would address advising concerns peculiar to a given campus.

(No.7) WORKSHOP: PUBLISHING YOUR WORK IN THE NACADA JOURNAL

Presenter:
Edward L. Jones, University of Washington

Summary Author: adapted from summary by E. Jones

The focus here was on the practical aspects of publishing the Journal and upon the process of manuscript submission and evaluation for publication. Participants were provided with "sample manuscripts" to evaluate and asked to examine questions of style, theme, unity and coherence, as well as overall quality. "Tools" for the writer, editing skills, citation models and improvements in general style were examined.

(No.8) MANAGING REVISIONS IN AN ACADEMIC ADVISING PROGRAM

Presenter:
Nancy C. Hudepohl, The University of Texas Health Science Center

Summary Author: adapted from the program proposal by N. C. Hudepohl

This session described the planning, implementation, management and evaluation design of an academic advising system for entering students. A course approach model to academic advising was adopted which changed the advisor's role from problem solver to teacher.

The specific needs of the incoming student were discussed in terms of increasing student retention. Literature was reviewed which supported the revision in the advising system.

Participants received copies of the planning and evaluation design, the materials developed for the small group advisory sessions, and a description of the process used to select topics for these sessions.

(No.9) DEVELOPING AND IMPLEMENTING AN ADVISOR EVALUATION INSTRUMENT

Presenter:
Thomas A. Corigliano, State University College, Plattsburgh, New York

Summary Author: T. Corigliano

This program focused on the design and implementation of a formal advisor evaluation instrument used at the State University College at Plattsburgh.

In the spring of 1982 the State University College at Plattsburgh formally evaluated its academic advisors for the first time. The evaluation came after several years of discussion, meetings with faculty and administrators, draft proposals, etc. The "Academic Advising Survey" was developed by a faculty advisory committee appointed by the Academic Vice President to work with the Coordinator of Academic Advisement. When finally administered, the evaluation was supported by the College administration and was generally well received by the faculty. The Plattsburgh State Academic Advising Survey was used as a model to discuss the problems of getting an evaluation instrument in place.

One issue discussed was whether the purpose of evaluation should be to provide faculty with feed-back for self-improvement, or to provide input into the faculty evaluation and promotion system. The Plattsburgh model treats individual survey results as confidential to assure greater faculty support and cooperation. It was agreed that the general goal of improving advisement College-wide could still be attained by using departmental and college-wide results.

Other issues discussed were which advisor behaviors to include in the survey, and how to administer it. The Plattsburgh evaluation instrument also serves as a "teaching aid" by informing students and faculty about appropriate advisor behaviors. The Plattsburgh survey is printed on the reverse side of the student registration card. This system allows coding of student number, curriculum code and advisor name, without relying on student-report information. (Student anonymity is protected in reports by requiring a minimum of five student responses before before results are sent to faculty or departments).

The final issue discussed was the distribution of survey results, which at Plattsburgh, are sent directly to faculty. Results organized by curriculum code are sent to appropriate department chairmen, and summaries of the means for each curriculum are sent to Academic Deans, Academic Vice President and College President. Individual follow-up is conducted with faculty (at their request) and with academic departments which show a need for improvement. There is support from the administration for continued use of the instrument and for analysis of the results. The results of the first several semesters shows advisement to be better than initially perceived.

It was apparent in the first semester of use, that many faculty used the survey as a checklist to be sure that they "covered" each area. There was an immediate perception verbalized on campus that advisement was "improved," and that advisors were paying more attention to their advisees.

Attempts are being made to increase the number of student responses (in the most recent semester, only 40% of the students responded) and to begin semester by semester analysis of the results.

(No.10) "PLANNING AND IMPLEMENTING CHANGE IN ADVISING THE ADULT STUDENT"

Presenters:
Ruth M. McKeefery, Thomas A. Edison State College and Penelope Schott, Somerset County College

Summary Authors: Adapted from program proposal by R. McKeefery and P. Schott

Ever-increasing numbers of adults are entering or reentering the system of higher education, seeking college degrees for career advancement of personal satisfaction. With few exceptions the individual courses and degree programs, and academic advisement are designed for the traditionally aged student and often do not meet the needs of experienced adults. Therefore, institutions which are tapping or hope to tap the adult market in higher education should design academic advisement programs appropriate to the educational objectives of adults which are consistent with their institutional missions. The major questions addressed were: 1) How advisement programs for mid-career adults differ in content and application from programs for the eighteen-to-twenty-two year-old. 2) How to plan and implement change in advisement programs.

The presenters discussed some techniques for advisement to adults, examples of programs designed for adult students, support services and faculty training needed.

(No.11) SPECIAL ADVISING FOR 'SPECIAL' STUDENTS

Presenter:
Julia B. Miller, Southern Illinois University at Carbondale

Summary Author: Adapted from program proposal by J. Miller

Some special admission students may need more support than regular admission students in negotiating the intricacies of college life. The Center for Basic Skills at Southern Illinois Unviersity at Carbondale addressed the academic needs of these students in an advisement process which integrates the procedures which all university students use with one which provides a usable struct ire within which CBS students can make more appropriate academic choices.

Among the characteristics which many Center for Basic Skills students have exhibited are the following--

Most of these students have not made a career choice or are uncertain of their career direction.
Most don't have strong academic backgrounds either as shown by their grade point averages or high school curricular choices.
They may be uncertain about their scholastic ability and preparation for college classes, or unrealistic about college requirements.

They want guidance in making academic decisions.

Other students in the program, however, do have good concepts of the career path which they want to follow, are familiar with college requirements, and are able to take the initiative in managing their academic careers but they have special admission status because they do not have the ACT score required for regular admission. Given the above listed characteristics, the Center for Basic Skills has designed a broad-based academic counseling program for its freshmen students.

This presentation discussed the ways in which the Center's advising/counseling component focuses on assisting students in these areas through the delivery of services which include the identification of higher risk students and their match with lower risk classes, intrusive counseling and extensive intervention, and extention of a support and resource system. Handouts, illustrating the kinds of services which the Center provides in each of these areas, were provided.

(No.12) STARTING OFF ON THE RIGHT TRACK: FRESHMAN-YEAR PROGRAMS THAT MIGHT MAKE THE DIFFERENCE

Presenter:
Neal A. Hartman, The University of Texas at Austin

Summary Author: Adapted from program proposal by N. Hartman and J. Lagowski

Colleges and universities around the country have recognized the unique qualities, characteristics, and concerns of entering freshmen. The past decade has seen the development and proliferation of freshman-level courses, programs, and seminars. This considered several different types of freshman programs which may be useful in various campus settings, especially those which utilized both the advising and teaching functions.

The University of Texas at Austin, a large public institution, has initiated programs for specific populations of entering freshmen. ACADEMIC PASSPORT, a pilot program designed for the "high-risk" freshman (students who are in the top 1/4 of their high school class, but scored less than a combined 800 on the SAT), offers groups of 20 students an opportunity to work with a faculty or advisor mentor to learn study and "survival" skills. Four groups have been assigned to mentors: Business, Engineering Health Professions, and Natural Sciences. The program is expected to expand over the next several years. PROJECT WELCOME, a program designed specifically for entering minority students, involves faculty, students services staff, and student mentors to assist minority freshmen with making the transition from high school to college/university life. Departments or special academic programs will occasionally sponsor FACULTY FIRESIDES for freshmen. These programs offer students an opportunity to meet with a faculty member, often at the professor's home or in a suitable meeting place on the campus, and focus on the faculty member's area of expertise as well as allowing for informal discussion.

Another model freshman year program is based on the UNIVERSITY 101 program developed by The University of South Carolina. Freshmen earn three credits for participating in a semester-long course designed to acquaint them with the services and resources of a university and to introduce them to various academic disciplines. Instructors of the University 101 course often serve as the students' academic advisor as well. Research data show that this program does make a significant difference in their academic performance and their knowledge and use of student services and university resources.

The discussion portion of this program offered participants an opportunity to highlight freshman-year programs in operation on their campuses. Specific topics included the role of faculty and advisor mentors, the purposes and goals of freshman-year programs, and strategies for implementing such programs.

(No.13) "PEER ADVISING: A TURN TO THE STUDENTS AS LEADER"

Presenter:
Thomas J. Trebon, Matteo Ricci College, Seattle University

Summary Author: T. Trebon

This session focused on processes involved in planning, implementing, and assessing a peer-advising system for a liberal-learning college at Seattle University within the philosophy of education and curricular practices of Matteo Ricci College. While this academic program is unique--it is the only fully coordinated, secondary college articulated academic program leading to a Bachelor of Arts degree in the country--the peer advising system can serve as a model for others. Essential to the overall program--curriculum and advising--is attention to developing critical liberal learning skills and knowledge areas which enable the student to learn on his/her own.

The speaker discussed the reasons why a peer advising system was designed. The most important included the following:

- to make use of the important sources of information and advice which one normally finds at college in student-to-student interaction
- to use as a basis for advising the relative freedom from specific disciplinary narrowness and bias found among faculty, which enables peer advisors to more adequately and appropriately address concerns of exploratory students
- to compensate for the lack of any full time faculty in the college
- to meet budgetary restrictions which limited available monies for advisors

-to allow for experimentation with the development of a leadership core of student advisors.

The multi-faceted role of the peer advisor was discussed: academic advisor, counselor, big brother/big sister, representative of the administration, student advocate, clerk, and resistrar-aide. Particular attention was paid to the valuable role played in orientation and recruitment of students as well as their advising activites once advisees were in college.

Important discussion focused on the experience of managing the peer advising system, from selection and training to actual operation and assessment. Handouts included the application form for candidates, the training schedule and topics (with a focus on leadership training), the student evaluation forms used by faculty and advisors to track academic progress, the detailed advisor handbook, and the advising assessment instrument.

Finally, several important issues regarding peer advising were discussed:

-need to build legitimacy of peer advising (in contrast to faculty advising) among students, faculty, and parents
-concern that advisors understand the need to maintain confidentiality
-peer advisors appear to be less available when needed when compared to faculty
-need to assure that the peer advisor does not replace the importance of students meeting with faculty members, especially teachers

(No.14) DEVELOPING MINI-ADVISING WORKSHOPS FOR FACULTY ADVISORS, NEW FACULTY AND SUPPORT PERSONNEL

Presenters:
F. Elizabeth Moody, Linda Syrell, Richard Wheeler, State University College, Oswego, N.Y.

