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ACADEMIC ADVISING: AN APPROACH TO EVALUATION

by

Harriet C. Seligsohn

A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Philosophy in
the College of Education in
the University of South Florida

December, 1976

Major Professor: Annie W. Ward

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Tampa, Florida

CERTIFICATE OF APPROVAL

PH.D. DISSERTATION

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with a major in Education--Urban Educational Research has been approved by the Examining Committee on December 6, 1976 as satisfactory for the dissertation requirement for the Ph.D. degree.

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ACADEMIC ADVISING: AN APPROACH TO EVALUATION

by

Harriet C. Seligsohn

An Abstract

Of a dissertation submitted in partial fulfillment of the requirements
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the University of South Florida

December, 1976

Major Professor: Annie W. Ward

ABSTRACT

It has been well documented in the literature that there is a need for student personnel services in higher education but it has not been possible to show that such services are effective. This dilemma may be one reason student personnel services are given such a low priority in the allocation of resources, especially during times of economic crises.

For those who believe that many student services are an integral part of the instructional process, perhaps the only means for survival of these services is to develop ways to evaluate their effectiveness. Along with a willingness to implement evaluation techniques, there must be a commitment on the part of the participants in the system being evaluated to change and improve in the directions dictated by the findings.

The purpose of this paper is to suggest an approach, ODAS, for the evaluation of a student service, academic advising in particular, with the intent of pointing the way to the development of a flexible, comprehensive system for evaluation of student services; a system that is applicable to various structures of a service and to any location; one that is not prohibitively expensive.

With this purpose in mind, the investigator reviewed the pertinent literature. Several important problems which emerged were as follows:

- There are conflicting purposes for conducting evaluations.
- There is a lack of training of student personnel workers to conduct evaluations.

- Often inappropriate criteria are used where evaluations are carried out.
- There is a lack of definition of functions and goals of student personnel services.
- There is confusion in the goals and uses of evaluation in relation to other kinds of research.
- There is a lack of participation in the evaluation process by those evaluating and those being evaluated.
- There is a lack of time to develop evaluation procedures.
- Existing procedures fail to consider the unique characteristics of individuals in the evaluation process.

These problems were taken into consideration to the extent possible in the development of the ODAS.

In order to reaffirm the need for evaluation processes and to ascertain the purposes and subpurposes for which evaluations are or should be conducted, the investigator conducted a survey. From the survey responses and from the literature, a list of purposes and subpurposes was developed. From this list, one purpose, "Efforts to Meet the Needs of the Clientele," was selected and a series of objectives was derived. Techniques and items for assessing each objective from various sources of data were devised.

The product consisted of a series of tables, one for each subpurpose, containing objectives, items of data, assessment techniques, and sources of data (origin of the acronym ODAS). To use the product, one would:

1. Select at least one subpurpose for the evaluation.
2. Select from the table for that particular subpurpose all the objectives which are consistent with the goals and philosophy of the unit and institution conducting the evaluation.
3. Use the corresponding items of data to construct the various instruments needed, i.e., questionnaires, interview schedules, observation tallies, etc., for each source of data listed.

4. Conduct the evaluation.

5. Summarize the data.

6. Evaluate the results.

7. Provide feedback to the participants.

8. Make necessary changes in the unit's activities.

9. Continue the procedure for other subpurposes and after changes have been made and used for a while, re-evaluate the same subpurposes.

To confirm the validity of the ODAS, experts in the fields of student personnel services, measurement, and academic advising were asked to give their professional opinions on the various aspects of the project. The investigator also conducted a pilot test as an initial check of the feasibility of the ODAS.

A number of limitations were identified:

- Not all of the objectives could be appropriately assessed.
- The objectives for a particular subpurpose were not all-inclusive.
- Some of the objectives were broadly stated, but only narrowly assessed.

Recommendations included further development of the system by the professionals in the field and implementation ideas such as the use of organization development, a phase-in process, and matrix sampling techniques.

Abstract approved: Annie W. Ward
Major Professor

[illegible]

Dec 6, 1976
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CHAPTER I

INTRODUCTION

These are times of limited resources and increasing dissatisfaction with mass education. The efficacy of the student services associated with education is being questioned by legislators, citizens, and even educational administrators. Thus it is becoming more difficult to obtain financial support for these functions which are interpreted by some as being minimally related to instruction.