Summary Authors: F. Moody, L. Syrell, and R. Wheeler

One of the most difficult tasks in any institution-wide advisement and/or retention effort is to keep faculty and college staff members informed regarding current research, available materials, and current institutional procedures. Without the necessary information or with outdated materials, the consequences are costly in both time and effort. Therefore, it's incumbent upon those responsible for advisement and retention programs to keep colleagues very well informed.

In most institutions the greatest portion of advisement service is provided by members of the faculty, and this group needs the information and the procedures which are often generated in other sectors of the institution. To demonstrate that advisement is an integral part of institutional life, it seems reasonable to include periodic information about developments in advisement as part of regularly scheduled faculty meetings. The request to department chairpersons to provide up to an hour of regularly scheduled departmental meeting time, at some convenient date, to update faculty members with respect to advisement, has been positively received. These meetings(spring semester) have provided a means to reach faculty members who might not attend a mass meeting set up exclusively for the purpose of emphasizing advisement. Materials such the Academic Advisors Resource File and Student Handbook have been distributed to faculty members, the contents reviewed and questions answered. The result of this method of distribution of material and explanation of policy and procedure has been improved advisement, and certainly has prompted many faculty members to start using material at hand and/or to ask questions when they are uncertain.

Although academic advisement tends to be primarily a faculty responsibility, student impressions and the atmosphere of the institution are often the result of student contact with members of the staff other than faculty members. A one-half day college-wide workshop on student retention for support personnel was conducted during the summer. The program began with a welcome by the college president, followed by a presentation by an off-campus speaker. Then small group discussions were led by selected members of the staff/faculty. The small groups were structured to include representatives of different sectors of the college. A group might have included a departmental secretary, financial aids clerk, a groundsman, a janitor, a key punch operator, and a secretary from the admissions office. The group leaders were encouraged to elicit from the members as many suggestion as possible based on their individual experiences that would aid in student retention. These comments were collected by a recorder and presented to the total group at a final general session. One outcome clear to all participants - that while college employees experienced students in one particular area of activity, an individual student experiences all of these areas, and the nature of students' interaction with staff/faculty in one area carries over to subsequent interactions - good feelings, frustrations, etc. Evaluation forms collected at the conclusion of the workshop indicated that participants were grateful for the opportunity to express their ideas and looked forward to additional meetings on other institution-wide concerns.

Student Handbooks, Resource Files and an outline of the support staff workshop were distributed at the meeting as was a chart delineating the responsibility for, and delivery of, advisement services involving personnel from both Academic Affairs and Student Services.

(No.15) THE UNDECLARED STUDENT OR WHEN IS CONFUSION CHANGE?

Presenters:
Linda Peterson and Eileen McDonough, Barry University

Summary Author: L. Peterson

This presentation focused on the undeclared major from a developmental perspective. Undeclared majors were described in terms of three theoretical perspectives. Erikson's ideas formed the substrate, while Marcia's enlargement of Erikson's views provided a clearer picture of the college age person, and Perry's views of cognitive development of the college student provide a more complete picture. Based on the resulting profiles, specific needs of each type of student emerge.

Marcia classifies students as being identity achieved, identity foreclosed, identity diffused, or in moratorium. The identity achieved usually have a plan,inmind and a major selected, but may be undeclared because they need to fulfill requirements for admission to the selected major. They are typically in Perry's commitment stage of cognitive development and require little special attention. The identity foreclosed students may be undeclared majors for much the same reasons as the identity achieved. The major difference between them is that these students have not made the career decision on their own but are simply accepting an authority view of what they should pursue. This places them in Perry's dualistic stage. Such students need to engage in career exploration activities, and to build decision making skills. There is often high resistance among this group however, since they are reluctant to give up authority given choices. They will typically require a great deal of support for their activities. The identity diffused are those students who are often characterized as being typical of the undeclared major although they are probably rather few in number. This group is unable to come to grips with decision making, and appears to be drifting along through college. They are most often characterized by Perry's pre-relativist type of thinking, refusing to come to a decision because "one opinion is as good as another." These students also need a great deal of support. They are at risk for "ready made" identities such as cults and the like and some may benefit the most from stopping out for a year to two. The final type of student is in moratorium. This is a student who is curious and actively seeking alternatives to help with the process of decision making. They are most often characterized by relativist thinking as per Perry's model. They are receptive to suggestions from the advisor, and will engage in career exploration type activities. They may need to build decision making skills. They need also to be reassured that it is alright to be undeclared, to help them avoid panic-sudden decisions.

It was noted that these types of students, especially those who are identity foreclosed, may also appear among declared majors. In this instance, some declared majors may then be actually functioning at a less mature level than the much maligned undeclared majors.

(No.16) HOW TO SEE 2500 STUDENTS AND STILL HAVE A SUMMER VACATION

Presenter:
David C. Brennan, Indiana University-Purdue University at Fort Wayne

Summary Author: D. Brennan

A major problem facing academic advisers is meeting individual student advising needs during the time available between registrations. Summers in particular, with multiple summer session registrations, new student orientations, and heavy fall advising loads, are burdensome to academic advisers. Student Academic Counseling Services (SACS) at IPFW assumes advising responsibility for more than 2500 students consisting of Allied Health majors, pre-professional Business majors, and undecided students.

SACS addressed this advising workload problem in the fall of 1982. It was determined that by involving the entire staff we could, without diminishing advising quality, make more efficient use of professional staff time by developing a group advising program. Each student was sent a post card identifying possible group advising session times and dates for their particular major with instructions to report to our central office or call for a reservation. Session days, dates, and times were varied to provide ample opportunity for all students to attend. Session attendance was limited to fifteen for undecided students and thirty for committed majors. Each session was scheduled for either one and one-half or two hour periods depending on anticipated attendance. Three or four advisers were assigned to each group session with one designated as leader. The leader was responsible for making certain all student folders, registration forms, class schedules, planning sheets, bulletins, curriculum sheets, as well as all other needed materials, were available.

Each student was given an academic record folder to review curriculum status and to confirm this status as the session leader reviewed the curriculum, prerequisites, grade requirements, as well as other pertinent information. Curriculum information similar to the record form in the folder was written on the chalkboard making it easy for students to identify possible course options for the upcoming registration and to select alternate course options in the event of closed classes, limited offerings, etc.

Following the leader's presentation and instructions, each student was advised to plan a schedule in line with their present academic status. Personal questions and assistance were handled by advisers circulating among the students. Once a preliminary planned schedule was completed, an adviser carefully checked its accuracy and gave it approval signature. Students were then asked to make a second copy before transferring their planned schedule to a final registration form. One copy remained with the students and the second copy was retained by SACS in the event future reference was needed. Registration cards were given a final check before approval by an adviser. Students left the group advising session with a completed registration form and a copy of their preliminary planning sheet.

The students who failed to attend a group advising session faced the strong possibility of waiting in line to see an adviser at registration time. Registration for spring semester students who attended a group advising session was conspicuously simplified.

Expectations for future group advising sessions are that they will increase in popularity. For the SACS advising staff, it has placed more control of advising schedules in the hands of advisers. A real morale builder!

(No.17) DIAGNOSIS AND PRESCRIPTION: IMPROVING ACADEMIC PERFORMANCE AND RETENTION OF POOR ACHIEVING FRESHMEN

Presenters:
Roy E. Warman and Ruth W. Swenson, Iowa State University

Summary Authors: R. Warman and R. Swenson

The results of the studies reported here show that timely action by academic advisers can result in improved grades and higher retention for freshmen whose first term grades are poor.

Iowa State University has a long standing concern and commitment for the academic well being of its students. Beyond academic advising and orientation programs, there is a wide variety of support services for students judged to be at higher than average academic risk. However, the two studies being reported here have a different emphasis in that the target population was students for whom there was clear evidence of academic difficulty: freshmen whose first term grade point average (GPA) was lower than the minimum required for graduation (2.0). A single brief interview was conducted at the start of the next term to ask the student to identify the cause(s) of the low grades and to inform the student of appropriate campus resources available to assist with the difficulty. Succinctly, the interview was diagnostic and prescriptive.

Two efforts are reported here. The first study was a demonstration project carried out at the start of winter quarter, 1980-81 academic year, by staff counselors of the Student Counseling Service (SCS). Second, there was a similar project at the start of spring semester, 1981-82, with the interviewers being academic advisers in the College of Sciences and Humanities (S & H). In both projects the students were Freshmen in S & H whose GPA was below 2.0, and the general procedures were the same: a brief interview to learn the student's explanation for the low grades and to suggest potentially helpful campus resources.

In the first study, the grade improvement and better retention in the sophomore year were encouraging but not conclusive. The second study incorporated changes deemed desirable and interviews were conducted by the student's adviser.

Results of Study II confirmed the trends observed in Study I. Freshmen students who are given timely specific information about remedial resources for their self-identified problems do make better grades during the next academic term(s) of the freshmen year and are more likely to return the following fall (sophomore year). Further, this is an efficient effort since it is directed only towar an identified population in academic difficulty and since the results obtained require only 15 to 30 minutes per student of the adviser's time.

(No.18) ADVISING THE REVERSE TRANSFER STUDENT IN COMMUNITY AND JUNIOR COLLEGES

Presenter:
Larry Melton, East Central College(Mo)

Summary Authors: L. Melton

With increased frequency, students are beginning academic programs at four-year colleges and universities, and then transferring to junior colleges. The fact that these unique students are probably making this decision as a second choice or even as a last resort challenges advisers not only to ease the transition, but to help insure the completion of a program, be it associate or baccalaureate.

This session was concerned with the phenomenon of "reverse transfer" and the advisement responsibilities community and junior colleges face as they deal with these special students.

For purposes of the session, "reverse transfer" students were defined as recent high school graduates who began a baccalaureate program at a four-year college or university and transferred to a junior or community college to complete an associate or certificate program.

The session was intended to cause academic advisers in community and junior colleges to focus on the reverse transfer student and consider the unique advisement problems created by growing numbers in this category.

The advent of the reverse transfe- was traced in the presentation, to the growing prominence of community colleges, accelerated recruitment, and declining emphasis on high school guidance.

The presentation also included a discussion of the major reasons for reverse transfer (academic, economic, social and personal), and the special problems community and junior college advisers must anticipate (humiliation, resentment, discouragement and confused indecision) in working with these students.

Methods and procedures for successful advisement of reverse transfer students were discussed. These included personal advisement techniques, late semester enrollments, "fast tracking," peer counseling, mentoring and special activities.

(No.19) CENTRALIZED ADVISING AT CENTRAL MISSOURI STATE UNIVERSITY

Presenters:
Orval Johnson, Beulah Neuhart, Minnie Patrick and Keith Stumpff, Central Missouri State University

Summary Author: adapted from program proposal by O. Johnson

An audiovisual overview of the Central Advising System was presented. It described how nine academic advisers assist in guiding about nine thousand students through their individual academic careers and utilize on-line computer facilities for the enrollment of students in classes. A panel of three academic advisers made short presentations on three topics: the stress factors of Central Advising, faculty involvement in a central advising systems and the use of on-line computer facilities in academic advising.

Guiding a large number of students toward successful completion of an academic degree program involves factors which can produce considerable stress. Time limitations, changing requirements, continual scrutiny by students, faculty, and administration, and the heavy work load are among the stress-causing factors with which advisers must learn to cope.

Based on a recognition that proper, caring advising plays a large role in the retention of capable students, a group of "Resource advisers" are used in advising students with "undeclared" majors. Each academic department has designated one or more staff members who are both willing and adept at meeting with students seeking to explore that major area. The list of "Resource advisers" is widely distributed across campus.

An on-line computer system is used for immediate access to information vital to the successful advisement of students. Admission status, current enrollments and a complete transcript of each student is available for viewing by the adviser. After a schedule is determined, the adviser then uses the computer to enroll the student in classes. Drops, adds and other schedule changes are made via the computer under the supervision of the academic adviser.

(No.20) COLLEGE WARM-UP: EASING THE TRANSITION TO COLLEGE

Presenter:
Benny Hall, Eastern Kentucky University

Summary Author: B. Hall

The transition from high school to college often proves to be a difficult one for students; freshmen dropout rates as high as 35% can be expected at four-year public schools, and recent studies show a generally negative trend in retention rates for these institutions. An important catalyst which helps negative campus characteristics discourage first-year students is the college environment for which students are unprepared: coursework requiring strong academic skills and study habits; an unfamiliar campus which may seem impersonal; large classes; and the academic and social regulations imposed by universities (Beal & Noel, 1980; Hart & Keller, 1980).

For the last five years, Eastern Kentucky University has supported a program designed to ease the transition to the college environment for high school seniors. College Warm-Up allows high school graduates to experience a summer term of college before attempting their first full semester and thus return in the fall with a head start in college, enthusiastic attitudes about their college careers, and lessened chances of dropping out during their first year.

The six-week program offers seven hours of credit classes chosed to provide the students with constructive starts in their college programs: English Composition, Academic Orientation, and College Reading and Study Skills. In orientation the students are introduced to the university's organization, regulations, programs and procedures through study of the university catalog, student handbook, and schedule book. The orientation instructor is also the students' advisor for the summer. Undecided students try SIGI (System of Interactive Guidance and Information), an interactive computer-based aid designed to assist students in discovering and clarifying the career goals and characteristics that they value.

The College Reading and Study Skills class provides the students with invaluable academic tools and knowledge pertinent to success in college classes. Many freshmen with inadequate learning and study skills must struggle with university-level work; they may conclude tht they are not "college material" and drop out, not realizing that poor academic preparation is the source of their difficulties. The skills developed in the study skills class--precise writing, listening and note-taking techniques, mnemonics and memory, vocabulary development, test-taking, and practical applications of learning theory--should help Warm-Up students to avoid such experiences.

In two afternoon seminars per week the students receive close personal attention as they write themes, take quizzes, or do other work required by their classes. The seminars allow the students to become better acquainted with the faculty while working in a friendly, encouraging atmosphere.

An additional benefit that Warm-Up participants receive from being on campus in the summer is the opportunity to pre-register for Eastern's fall semester. Pre-registration ensures that the students get the classes they need for their first full semester and also acquaints them with an important university procedure. Preparation of individual trial schedules in orientation class prepares the students for pre-registration.

At the close of each summer's program, the students complete a formal evaluation of their summer experiences. The responses from last summer's group to three key questions reflect the enthusiasm fo the students: 98% said the program fulfilled or partially fulfilled their expectations; 96% said they now felt more confident about attending college because fo the program; and 100% said they would recommend College Warm-Up to a friend graduating from high school. Of the 66 Warm-Up students who enrolled at EKU in Fall 1982, 51 returned for the spring semester, giving an attrition rate less than half that of the freshmen class as a whole.

The College Warm-Up program has increased enrollment every year, and last summer more than 70 students participated. Those involved with the administration of the program are pleased with many of its aspects: its cost accountability, its employment of faculty for the summer, its attraction of students to Eastern its growth, and, most importantly, its excellent preparation of students for persisting at the university in pursuit of a college degree.

(No.21) A MODEL FOR INCREASING THE EFFECTIVENESS OF A DECENTRALIZED ADVISING SYSTEM

Presenters:
A. Faye Robinson, Judy Owen, M. N. Alice Rowe, Western Kentucky University

Summary Authors: A. F. Robinson, J. Owen, A. Rowe

Although the characteristics of an effective advising system are well established, efforts to make changes needed to incorporate those characteristics into a decentralized system are often resisted. A Task Force, consisting of representatives from the student body and from administration and faculty, can be a vehicle for validating need and promoting change by following the steps outlined below.

A thorough evaluation is a necessary first step in attempting to improve the academic advising system. The opinion of students and faculty in regards to the present system's effectiveness should be solicited. The evaluation must be systematic; it should include a variety of methods, evaluators, and criteria; and it must assess the quality of the collective functions of the academic advising program and the quality of advising provided by individual advisors.

As indicated by Grites (1979), when the institution's academic advising system is thoroughly analyzed using various statistical data and information obtained through questionnaires, id~as fo: improving the program begin to emerge. Analysis may reveal an inad:quate or nonexistent policy statement on advising. If so, the institution's "Statement on Advising" must be revised or developed, using the ideas for change and perhaps the ACT guide to draft a statement that should be circulated widely within the university community to obtain criticism and suggestions, such input increases the likelihood of acceptance for the final document. Simultaneously, plans must be developed for implementing those elements requiring change from current procedures.

Methods for gaining the support needed for effective implementation are an important part of the plans. Gaining support for change requires participation of students, administrators, and faculty who are serving on the recommending committee. Endorsement must be sought from high level administrators, including the president, and from the faculty and student body. The Committee should ensure that the entire campus community is informed concerning goals of the advising system, changes needed to ensure goal attainment, and evaluative procedures which are planned.

The described process may seem frustratingly cumbersome. Such measured steps may be necessary, however, especially on a campus where faculty and students are accustomed to sharing in decision-making responsibilities. The process may fail to accomplish every change sought but will provide an important side effect--the increased awareness of the need for good advising.

(No.22) ADVISING ATHLETES - DREAMS AND REALITIES

Presenters:
Elizabeth "Buzz" Kurpius and Mary Rose, Indiana University

Summary Authors: E. Kurpius and M. Rose

The program dealt with the special challenges involved in advising student-athletes, including a review of the unique problems faced by the student-athlete, and a description of an ideal counseling situation. The third part focused on the program for counseling athletes at Indiana University. Participants were provided with copies of an article describing that program which appeared in the October 1982 issue of the Phi Delta Kappan.

There is little doubt that the student-athlete operates in a unique environment. The athlete may benefit from special help (e.g. specialized counseling, supervised tutoring) not available to the regular student. Instructors, understanding the special pressures on athletes, may also provide some individual instruction. In general, an athlete is more closely monitored than the ordinary student.

Participation in athletics creates demands on the athlete's time and physical stamina: practice and conditioning, travel and games. Class times and exams must be adapted to practice schedules and games and although most athletes are in good condition, the physical demands are such that the athlete may suffer from tiredness and fatigue. NCAA and conference requirements must be met and, since athletes are not recruited for academic ability, past academic and social experiences are often limited. Athletes also encounter unusually high peer pressure. Previously exposed to adulation, athletes often suffer from an unrealistic self-concept both athletically and academically.

The ideal counseling environment for the student-athlete would need to be multi-faceted. Such a program would undoubtedly include access to early registration, vocational guidance from career specialists, a learning center, special counselors for problems related to alcohol and emotional adjustment, strong and supportive coaches and open communication between the athletic and academic communities. The program would include many other specific services for students including program planning, orientation programs, study table, tutoring, weekly check-ins, time management workshops, and when necessary, remedial courses.

The program administered by the Academic Affairs Office at Indiana University provides program planning, freshman orientation, summer reading-writing program for freshmen, a supervised study table, and tutoring for all athletes. It also assists coaches with recruiting. The focus of our involvement in the recruiting process is to discuss with each prospect the academic programs and degree requirements.

The Academic Affairs Office conducts sessions for counselors, deans, and faculty to acquaint them with our program, the Big 10/NCAA Rules and Regulations, and the unique problems of the athletes. The athletic-academic staff attend regularly scheduled University Division and Upper Division Advisor's meetings to stay abreast of university changes and policies. It is imperative that the athletic-academic staff participate in campus wide meetings and activities so that they do not separate themselves from the university. To insure that athletics fit properly into the university environment, it is essential that open communication be maintained between the athletic department and the academic community.

(No.23) MULTIFACETED ACADEMIC ADVISING: THE CHALLENGE OF INTEGRATING UNIVERSITY RESOURCES

Presenters:
David C. Heins, H. Bart Merkle, and Jeffrey A. Powell, Tulane University

Summary Authors: D. Heins, H. Merkle, J. Powell

This program presented the evolving academic advising system used through the College of Arts & Sciences at Tulane University. A significant element of this system is the increasing linkage between academic and career planning through a large referral network. The crux of this network is close collaboration between faculty, academic dean's office staff, and division of student services staff.