From another point of view, such services are a necessary adjunct to the acquisition of knowledge gained by some through teaching machines, television sets, computers, audio tapes, correspondence courses, and mass lectures--the means of mass education--to prevent society from propogating nothing more than well-informed automata to perpetuate itself. The depersonalization created by these teaching methods must be counteracted if the characteristics of being human are of value. Student personnel workers can help fulfill the role of "humanizing and individualizing the educational process" (Katz, 1973, p. 128).

Further, there is evidence that faculty in higher education have been under increasing pressure to publish and to do research (Barzun, 1968; Maddox, 1976; Wharton, McKean, & Knights, 1966). Along with heavier teaching loads, this leaves them little time for informal or extra-classroom interaction with students. According to Mayhew (1970):

> Undergraduate students in the United States are generally in need of some consistent personal contact with a professional adult who can serve as an adviser, confidant, and parent surrogate . . .

> If colleges today were the small, intimate places they were in the early 19th century, this need could have been met partially without formal arrangements. The presidents and the faculty members of these colleges believed that their most important role was to shape the character of youth. Intellectual concerns of the administration and faculty fell generally a great deal lower on the scale of values. But times change. The contemporary college, whether junior, liberal arts, or technical, is a complex institution in which definite organization is necessary if the needs of youth are to be met and if the institution's objectives are to be achieved. It is to contrive ways of helping students, ways that in earlier times just happened, that student personnel services have been created. (p. 1)

The increasing need for student personnel services is well documented (Chickering, 1973; Katz, 1973; Mayhew, 1969, 1970; Townsend, 1956; Wrenn, 1951). Yet there has been very little done to evaluate their effectiveness (Baxter, 1970; Blocher, 1967; Burck & Peterson, 1975; Campbell, 1965; Cottle, 1957; Goldman, 1974; Hardcastle & Wright, 1972; Hardee, 1970; Hoffman, 1975; Kamm, 1955; Katz, 1973; Mosher, 1967; O'Hare & Lasser, 1971; Rothney & Farwell, 1960; Shertzer & Stone, 1974; Wrenn, 1951). Where there has been research on attempts to improve certain student services, frequently the results show that the "treatments" have had no significant effect on the clients (Borland, 1973; Braden, 1953; Campbell, 1965; Hill & Grieneeks, 1966; Peterson, 1970; Rowe, Murphy, & Csipkes, 1975; Thoresen, 1969). A variety of reasons were offered for the lack of significant results such as inappropriate criteria, lack of control groups, inadequate control groups, ineffective services, lack of consideration of differential client or counselor characteristics, lack of or clarity of goals, etc. This investigator feels that perhaps the most crucial concern which was rarely mentioned in the literature on student services is the distinction between evaluation and research (Burck & Peterson, 1975; Kamm, 1955; O'Hare & Lasser, 1971; Wrenn, 1951) or in Suchman's (1967) terms, between evaluative and nonevaluative

research, that of "differing values, purposes, and resources" (p. 74). These differences dictate various procedures to be used and criteria to be measured. The resulting confusion evolving from the synonymous use of the terms has pervaded the literature and has probably clouded the thinking of many investigators.

In order that those engaged in student personnel work not only survive in education, but effectively rise to meet the increasing demands being placed upon them, they must produce appropriate data to justify their existing practices and costs or to provide direction for modification and change. Evaluation must be given greater emphasis in student personnel work.

Statement of the Problem

Suggesting a greater emphasis on evaluation is nothing new. For at least two decades, the literature has abounded in the recommendation that student services be evaluated (Blocher, 1967; Burck & Peterson, 1975; Campbell, 1965; Dressel, 1973; Ferris, 1973; Goldman, 1974; Hardcastle & Wright, 1972; Hardee, 1959, 1970; Hoffman, 1975; King, Newton, Osterlund, & Baber, 1973; Korn, 1973; Mozée, 1972; O'Banion, 1972; Oetting & Hawkes, 1974; O'Hare & Lasser, 1971; Robertson, 1958; Shertzer & Stone, 1971, 1974; Warnath, 1972; Warner, 1975; Wrenn, 1951).