The specific content of the presentation included the following:

1) The Advising System as it Now Exists. A new brochure entitled "The Right Moves" was utilized to describe the academic advising system. The discussion focused on the selection and training of faculty advisors, the components of the referral network and how each works, the calendar of advising events, and the student's responsibility for making the system work successfully. The theoretical basis for this system was drawn from Perry, Knefelkamp & Slepitza, and Tiedeman.

2) Academic Advising Materials. A variety of advising materials were developed, borrowed and/or modified for use at Tulane. Copies of these materials were distributed and the specific benefits of using them was discussed. These materials included: Major/Career Planning Inventory; Life Skills and Programs of Study; A Decision Guide for Choosing a Major; Majors by Holland Code; and a Major/Career Decision Making Questionnaire.

3) The Practical Politics of Developing the System. The implementation of a campus-wide referral network in an advising system necessitated confronting numerous territorial, personality, and philosophical issues. Strategies used to address these issues successfully were discussed.

4) Concerns and Challenges for the Future. Numerous issues which relate to the maintenance and/or continued development of an advising system are extremely important. Several of these issues were discussed including: faculty reward mechanisms; refining the referral network; support of senior administrators; refining faculty perceptions of advising roles; advising system evaluation· and parental education about the advising process.

The emphasis of this program was on organizational and practical implementation issues rather than theoretical constructs. While the presentation focused on the Tulane model, issues in advising that are common to most campuses were emphasized.

(No.24) EMERGING ROLES IN ADVISING: THE NEW ACADEMIC PROFESSIONAL

Presenters:
Shirley M. Holm and Mary Sue Simmons, University of Minnesota

Summary Authors: S. M. Holm and M. S. Simmons

In 1980, the University of Minnesota developed a new employment track for college personnel. This job series, entitled Academic Professional, was to add a third personnel system for employees who were neither student support nor faculty employees. The advising staff of the University Without Walls (an individualized, baccalaureate program for adult students) were to be placed on the Academic Professional Series and were requested to develop a job description which would describe the roles and responsibilities for academic advising.

A topical seminar was presented using the UWW Academic Professional job description as the discussion focus. Participants were asked to state where they worked, what positions they held and what personnel system they worked under at their respective institutions. The presenters then described the teaching, counseling and evaluation roles of the professional adviser. Participants engaged in a lively discussion of what constitutes teaching in the adviser-student relationship and to what extent this is recognized by colleges or universities.

Two other areas of adviser responsibility were described and discussed - program operations activities and professional activities. The new Academic Professional takes an active role in comprehensive programmatic areas such as action research, program development, governance and administration, and must sharpen the understanding of ways to facilitate the learning of mature students.

Discussion by participants revealed strong support for the job categories and definitions outlined in the Academic Professional job description. Some participants debated the issue of academic preparation needed by academic advisers and if the Academic Professional model would provide a career path for people interested in selecting advising as a career choice rather than as a stepping stone to other positions. Further efforts need to continue to reinforce the value of academic advising both to the faculty and to the administration of colleges and universities.

Participants were given copies of the UWW Academic Professional Document to serve as a resource for further examination of the advising profession and its components.

(No.25) THE CAREER PLANNING AND PLACEMENT PROCESS: A MODEL FOR ACADEMIC ADVISERS

Presenters:
Donald G. Kaufman, Miami University (Ohio); Mark Case, Indiana University

Summary Authors: D. Kaufman and M. Case

This program presented a career planning and placement model that can be used by academic advisers as a tool to strengthen the bond between academic and career advising. The model was designed to assist academic advisers in preparing students for career identification, job-search strategies, and eventual placement. Central to the discussion of the Miami University model was an overview of the career development process at the college/university level, and how academic advisers, counseling staff, and career planning and placement personnel can combine to provide beneficial information to advisees.

The career planning and placement process at Miami University was illustrated through the use of four stages representing the various aspects of a student's career development.

(1) SELF-AWARENESS is the beginning stage of the process which deals with identification of interests, values, abilities, and needs. Clarification of these elements will result in a level of "career maturity" that will enable an individual to make an informed career decision based on familiarity with the decision-making process.

(2) CAREER EXPLORATION aids the student in his or her identification of career fields compatible to interests, values, academic

preparation, geographic preference, lifestyle, and knowledge of the job outlook.

(3) EMPLOYMENT immediately following graduation is the decision reached by a majority of students. This section involves indentification of prospective employers, preparation of appropriate correspondence, follow-through on job leads, interviewing, and selecting from multiple job offers.

(4) ADDITIONAL EDUCATION, in the form of graduate and/or professional school, is pursued by a significant number of Miami graduates each year. Information on admission requirements, entrance examinations, appropriate references, interviewing, and applications for financial assistance are provided.

(No.26) ADVISING IN TEACHING: THE TWIN-FACETED APPROACH TO ADVISING

Presenters:
J. D. Beatty and B. J. White, Iowa State University, Ames

Summary Authors: adapted from the program proposal by J. D. Beatty and B. J. White

A survey of orientation courses at Iowa State University reveals that many contain elements of academic and career advising. Using results of this survey and our experiences in academic departments and an advising center, suggestions of ways in which advising can be incorporated into the teaching of academic subject matter were made. Although faculty have not traditionally recognized the importance of advising relative to teaching and research, the increased emphasis on retention and the increasing number of non-traditional students may bring an increased awareness of the need for quality advising.

The session was divided into two parts: 1) a survey of departmental orientation courses at Iowa State University was presented. The elements of academic and career advising in these courses were emphasized. 2) specific suggestions of ways in which advising concepts can be introduced into the teaching of academic subject matter were discussed.

The audience was encouraged to share ideas and successful experiences with career-oriented advising in both advising centers and academic departments.

(No.27) PREPARING FRESHMEN FOR ADVISEMENT

Presenter:
Donald H. Squire, Towson State University

Summary Author: adapted from the program proposal by D. Squire

More often than not, freshmen approach academic advising as passive recipients of information and instructions rather than active participants in a dialog, the purpose of which is to enable them to make intelligent decisions about their academic careers. Because freshmen do not fully comprehend the purposes of advising nor the complexity of the decision-making process in which they are engaged, too many of them do nothing to prepare to be advised. The dialog between student and advisor, which should inform the student's decisions, may really never take place.

This presentation focused on the characteristics of freshmen and on the identification of their advising needs. The purpose is to describe a model strategy for helping freshmen derive optimum benefit from the advising system, beginning with the initial advising interview. In this model, the ultimate goal of academic advising is to enable students to make appropriate, informed, and independent choices regarding their academic careers. Five stages or components are seen as essential to that process if it is to succeed. Students must 1) examine what they know about themselves in light of their present circumstances, 2) become aware of the academic requirements and other demands they face, 3) become informed about the options and resources now available to them, 4) become acquainted with institutional policies and procedures, and 5) use the perspective of an experienced advisor who can bring all these things together for them.

In preparation for the fifth stage of the model, advisors of freshmen attend training workshops designed not only to enhance their knowledge of institutional policies and procedures, but also to increase their awareness of the needs of the clientele they serve. Faculty participation in the training workshops contributes to a broader understanding of the advising relationship and to a greater commitment throughout the campus to comprehensive, consistent advising.

(No.28) A COST-EFFECTIVE ADVISING/REGISTRATION BY MAIL PROGRAM

Presenters:
Doug Neitzel and Alan Cerveny, University of Nebraska-Lincoln

Summary Author: D. Neitzel

This presentation focused on the treatment of new freshmen at the University of Nebraska-Lincoln. It is rather unique in that freshmen are both advised and registered for classes by mail.

The responsibility for this process rests primarily with the Office of Admissions and Advising, which in the fall arranges meetings with representatives of eight undergraduate Colleges to review the information necessary to advise their new freshmen. Then the six professional staff members begin to advise our incoming freshmen using an advising form ("Course Selection Form") sent to the student along with registration materials. Using the information provided, new students can register for classes during their final semester of high school and have a confirmed schedule of classes by the beginning of the summer. The advising information on the CSF will be determined by reviewing: (1) the student's high school courses, including those in progress; (2) the student's class standing and high school grades; (3) the student's ACT or SAT scores; and (4) the student's indication of his or her area of interest. It is not mandatory for students to follow the advice provided on the CSF, but it does provide a framework from which to pick their schedule of classes.

One of the strengths of this advising/registration by mail system is its relative low cost of implementation. The UNL program for about 4000 freshmen, including professional/support staff salaries, publications and postage is about $35,000. It does not require a lengthy summer orientation or the mobilization ot professional and academic advisors from the academic ranks.

There are several shortcomings to this procedure: lack of senior year materials except "in progress" reports from the high school transcript; students repeatedly change academic and career goals; and lack of class space in high demand areas means some students will receive an incomplete schedule. Currently, about 45% of the fall freshman class will have attended Summer Orientation; many attend only because drop/add is part of the program and they can complete their schedule. A summer program encompassing advising, registration, and orientation would probably net about 90% attendance.

The greatest shortcoming of the mail process is its lack of personal contact. Thus, we recommend our program most for institutuions which: (1) already have sufficient personal contact built into their marketing strategies; (2) can begin the advising and mailing processes later, thereby reducing duplication of efforts and maximizing the opportunity to work form at least one semester of senior year academic progress; (3) have a flexible registration demand situation where classes which might close can be allotted additional sections to meet student demand and minimize incomplete schedules.

(No.29) COMPUTER ASSISTED ADVISING: DEVELOPMENT AND IMPLEMENTATION

Presenters:
Jill Edwards Olshavsky and Philip W. Namy, Indiana University

Summary Authors: adapted from program proposal by J. Olshavsky and P. Namy

Many campuses are exploring the potential usefulness of computer assisted advising. The session addressed instructional development theory and formative evaluation as they apply to an application of a computer simulation program to academic advising.

This session had two goals. The lesser goal was to acquaint session participants with the probable analysis to which a computer assisted advising proposal is likely to be subjected, while the greater was to share examples of a computer program which simulates an advising session for upper level students.

The first portion of the session showed that a computer assisted advising proposal is likely to be reviewed at several levels before a proposal is endorsed. Factors such as the student population, its size, the curriculum and its simplicity and stability, the costs and potential payoffs of the project, and the design factors such as drill or gaming or simulation were included in this discussion.