This raises the question, Why has so little progress been made in the evaluation of student services? There are at least two categories of answers: (1) the nature of the research and evaluations already done and (2) the lack of emphasis on formal evaluation by student personnel workers.

In the first category, the studies have been too limited in scope in terms of what has been evaluated by whom for what purpose,

their strategies have been inappropriate, or they have not been comparable even to a limited extent from one situation to another. In fact, many institutional studies are considered so limited in applicability that they are rarely disseminated outside the institution, let alone published.

In the second category, reasons offered as to why student personnel workers do so little evaluation include the expense (Hardee, 1959; Shertzer & Stone, 1971), the lack of necessary training (Burck & Peterson, 1975; Oetting & Hawkes, 1974; Shertzer & Stone, 1971), the threat to practitioners (Cohen, 1974; Oetting & Hawkes, 1974), the priority of pressing demands for service or time restrictions (Burck & Peterson, 1975; O'Hare & Lasser, 1971; Shertzer & Stone, 1971), ambiguities about goals and objectives (Thoresen, 1969), and inability to determine appropriate, assessable criteria (Shertzer & Stone, 1971).

What can be done to remedy this situation? Thoresen (1969), in his review of research in counseling states: "One major observation of every author in this issue, directly stated or implied, is that more research per se is <u>not</u> needed. Instead, a greater variety of inquiry in terms of design and content is needed" (p. 265). He adds, "Three ideas emerge that merit consideration here: 1) the need for disciplined inquiry, 2) the need for new research models, and 3) the need for a system research orientation" (p. 266). Mosher (1967) in discussing how to select, train, and evaluate counselors concludes:

> I think we have had enough research on both teaching and counseling of an atheoretical, empirical, predictive nature. The research needs psychological (and other) theory and logical and clinical understanding, as well as psychometric theory or empirical prediction. Hard thinking needs to precede hard data. (p. 136)

Thoresen and Mosher are referring to research rather than evaluation.

However, if one views evaluation as "a particularized form of research" (Wrenn, 1951, p. 476), they have made some important points which are relevant here. Mosher's call for hard thinking and Thoresen's stress on new research models and a system orientation lead to the conclusion that the careful construction of a comprehensive model for evaluation in precise enough terms for it to be applied has some merit. It could serve as a test of validity for knowledge proposed by basic research and as a source of hypotheses for future research. Its system orientation might help point the way to better research models.

Some evaluation models have been developed, but they have been too vague, ambiguous, incomplete, or expensive to use (see Chapter II, Review of the Literature, Evaluation Models). What is needed is a flexible, comprehensive evaluation system which can be applied in realistic situations, i.e., one that can be adapted to structure and location differences and to various time and resource constraints.

Another major problem this investigator sees in the current evaluation situation is the lack of a well-defined purpose for conducting any given evaluation. Generally, an evaluation instrument is used to obtain feedback from some data source with little regard for the specific uses which are to be made of the data. The result is that much of the data which are collected is not useful, and that some data which are used are not the most appropriate for the purpose. An analogous example is the collection of student ratings of faculty as frequently practiced in higher education. Instruments which are originally developed to provide the instructors with feedback on how to improve their courses and their teaching are later used by the administration as indicators of the quality of a faculty member's teaching competence for purposes of promotion,

tenure, and merit salary increases. The same data are also used at some institutions to help students select courses and instructors. These purposes are in direct conflict with one another. Perhaps the greatest error in this process is that those who respond to the items cannot keep one purpose clearly in mind while completing the instrument. Even though a student may feel that a particular instructor is outstanding, the student may still have some constructive criticism for the improvement of the course. How will this student respond to the items and how will the responses be interpreted? In this writer's opinion, because of the conflict in purposes the data collected are probably not valid either as feedback to the instructor or in rating the quality of instruction.

Objective of the Project

It was the writer's intent to develop and test the feasibility of a comprehensive approach to the evaluation of a student service which starts with the reasons for evaluation, i.e., the kinds of decisions for which evaluative information is needed. It is hoped that this approach will lead to a flexible, comprehensive system for evaluation; that it will point the way for the collection of appropriate kinds of data from suitable data sources for each of the variety of purposes for which evaluations are conducted.

Procedures

A comprehensive review of the literature was undertaken on topics relevant to the evaluation of a student service (Chapter II).

In order to discover the purposes for which evaluations of advising services are needed in institutions of higher education, and in order to determine the kinds of evaluative data needed, a survey was

carried out on a sample of ten per cent of the mailing list of the Association of Academic Affairs Administrators (AcAfAd, Commission XIV of the American College Personnel Association), most of whom are associated with academic advising services. In addition, the coordinators of advising in the eight colleges with undergraduate majors at the University of South Florida were surveyed.

The purposes and data desired by these respondents were summarized and compared to the purposes and data identified from the literature (Chapter III). A table of purposes and subpurposes for conducting evaluations of advising and other student services was developed.

From the table, one main purpose, "Efforts to Meet the Needs of the Clientele," along with its subpurposes was selected and used in this project, a first step in the development of a comprehensive evaluation. For each subpurpose, a list of objectives pertaining to academic advising in the setting of higher education was stated using the results of the survey and the body of literature as a base (Chapter IV). The items of data and means for measuring each objective were presented and sources of data were identified for each measurement (Chapter V).

An evaluation of this approach was undertaken in two parts (Chapter VI):

1. To estimate the validity of this structure of objectives and measurements classified by purpose and subpurpose, three judges were selected: one with expertise in student personnel services to examine the purposes and objectives, one with expertise in measurement to evaluate the items of data and measurement techniques, and one, well-qualified in the area of academic advising, to review the product and judge its applicability toward the development of a flexible,

comprehensive system of evaluation of advising services.

2. A test of the feasibility of the approach was made by the investigator. Two subpurposes were selected from the table, and from within these subpurposes, all the objectives consistent with the goals of the investigator's advising unit and the philosophy of her institution were evaluated. The corresponding items of data and measurement techniques appropriate from one source of data (advisees) were used to construct evaluation instruments. An available sample of the advisees served by the investigator's office was used as participants in the process.

A final summary, discussion, and recommendations are provided (Chapter VII). To take into consideration the budget and resource constraints that exist in any given office, a phase-in approach is suggested so that a unit could begin conducting meaningful evaluation and increase the data collection and number of data sources as resources permit.

Definition of Terms

Although the operational definition of academic advising is developed later in this paper through a review of the literature on the role and functions of academic advisers, it is necessary here to clarify how academic advising relates in general to the area of student personnel work and counseling.

Student personnel work is broadly defined as a group of services maintained on most college campuses for the purpose of facilitating the personal development of students. Just which services are included will vary from one institution to another. Wrenn and Kamm (1948) defined the student personnel program at the University of Minnesota by the following 14 services:

1. The interpretation of institutional objectives to prospective students and to workers in secondary education.
2. The admission of students.
3. The orientation of the new student to his college environment.
4. The provision of diagnostic and counseling services for students.
5. The provision of physical and mental-health services for students.
6. The provision and supervision of a housing program for students.
7. The provision of food services and a dining-hall program for students.
8. The provision and development of a program of student activities.
9. The application of knowledge of student needs to the curriculum and to the instructional functions of the institution.
10. The provision of financial aid and part-time-employment services and the counseling of students in this area.
11. The provision of full-time placement and follow-up services.
12. The maintenance of student-personnel records.
13. The use of analytical and remedial procedures in the discipline of students.
14. The provision of a program of systematic evaluation of student-personnel services. (p. 267)

Some additional functions which have been included in student personnel work include educational counseling, marriage and family-adjustment counseling, veteran's counseling, foreign-student advisement, religious counseling, scholarship advisement, etc. (Hardee, 1959; Mayhew, 1970).

Those who carry out these services are called student personnel workers and are considered to be educators (Harrington, 1969) since student personnel work is an integral part of the instruction-teaching-learning functions of educational institutions.

Counseling, then, is considered one of the general services in the area of student personnel. Tyler (1969) provides the summary statement: "the purpose of counseling is to facilitate wise choices of the sort on which the person's later development depends" (p. 13). In this sense, academic advising is a specific kind of counseling.