The second portion focused on the actual development of a computer assisted advising program. The development began with an advisor survey to ascertain what questions and concerns were raised by students. The presenters demonstrated how these were sorted into thematic areas and then addressed.

The three major interactive modes available to students were demonstrated by using transparencies prepared from terminal screens which the students encounter, including:

1. the entire program which encompasses the structure of the curriculum, asks which major is desired, discriminates between honors and non-honors course options, asks which courses have been completed and permits additional planning to be done, and concludes with a printed planning sheet for a student;

2. the menu of subprograms and the flexibility to permit students to review selected menu items;

3. a highly interactive subprogram which both computes for the students and teaches the students to compute their own grade point average in an important subset of courses.

(No.30) DISPLAY SESSION - SIGI (ETS)

(See (O) under Part III)

(No.31) MOVING TOWARDS SYSTEMATIC ASSESSMENT: AN ADVISING SURVEY

Presenters:
Cindy L. Pintok and Nancy J. VanDerveer, College of St. Benedict(MN)

Summary Authors: adapted from program proposal by C. Pintok and N. VanDerveer

Until recently, the College of St. Benedict has been part of the majority (over 75%) of U.S. colleges and universities with no formal means of evaluating their advising programs (ACT, 1979). The political climate surrounding faculty evaluation made assessment of advising difficult. However, in light of campus-wide concern for advising as a retention tool, the advising staff initiated a survey of student perceptions of advising.

This presentation described the planning, implementation, and results of this survey. Certain features of our approach may be novel:

1. A series of individual appointments with department chairs and student leaders to introduce the survey and to solicit suggestions concerning its content, and a Friday Forum presentation to reach additional faculty and staff;
2. Inclusion of a question on whether female students feel fairly treated by advisors (AAC, 1982);
3. Use of student government representatives to distribute the survey and collect it in sealed envelopes within 24 hours;
4. A confidentiality agreement that specifies distribution of the original survey documents to advisors, use of group data only by the Advising Office, and no release of data on individual advisors or departments to administration, chairpersons, or students.

Throughout this period, we have emphasized that our concern is not to "evaluate faculty," but to improve academic advising for the benefit of the students, the departments, and the College.

Topical areas covered by the survey were derived from questions suggested by ACT (1982a, 1982b), especially: perceived quality of the advising relationship; accuracy of information received from advisors; time and attention given to the advising task; the advisor's concern for discussing the student's goals and plans.

Based upon computer analysis of the survey data, the advising staff will plan for future programming. For example, should more emphasis be placed on effective communication of college requirements? Should the Advising Office provide workshops for faculty on establishing effective advising relationships; on providing encouragement to women students; on helping students make realistic academic and career plans?

(No.32) ADMINISTRATIVE ATTITUDES TOWARD ADVISING

Presenters:
Jewell A. Friend, Marie J. Kilker and Betsy Peterson, Southern Illinois University - Carbondale

Summary Author: adapted from program proposal by J. Friend

This program presented an overview of the problems of communication, staff recognition and development, and fiscal alternatives for academic advising. The panel demonstrated how administrative support and advisors' follow-through can improve the status of academic advisors and the programs and clientele they serve.

The program was divided into three individual presentations:

1. The director of a baccalaureate program for adult populations (Kilker) discussed communication, academic program development for non-traditional on-campus and off-campus students, status considerations and functional problems in representing an institution holistically.

2. The advisor/counselor of a preventive counseling program (Peterson) discussed decision making in probation, suspension and readmission of students, and the implications of sensitive decision making with administrators' and faculty cooperation.

3. Friend di cussed realistic expectations of advisors which require faculty/administrative education, credentialing, full time employment status, fiscal accountability, and persistent public relations efforts.

(No.33) CAMPUS HERO OR VICTIM: THE STUDENT ATHLETE

Presenters:
Gerald S. Gurney, Jan Korslund and Debra Stuart, Iowa State University

Summary Authors: adapted from program proposal by G. Gurney, J. Korslund, and D. Stuart

Student athletes have been identified through constant public scrutiny as a population having special needs and unusual pressures. Their seasonal time commitment often entails a minimum 40 hour work week in athletics as well as a full-time academic load. Further, student athletes' lives and social activities often revolve around the athletic department.

Studies have demonstrated that the educational attainment and academic preparation of student athletes are somewhat lower than the general college population (Purcy, Hufnagel, Eitzen, 1981; Stecklein and Dameron, 1965; Philapil, Stecklein, and Len, 1970). Purdy et al. (1981) found this to be particularly true among the black athletes and those athletes participating in revenue sports of football and basketball at athletically competitive institutions.

The particular lifestyle and pressure of the student athlete lends itself to potential academic and developmental problems. This presentation described and examined the student athlete subpopulation and identified potential problems relating to athletic participation. A model for athletic academic support services currently offered at Iowa State University was described as well as a demographic overview of academic and psychological services offered nationally among Division I institutions. The Iowa State University model of athletic academic support emphasizes:

(1) Test assessment in reading, writing, math and study skills, as well as career interest measurement.
(2) Supportive services emphasizing skill development are provided in the form of a developmental reading program, learning skills seminar, resume writing workshop, supervised study sessions, and tutoring program.
(3) Professional personal, vocational and academic counseling are provided as an ongoing psychological support system.

Strategies for encouraging appropriate faculty support and interaction with the student athlete were discussed. Helpful recommendations for advisors and advising coordinators for working with the student athlete were suggested. The ethical issues of university commitment to the student athlete were reviewed, particularly from the areas of faculty and advisors, student affairs, and athletic department. The following duties of the advising coordinator were also covered:

(1) Assignment and change of advisors
(2) Utilizing a liason relationship with the athletic department
(3) Scheduling procedures and its relation to athletic time demands, and
(4) Recommendations regarding academic standards policies and its effect upon student athletes.

(No.34) "PEER OR ADVISOR?" GRAPPLING WITH CONFLICTING ROLES

<u>Presenters</u>:
Juli McCarthy and Anne Montgomery, University of Montana

<u>Summary Author</u>: A. Montgomery

A successful peer advising program has been developed at the University of Montana. First instituted to fill a void in the advising services offered to General Studies (or Undeclared) students, it has come to be appreciated as a highly viable vehicle for delivering advising to students from other units on campus. In an effort to provide a learning experience for both the peers and their advisees, the program strives to apply student development theory.

Highly qualified students from various disciplines are interviewed each spring and chosen to work as peer advisors for the following academic year. Graduate students in Guidance and Counseling serve as supervisors. The academic advising coordinator meets with the incoming peers to discuss the peer advising program and intensive pre-service training occurs in the fall. Supervisors also conduct periodic in-service workshops which provide information concerning skills, procedures and resources necessary for advising. Pay is in the form of one credit per thirty hours of work per quarter. The grade received depends upon the degree of fulfillment of the peer advising contract.

Finally, in an effort to maintain a quality program, the academic advising coordinator and the supervisors meet at the end of the year to discuss the strengths and weaknesses of the existing program and make necessary changes for the upcoming year.

Several potential problems may occur when implementing a peer advising program. One involves the dual role of the peer advisor: fellow student and authority figure. Peers often must grapple with which role is most appropriate to the circumstance at hand. A related concern is that peers may steer their advisees either to or away from certain courses and/or instructors. Clarification of the peer advisor's role by the supervisors and/or fellow peers can help to alleviate the problems.

From year to year new groups of students must be retrained, and advisees may experience some discontinuity when their peer advisors graduate and/or when they declare a major and are assigned to a faculty advisor. In an attempt to maintain some stability and continued expertise within the University's advising system, several steps can be taken. Juniors can serve as peer advisors and can then be encouraged to remain in the program during their senior year. A comprehensive advising handbook, to be used by both faculty advisors and peer advisors, can help to maintain some continuity in advising among the different types of advisors.

(No.35) INTRUSIVE ADVISING FOR STUDENTS IN INAPPROPRIATE MAJORS

Presenter:
Walter R. Earl, Old Dominion Univ.

Summary Author: W. Earl

The unavailability of jobs has changed students' questions to advisors from "in what should I major?" to "what major wi'' get me a job?" Many students therefore inappropriately pick their ma_,r based on family pressure, job availability, and perspective dollars earned rather than on value clarification, vocational testing, or academic counseling. A new challenge for academic advisors is to identify students who select inappropriate majors in which they can be predicted to fail and counsel them to structure alternative career goals.

"Intrusive" advising goes beyond career counseling and responses to the high cost of losing students who fail because they are in the wrong major. By interferring in a student's life with "you need help and you can get it here" when warning signes of a wrong major appear, advisors play a new role in managing the multifaceted complexity of academic counseling.

Possible inappropriate majors can be identified by three factors: (1) the student does not demonstrate the proficiencies and skills necessary for that major; (2) the student dislikes the academic courses leading to that major; and (3) the student has not seriously evaluated vocational choices but has only responded to the perceived employment market.

The Intrusive Model used at Old Dominion University involves orientation diagnostic math, writing, and reading testing not only for placement but for tracking of potential problems. Students are identified at registration who need to sign up for Academic Success four-week workshops, Decision-Making workshops, or special group sessions in vocational exploration. Students are placed in special classes taught by counselors: Orientation 101 and Career Planning 121. Each time a student sees an advisor they self-assess their skills and discuss intrusive needs with their counselor.

Old Dominion University Academic Advising has created two different models for intrusive advising of students in inappropriate majors. An intrusive Major Choice Model for advising utilizes career planning courses, decision workshops, and academic success group to identify students in inappropriate majors and to help them evaluate unrealistic vocational goals, alternative careers, and the process by which decisions are made.

An intrusive Probationary Student Model utilizes a five-step advising schedule for making referrals and providing follow-up advising for students having academic problems in relationship to their majors. The steps include a structured one-hour appointment using a questionnaire, a second counseling session, a referral agreement, a follow-up third session and a final advising session.

(No.36) INTERACTIVE COMPUTER ADVISEMENT: DEVELOPMENT OF A MODEL

Presenters:
Peter W. Rees and Claudia G. Fischer, University of Delaware

Summary Authors: adapted from program proposal by P. Rees and C. Fischer

Innovative programs and flexible curricula options represent rich educational resources in many universities and colleges. Yet frequently students fail to take full advantage because of a lack of knowledge associated with poor academic advisement, or a misunderstanding of existing institutional policies and procedures. At the University of Delaware the College of Arts and Science is developing a computer-assisted advisement program based on a PLATO® sytem and network of terminals. The resulting set of advisement packages is not designed to supplant traditional personal contact, but rather to provide both advisor and advisee with information which should enhance the quality of their dialogue.

Two principal packages are being developed. "Exploring Academic Options and Designing Individualized Programs" will allow a student to express a general interest or career objective, and then be led by a series of questions and response choices to consider particular majors, or combinations with minor or other elective programs. A second package, "General Academic Information," was the subject of this program. it is designed to provide both faculty and students with access to a core of information in easily understood chart displays which can be selected either through key words or interactive inquiry methods. The subject matter comprising this package contains those items commonly found in a University catalog: curricula by college, major and minor, general education requirements, innovative programs, options and combinations,and academic policies and procedures. Unlike a college catalog, however, the computer program can be instantly updated as departments change curricula and faculty senates amend academic regulations. Furthermore, the implications of policies for students in particular circumstances are rarely explained in a catalog, while the inquiry-designed computer database underlying the program package offers this capability.

The presenters believed that while the specific program content in such a computer-assisted advisement package may be unique to particular institutions, the design details should be of widespread interest and applicability. In particular, the solution to display problems involved in transferring information from the printed page to the video screen was emphasized. They demonstrated the organizational approach taken in arranging academic advisement information in such a way that the student is educated to see the context in which his or her own program fits into the larger educational enterprise of the institution.

(No.37) ESTABLISHING ADVISOR/ADVISEE CONTACT: A FRESHMAN YEAR APPROACH

Presenter:
Gail S. Hasson, University of Alabama

Summary Author: G. Hasson

Colleges and Universities too often assign students to advisors or advisors to students and expect advising relationships to develop. The bond between student and advisor is seldom so easily achieved. "Establishing Advisor/Advisee Contact: A Freshman Year Approach" considered various ways of developing advisor/advisee contact in the first year, suggested means for building functional advising relationships, outlined several methods for coordinating faculty and staff resources, and specified practical considerations in designing advising contact programs.

The presentation was based largely on the freshman year advising program and advising courses for students in the College of Arts and Sciences at the University of Alabama. In 1980 the College bagan systematically assigning each new student an advisor. The assignments were made on the basis of information obtained during a mandatory summer orientation program and closely matched the academic interest of the student. Although each student was assigned an advisor, contact was left to student initiative and only 10 percent of students contacted their assigned advisor.

In 1981 advising assignments were made in the same way but with mailings to students and some advisor initiative. The percentage of students contacting their advisors increased to about 50 percent.

In 1982 the advising assignment procedure was supplemented with mandatory enrollment in a non-credit course. Largely a vehicle for insuring advisor/advisee contact, the course required a minimum of three contacts during the semester. It also provided information on resources available for the improvement of study skills and time management, addressed the problems of independent living and alienation on campus, and promoted career-awareness in fields open to liberal arts graduates. The following semester students were enrolled in a mandatory one-credit hour freshman seminar course. A case study approach to advising was used and advisor/advisee contact was again required. Enrolling all students in the courses and working advisor contact into them resulted in advisor/advisee contact of nearly 100 percent.

(No.38) COLLEGE SUCCESS; ADVISEMENT AS A COMPONENT IN A FRESHMAN SEMINAR

Presenters:
Dan M. Hahn and William Hopkins, State University of New York, Cortland

Summary Authors: adapted from the program proposal by D. Hahn and W. Hopkins

In the half-semester course students work on: time management, goal-setting, effective textbook reading, note-taking, vocabulary building, memory strategies, getting involved with college activities, and knowing college policies, regulations, and offices. The faculty form a mentor-like relationship with the students. Students also learn test strategies, how to become more active in class participation, practice bringing together information from their various courses, develop class cohesiveness, learn how to form study groups, chart their progress in their courses, keep daily journals, and discuss the goals of a liberal arts education. The course is voluntary for students and is taught above load by staff. It carries one unit of credit and is graded satisfactory/unsatisfactory. The course has won almost unanimous acceptance by administration and faculty and by the students enrolled in it. Initial evaluation suggests improvements in retention, grade-point averages, and reading comprehension. Student evaluations have been extremely positive.

The content for the course is consistent across sections, a syllabus, materials, and lesson plan suggestions being provided to each instructor. Changes in instructor attitudes towards students, changes in teaching strategies, and changes in advisement approaches are occurring by virtue of the experience in teaching the course.

College 101 resides in no department and literally belongs to the College as a whole. It was developed on behavioral psychology principles and is coordinated by the Director of Academic Advisement and an associate professor of psychology who is also the Coordinator of the Freshman Year Experience. Goals and strategies are being absorbed by students and faculty not currently part of the course, producing an unexpected ripple effect.

The following factors played a role in the course being so heartily accepted by the College: a sound base of empirical evidence from the literature; data on a trial run of the course; that the course was not geared solely to high-risk students; the willingness of highly respected and extremely busy staff to teach it, and the course content meeting needs universally recogninzed by the College. The biggest supporters are the students themselves.

(No.39) THE ADVISOR'S USE OF THE COMPUTER AS A STUDENT INFORMATION RESOURCE

Presenters:
Donna Guinn and Richard Mitchell, Central State University, Oklahoma

Summary Authors: adapted from summary by D. Guinn and R. Mitchell

Central State University has seven full-time advisors serving 10,000 undergraduate students and 1,500 undeclared graduate students. The Graduate Office advises declared graduate students. Considerable computer services are available to assist informational needs. The purpose of this program was to provide information about the variety of computer screens and printouts available to assist with the advisement of students.

Samples of the screens include the Advisement Screen (contains information advisors need for initial information about students during enrollment - transcript automatically follows this screen when desired); Enrollment Screen (use to identify current class enrollments); Student Master Display (contains general information about student); Class Size Update (provides information and used to change both maximum and closed sizes); Class Master Display (provides 30 items of information ranging from number of credit hours to time offered for each class); Course Description Display (provides some of the information offered in the

Class Master Display but includes actual description of the class); Admission Display (includes all information required for admission to the university); Grade Point Display (provides information about grades, degrees, transfers and number of credits); and Transcript Display (contains all transcript data). A printout with information about individual advisor weekly activity - people seen, etc. Closed and Deleted Sections and Student Enrollment Schedule are also included.

The presentation also included the pros and cons of using the computer for advisement needs. Problems of collection of "feeder college" equivalencies for development of computer printed degree checks were discussed, and organization of an advisement office to administer the new types of responsibilities.

The intent of the presentation was to share what advisors do at Central State with the philosophy that we want the computer to do what it does best - work with the paper tasks - so advisors may do what they do best - work with students. . . . and how it doesn't always work out that way.

(No.40) GROUP ADVISEMENT AND CAREER EXPLORATION FOR GIFTED FRESHMEN AND SOPHOMORES IN COLLEGE

Presenter:
Anne C. P. Schroer, Texas A&M University

Summary Author: A. Schroer

Until recently it has been assumed that very talented students will enroll in universities, choose courses that interest them and do well in their academic pursuits. Experienced advisors and counselors, however, recognize that the individual with superior academic abilities is often confused, due to the wide range of career and course possibilities that fall into their range of possibilities and interests. Opportunities can impede the choice of a major and pressure mounts as people regularly inquire about what they plan on doing after their schooling is finished. This pressure can result in frustration and feelings of lack of direction. The gifted student is often expected to enter a prestigious occupation, but certain career options may be discouraged.

This session focused on the delivery of academic advising and career exploration for very gifted freshmen and sophomores in college using a structured group program. Although the group process offers a great time saving advantage for the professional, the outstanding benefit of group advising/counseling program is for the participants. Gifted students can derive support from each other and learn that it's developmentally alright to be unsure of career direction and college major.

The program leader described the Career Motivation Program (CMP), a structured group program marketed by Career Growth Associates, and demonstrated how gifted college freshmen and sophomores benefit from participating in the program. Research on the career development needs of the gifted student emphasizes the importance of clarifying values that relate to the working world.

Academic advisors and career counselors can assist the highly gifted college freshmen and sophomore using the self-information that is gathered by each participant during a six-hour group program. As participants define their overlapping interests and abilities and arrange their priorities, the advisor/counselor is able to help the student make decisions regarding choice of major(s)/minor(s), co-curricular activities to elect, summer job opportunities to pursue and other educational programs like study abroad, co-op programs and internship placements.

Suggestions were offered on how to train facultv advisors and graduate students to lead these groups.

(No.41) "DEVELOPING A SELF-ASSESSMENT QUESTIONNAIRE"

<u>Presenter</u>:
Donald H. Squire, Towson State University

<u>Summary Author</u>: adapted from summary by D. Squire

Towson State University has developed a series of three self-assessment questionnaires for freshmen to complete prior to meeting with their academic advisors. Replies to the items on the questionnaires become the focus of interaction between student and advisor.

The first of the Towson questionnaires is administered at summer orientation, before freshmen begin their first semester. It requires them to examine their previous academic experience and raises question about their study skills, their interests, and their expectations in anticipation of selecting courses for their first semester.

The students complete the second questionnaire during the first semester, prior to preregistering for the second semester. They are asked to assess their progress in each of the courses they are taking and to consider how this relates to interests, aptitudes, and study patterns. In addition, they are asked to review the factors that led to their choice or lack of choice of a major. Finally, they are asked to assess their achievement in several developmental and skill areas, including academic skills, physical and social well-being, coping skills, career development, and time management. Resource lists addended to the questionnaire refer students to campus resources and services where they can get further information or assistance in the indicated areas.

The third questionnaire in the series capitalizes on the fact that the students have completed, an entire semester at the university, and have received their grade reports for that semester. This third questionnaire helps them to understand newly identified needs and to reexamine their options. While reassuring the undecided students that there is no cause for alarm, the questionnaire emphasizes the importance of establishing a systematic approach to arriving at a choice.

The questionnaires help raise the awareness of both students and advisors of many factors which must be taken into account when planning for coming semesters.

(No.42) ADVISING AND COUNSELING THE MARGINAL FIRST-YEAR STUDENT

Presenter:
Prentiss M. Love, Grambling State University

Summary Author: adapted from program proposal by P. Love

Many entering college freshmen have met their state's standards to receive a high school diploma, yet lack the skills to insure success in first year courses such as English and mathematics. The Louisiana Board of Regents has indicated that a large percentage of students enrolling in Louisiana colleges and universities need remedial courses to prepare for college-level work.

The identification and placement of these freshmen students and the role of the academic counselor was the focus of this discussion. The presentation described the implementation of a program in operation at Grambling State University, with a focus on objectives, required courses and tests used to identify the marginal student.

(No.43) SUCCESSFUL INVOLVEMENT OF FACULTY IN ADVISING

Presenters:
Rosalind Hibbs, Elaine Follis, Gary Gentry, Warren Fairbanks, and June Gray, Principia College

Summary Author: R. Hibbs

This panel discussion was intended for private liberal arts colleges. Four Principia College faculty members who are experienced freshmen and major advisors participated in a discussion and answered questions about successful faculty involvement in advising.

Principia College has about 800 students in its almost entirely residential campus in southern Illinois. Advising is done by faculty and two professional staff advise transfer students and all other undeclared students. Between 20 and 25 faculty members participate in the freshman advising program; they are self-nominated and appointed by the Dean of Faculty. These advisors participate in a 2-day training workshop before new student orientation begins in the fall, and attend one-hour update meetings each term. For their participation in the two-day workshop, the advisors receive a small stipend.

Here is a summary of the questions discussed by the faculty panel:

1) Why do faculty want to be advisors?
We appreciate working with freshmen students, helping shape the students' views, especially before they become "jaded;" keeping

in touch with student thought; strengthening our departments through greater student contact; better understanding the college as a whole through interacting with faculty from other departments during training.

2) What are your advising relationships like?
   Friendly; Good because students see us in a different light--not just as professors; Varied
3) What do faculty look for in training?
   What the Registrar has changed over the summer
   Info about what other departments are doing
   How to advise - skills and practices
   "War stories" - advisors tell about their experiences
   Camaraderie among advisors
4) How often do you see your advisees?
   It varies
5) Are you evaluated? No, not formally
6) In your perception, how are you viewed by other faculty?
   As a group that is "with it"; all of us know each other
7) How does what you say relate to other schools' situations?
   Student pressure for better advising demands advisor training
   Stipend for advisor training helpful

(No.44) GUIDANCE TO A MAJOR

Presenters:
Regi Bailey and Julie Fellers Hook, Indiana University—Purdue University at Fort Wayne

Summary Authors: R. Bailey and J. F. Hook

This presentation focused on the "Guidance to a Major" program which was developed to assist students in the decision making process related to the declaration of major. The need for a program of this type has been firmly established by research revealing that: 1. the longer a student waits to declare a major, the larger the decrease in school motivation, 2. the grade point averages of the undeclared students are much lower than those of declared students, and 3. the undeclared students perform less well than their actual abilites would predict, while their declared peers achieve better than their abilities would predict.

This program exemplifies a classroom approach within the framework of a small group. The class meets six times—once each week for approximately two hours. By utilizing a small group, facilitated by an academic advisor, more students are served in a shorter time frame and receive a higher quality of assistance in making this decision.

The course focus begins with values identification in order to prevent Erik Erikson's concept of identity forclosure from occurring. The second session is on majors available, and their corresponding career areas. Skills assessment coordinated with Holland's theory of personality types is the third area covered. Use of the Educational Interest Inventory for academic assessment provides the content of the fourth session. This is followed by session five which centers on self-assessment. The concluding session deals with identifying choices and setting goals.

Examples of exercises were used to simulate student experience.

(No.45) "STUDENT ACADEMIC ADVISERS IN THE FRESHMAN RESIDENCE HALLS"

Presenters:
Suzanne Martin and Clare Carson, Whitman College

Summary Authors: adapted from program proposal by S. Martin and C. Carson

This session involved a discussion of the "Student Academic Adviser" program at Whitman college, a small liberal arts college with a traditional-age student body and a traditional system of faculty academic advising. The Student Academic Adviser program places sophomore, junior, and senior students in predominantly freshman resdence hall sections to serve as peer academic advisers, academic orientation leaders, workshop organizers, and tutors in specific subject areas. The Student Academic Advisers are intended to complement, rather than replace, both the faculty advisers and the residence hall staff.

The presenters discussed the history and evolution of the Student Academic Adviser program at Whitman, the philosophy which underlies the program, the selection, training and responsibilities of the Student Academic Advisers, the cost of the program, and ways in which the program can be adapted to other institutions. Selection and training materials were distributed.

The responsibilities of the Student Academic Advisers are diverse. Each Student Academic Adviser has 15 - 30 advisees during the fall semester and 30 - 60 advisees during the spring semester. The Student Academic Advisers are particularly busy during the first week of the fall semester: assisting with freshman orientation, leading group discussions about the transition from high school to college, preparing freshmen for meeting with their faculty advisers, meeting individually with freshmen to discuss schedule planning, and serving as trouble shooters at Registration. Later in the year the Student Academic Advisers work one hour per week in the Study Resource Center, organize workshops on time management, analytical reading, study skills, test taking, etc., refer students to appropriate campus resources, provide general information and advice about dropping and adding classes, serve as a liaison between faculty members and students in the residence halls, assist students with specific academic skills in the areas of math, science, paper writing and study skills, and identify and assist students in academic trouble.

Students are selected on the basis of having a record of successful academic achievement at Whitman, a genuine interest in freshmen, demonstrated leadership abilities, ability to work comfortably with both students and faculty members, and the ability to tutor freshmen in math, the sciences, paper writing, or general study skills.

The program is now in its fifth year at Whitman. Annual freshman interviews and general program evaluations indicate that students appreciate the Student Academic Advisers and have a high level of satisfaction with the program.

(No.46) "SPECIAL SESSION ON THE FORMATION OF A NACADA CONSULTANTS BUREAU"

See (L) under Part III

(No.47) DIRECTORS WORKSHOPS

See (K) under Part III

(No.48) "WOMEN IN ACADEMIC ADVISING"

Presenters:
Jan Eriksen and Sherie Lindamood, The Ohio State University

Summary Authors: adapted from program proposal by J. Eriksen and S. Lindamood

In response to the conference's theme, "Beyond Change--Managing the Multifaceted Role of the Academic Advisor," this program addressed gender roles in Higher education and, specifically, in academic advising. Although more women are moving into faculty and administrative positions, women in higher education are still segregated in lower level jobs and at less pay than men. A 1981 article in the Chronicle of Higher Education indicated that, although female employees received bigger pay raises than men that academic year, women still continued to earn less overall. Throughout the nation, in all areas of employment, women earn 59¢ to each dollar paid to male workers.

In a discussion session, participants were encouraged to share information and experiences as they learned more about the issues facing them as women academic advisors. The presenters discussed how to cope with discrimination and occupational segregation, sexual harassment, and multiple roles (academic advisor, wife, mother, etc.); and provided a brief assertiveness exercise.

(No.49) "STUDENT NEEDS FOR ACADEMIC ADVISING"

Moderator:
Neil J. George, Undergraduate Dean, Webster University

No summary available

(No.50) VALUES CLARIFICATION FOR THE UNDERGRADUATE STUDENT: AN ADVISORY TOOL

Presenter:
Charles L. Bland, State University of New York, Buffalo

Summary Author: adapted from program proposal by C. Bland

Many incidents on college campuses suggest a loss of moral compass among college students that recent commentators find unique to the 70s and 80s. They often result from indifference to or unwillingness to respect others' rights, personal identity confusion, subordination of traditional moral values to cheating and other forms of competitive careerism in pursuit of graduate admissions and top jobs, and an absorption with self that Arthur Levine calls "meism." The origins of this malaise may be traced to the negative political role models displayed during the Vietnam-Watergate period and in TV's unrealistic world view. These prevailing attitudes suggests a compelling need for imaginative exercises and courses in values clarification. This program reviewed one such exercise called the "Kidney Machine."

The Kidney Machine exercise is modeled from another priority-selection exercise called "The Fallout Shelter." The exercise clarifies personal values by forcing the participant to prioritize his values. Tested values are couched within life story profiles, 1-3 pages in length for eight characters. In sequence, participants read the profiles and view each of the characters in a videotaped interview format in which characters enlarge upon information in his or her profile. Participants then evaluate each character discreetly on the basis of moral character, courage, intelligence, strength of convictions, clarity of future goals, and vocational value to society. Given the information that each character has in common a life and death need for access to a limited number of dialysis machines, participants must select five of the eight characters which should have highest priority to use the only available dialysis machines.

An explanation of the exercise upon completion provides an entree into discussion of the tested values. The exercise has been conducted for three "Freshman Colloquium" classes, a class of graduate social work students, and a staff of academic advisors, and has uniformly produced enthusiasm and self-examination by participants.

(No.51) BREAKING ADVISING BARRIERS IN SCIENCE AND THE HIGH TECH ENVIRONMENT

Presenters:
Maurine Reintjes and Francis Merat, Case Western University

Summary Author: adapted from program proposal

This session was an outgrowth of experiences in revitalizing an advising system at Case Institute of Technology. The Office of Academic

Affairs had felt for some time that the Faculty Advising Program should be renovated, that better orientation, better training, better communication and improved performance were needed. In 1981 the Advising scenerio at C.I.T. began.

Concurrently, various forms of needs assessments were done. Interviews, and surveys with faculty, students and administrators were conducted. Interviews were taped so a busy Dean could listen to the interviews while driving home. As the overall advising system gained credibility and visibility, departments, especially the Electrical Engineering Department, seemed to "catch the vision" and directed its own energy towards advising. Thus a mini advising system that was compatible with the university system was born.

The Electrical Engineering Department has 400 students and is the largest department of Case Institute of Technology. The department faculty advisors expressed concern about how to efficiently advise the students. The faculty advisor coordinator sensing various needs sliced time from teaching and research to use his professional technical expertise to solve some of the problems. Advisor/advisee lists were computerized. Peer advising programs were discussed and a large bulletinboard was featured in the main hall. A grant was obtained for the furnishing of a lounge which would provide an atmosphere for informal advising. A student advising manual which answered many common advising questions that were peculiar to Electrical Engineering was developed. Two new faculty members assigned as freshmen advisors recieved specialized advising orientation and training.

There is now a creative inner energy coming from a high tech department where it was said "It can't be done at Case." Dr. Francis Merat, the Electrical Engineering advising coordinator, a "high tech" professor, shared his advising experiences and perceptions with N.A.C.A.D.A. He discussed how he developed a positive attitude toward advising and how he, as a professor, beseiged with high tech demands, became an advising manager in his Electrical Engineering Department.

(No.52) THE EDUCATIONAL ADVISING SERVICE: A RESOURCE CENTER FOR ADULT STUDENTS AND PROSPECTIVE STUDENTS

Presenter:
Mary Hall, University of Iowa

Summary Author: M. Hall

The University of Iowa's Educational Advising Service provides information, services, advisement, and advocacy to adult and/or part-time students and prospective students. A part of the Center for Credit Programs in the Division of Continuing Education, the Educational Advising Service is staffed by two full-time educational advisers. All services are provided free of charge.

While the concept of lifelong learning is gaining wider acceptance, adults are often tentative and anxious about beginning or returning to college and generally receive less social support for that decision than do traditional age students. The Educational Advising Service is often the point of first contact with the university for adults who are considering beginning or resuming their education. Advisers who are knowledgeable about the entire range of university policies, programs and services, and experienced in dealing with adults' needs and concerns, can provide the necessary information and insure that the information is understood. Among the services offered are interest tests, career and vocational counseling, financial aid information, re-entry workshops, transcript evaluation, assistance with admissions and registration procedures, academic advising and planning, study skills advising, and support groups for returning students.

Many students earning credit through nontraditional means--the Saturday &n Evening Class Program, Off-Campus Courses and Programs, and Guided Correspondence Study--make use of the Educational Advising Service. Students enrolled in the university's external degree program, the Bachelor of Liberal Studies degree, are assigned an academic adviser from the Educational Advising Service. One of the most important staff functions is to act as an advocate for adult students by representing their needs and concerns to the university. In 1981-82 the Educational Advising Service had over 2500 individual contacts, including advising by telephone and by mail and also individual appointments. This figure is expected to increase to over 4000 for 1982-83.

(No.53) HOW TO MANAGE ADVISORS' ROLES BY EVALUATING STUDENT DEVELOPMENT: FOUR PRACTICAL MODELS

Presenters:
Juliet Kaufmann, Patricia Dowst, Darlene Biggers, Esther Materon-Arum, and Kenneth McCullough, University of Iowa

Summary Author: adapted from program proposal by J. Kaufmann

This program presented four models of advisor roles based on both developmental theory and practice which enable academic advisors to communicate more effectively with various groups of students. The models involve developmental advising of students who speak in "code expressions;" matching of information-processing systems of advisor and advisee; and developmental advising of pre-Nursing students and athletes.

The four models are intended to be broadly applicable at a range of institutions: the model for pre-Nursing students, for example, can be applied to similar groups of students, while the models for "code expressions" and styles of perception can apply to any student.

The papers listed below were followed by general discussion.

1. Translating "Code Expressions" to Enhance Communication with Students at Various Developmental Stages (Patricia E. Dowst)

Often when students need help most, they are least able to tell advisors what they want. Unsure of their needs and of their advisor's responses, many students resort to "code expressions" or hidden language. For example, students worried about choosing a major may ask abstract philosophical questions which need to be rephrased as "I'm stuck, can you help me?"

Using actual examples of code expressions, a means of assessing the common messages that may underlie students' words was offered. As advisors become more aware of students' "code expressions" for hidden concerns, they can choose the roles that will enable them to respond to students' needs most effectively.

2. Adopting Advisor Roles to Match Students' Styles of Perception (Darlene Biggers)

Advisors often realize that hours of discussion with a student do not result in changed behavior. Richard Bandler and John Grinder suggest in The Structure of Magic that growth can occur by enlarging the student's view of the world. Since language is a key to the representation of the world that determines how students perceive things, it's important to be aware of (and to manipulate) the advisee's and advisor's main modes of receiving and transmitting information. Vision, audition, and kinesthetics can be matched to help develop rapport, make referrals, present options, identify inconsistencies in goals and actions, and create committment to behavior changes. Awareness of preferred information-processing systems can help advisors select appropriate techniques, such as questioning, enactment, or guided fantasy in order to communicate more effectively with advisees.

3. Strategies for Developmental Advising of Pre-Nursing Students (Juliet Kaufmann and Esther Materon-Arum)

Considered as a group, pre-Nursing students have distinctly different developmental characteristics than open majors or other preprofessional students. Many labor under cultural misconceptions about the pre-Nursing science curriculum and the difficulty of pre-Nursing courses. Societal sex-role stereotyping often affects their academic behavior.

Practical techniques for advising both successful and unsuccessful pre-Nursing students were examined. The paper featured a discussion of useful advisor roles—including strategies to support pre-Nursing students while increasing their awareness of the realities of the pre-Nursing curriculum.

4. Strategies for Developmental Advising of Student Athletes (Kenneth McCullough)

The ways in which academic advisors can address the specific needs of student athletes considered as a group with certain developmental characteristics in common were examined. Included in this process is an assessment of the athlete's basic skills (not only as entering freshmen but as transfers from junior colleges of varying quality); a determination of the athlete's major objectives; the establishment of trust; and the building of realistic course schedules; given the unusual time constraints under which athletes must operate.

(No.54) NEW STUDENTS: A SPECIAL CHALLENGE

Presenters:
Josephine Johnson and Charles R. O'Brian, Western Illinois University

Summary Authors: adapted from program proposal by J. Johnson

Because entering students experience a multiplicity of needs during their early college years, it seems imperative that institutions respond comprehensively. Among the primary identifiable needs of freshmen are those related to course selection, program and career planning, personal/social adjustment and adaptation to the university milieu. In addressing these concerns, it seems useful to have university advising centers, student personnel services and the academic units of the institution cooperate and interface in the development of appropriate responses. At Western Illinois University, various campus offices interact effectively in providing developmental services for its freshman population.

The program addressed the rationale for and the practical difficulties associated with achieving such a comprehensive approach. Moreover, the interface process was explained and time allowed for participants to share their experiences and reactions.

(No.55) ASSESSMENT OF PRIOR LEARNING: A KEY FACTOR IN COMPREHENSIVE ADVISING FOR ADULTS

Presenters:
Mary Fugate and Jackie Fishman, Webster University

Summary Authors: adapted from program proposal by M. Fugate and J. Fishman

College and universities which have developed programs for assessment of prior learning know what a powerful tool the opportunity for assessment can be. It can:

-attract the stude t to the institution
-provide a rationale for comprehensive "whole Program" planning

-lead naturally to career exploration clarification through formal or informal counseling
-provide a base from which to evaluate skills in thinking and writing
-complement prior education as well as current coursework
-increase retention among adult studnets
-provide a meaningful link with corporations and institutions outside the academic sphere
-contribute to faculty development

This workshop, led by experienced practitioners in an established assessment program, addressed the strategies and techniques involved in initiating and managing a program for assessment of prior learning.

The workshop also addressed the crucial issue of integrating a program for assessment of prior learning into a comprehensive advising program for adults.

(No.56) COUNSELING FRESHMEN IN ACADEMIC DIFFICULTY

Presenters:
Shiela Powell, Barry Smith, Jim Schermerhorn and G. W. Thompson, Old Dominion University

Summary Authors: adapted from program proposals by S. Powell and E. Potter

This program focused on the low achievement students by presenting case study research at the University of New Mexico and a counseling model for freshmen on probation at Old Dominion.

I. Understanding the high ability low achieving university freshmen is particularly important for academic advising. The students have apparently failed to utilize their academic potential and the institution has seemingly failed to provide effective academic resources. The powerful anti-achievement influences acting upon this special group might be found to have some effect upon all freshmen. The "too easy" explanation has been that such students are "not sufficiently motivated." However, the more fundamental question is, "Why are such students apparently not sufficiently motivated? The theoretical perspective of "socialization" can be applied as a means to interpret changing student self-expectations and self-perceptions.

Case study interviews provide a greater depth in understanding contributing factors. The findings indicate that the initial resistance of students to deal with these issues is exceedingly significant, that the dynamics of the freshman year are often multifaceted, and that there are likely to be several differing syndromes. For example, there are students struggling for personal autonomy for whom academic suspension appears to be a declaration of independence from parental pressures. There are other students who have such distorted academic expectations that their freshman year appears to be "self- sabotaged."

Clearer understanding of the dynamics underlying the high ability low achieving freshman can aid in more effective actualization of human potential and more prudent use of university resources.

II. In an effort to improve student retention at Old Dominion, a committee was appointed to develop a counseling model for freshman on academic probation within the School of General Studies. The committee based their model on a strong student development philosophy emphasizing the total student. The objective was to provide counseling and advising services to assist students toward achieving their goals, both personal and academic, to reduce their grade point deficiency and achieve good academic standing. A supportive caring atmosphere with accessibility to each student's counselor was a primary component of the model.

A questionnaire was designed to aid students in identifying problem areas, to aid in establishment of counselor/ student rapport, and to enable the counselors to discuss any conflicts between questionnaire results and career/academic goals, test scores, grades, etc. The questionnaire was based on the five basic factors contributing to poor academic performance: 1) lack of knowledge of or failure to practice good study habits, 2) personal problems, 3) lack of relatedness to the university, 4) inappropriate career goals and course selection and 5) need for developmental courses.

Ninety-eight randomly selected freshmen on academic probation received a letter asking them to make a one-hour appointment with their counselor prior to the drop/add deadline for the Spring semester. The student first completed the questionnaire and then discused it with the counselor to help identify problem areas and provide an opportunity to exchange ideas in problem solving.

The next step was goal setting. Student participation in the process is essential and insures commitment. The counselor's task was to help the student identify what he/she gains from the current behavior and to determine if the gain can be accomplished in a more appropriate way. A contract is then signed to state the student goals and how they would be achieved.

A minimum of two follow-up appointments were scheduled at crucial times during the semester to discuss problems, progress and to encourage the students' academic performance. A probationary log was also kept in each student file to record all pertinent information, suggestions and agreements made with the student.

The committee will assess the effectiveness of the model in improving the G.P.A. of these students at the end of the semester.

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