Shertzer and Stone (1974) point out that there are a number of similarities and differences among the "helping professions" (interpreted here as counseling):

Commonalities

1. The concept that behavior is caused and can be modified is shared by all helping professions.
2. The ultimate goal of all helping professions is to help individuals become more fully functioning persons and achieve integration, personal identity, and self-actualization.
3. The primary means of extending assistance is through a helping relationship. . . . It is through a personal, interacting relationship that helping skills and attitudes are productively released to enable the person needing assistance to cope with his "difficulties and concerns."
4. All helping professions emphasize prevention.
5. Practitioners in all helping professions undergo a period of preparation and training.

Differences

1. Professional preparation and training varies.
2. Recipient of the helping service . . . differs somewhat.
3. Depth of involvement and length of treatment may vary.
4. The typical setting . . . varies somewhat. (pp. 15-17)

Academic advising as a helping profession has the same characteristics as counseling in terms of Shertzer's and Stone's commonalities. The two differ in the following ways:

1. Professional preparation and training

   Academic advisers are trained on-the-job totally while counselors have generally been through formal training as part of a degree program which includes practicum experience. This is frequently followed-up by some on-the-job training. The length of training is usually shorter for academic advisers depending on the specific functions performed.

2. Recipients of the service

   The recipients of counseling are generally referred to as clients or counselees and the recipients of academic advising are called advisees. It is the students' perceptions of the nature of their problems and their expectations regarding the role of the counselor or adviser that causes them to seek help from one or the other.

3. Depth of involvement and length of process

   The depth of involvement between the client and the practitioner is generally less for academic advising than it is for counseling. Specific advising needs are met in a shorter period of time than counseling needs, but advising may extend over a longer period of time in the educational setting. Typically, long range counseling problems are not handled in campus services but are referred to private agencies.

4. The setting

   Counseling is generally done by appointment in the privacy of the counselor's office in one-to-one relationships or in a seminar-type room for group sessions. Advising may additionally take place anytime and anywhere that the advisee happens to see the adviser.

5. The nature of the subject matter

   Advising and counseling might be viewed on a continuum ranging from cognitive to affective concerns where advising is cognitive-related and counseling, affective-related. However, neither is totally pure and various mixtures of the two exist in the name of one or the other.

For purposes of this paper, the primary concern is academic advising as a student service, but it is understood that in many institutions, counseling may be included to some degree.

Limitations

The specific service considered in this paper is academic advising (or academic counseling, as some prefer to call it) in educational settings. It is recognized that different institutions have various definitions of the roles and functions of advisers and the strategies for the

delivery of the service are not necessarily the same. However, there are some commonalities that can serve as a base for institutions to build upon.

This project has been based on the assumption that academic advising has many elements in common with counseling and legitimately falls into the area of student personnel services even though it may not be performed by officially classified "student personnel workers." Since the literature on academic advising is sparse, selected work from counseling and student personnel work has also been considered within the domain of this topic.

Justification for the Project

To date, there has been no comprehensive evaluation of a student service reported in the literature. Where limited evaluations have been carried out, the instruments or procedures developed have not been readily adaptable to different institutions or even to different structures within single institutions. The trends which have been apparent in this area for some time consist of recommendations to develop measurable objectives (Boylan, 1973; Humes, 1972; Jensen, Coles, & Nestor, 1955; Krumboltz, 1966 a, 1966 b, 1974; O'Hare & Lasser, 1971; Suchman, 1967; Wellman, 1967) and to use the methods of systems analysis (Cooley & Hummel, 1969; Pulvino & Sanborn, 1972; Thoresen, 1969), but the prescribed use of these approaches still requires that each unit desiring to do evaluative research build an entire system of its own from scratch. "Reinvention of the wheel" is not tolerable especially with current budget constraints. Tight finances lead to the need for justification of effectiveness of services formerly supported on faith. But evaluation requires money and personnel. Thus the possible reduction in financial

support due to lack of evidence of effectiveness may lead to the demise of some student services. It is urgent that an affordable system of evaluation be developed. Some degree of standardization in procedures may be possible and desirable, while too much standardization would be self-defeating since diversity and flexibility are still valued in educational institutions.

For this project to be successful, the format of the system should be applicable to all student services at all levels of education. The cost for using it at any one location should be within the reach of most institutions.

There is also a need to synthesize what is known about evaluation relative to student services as a baseline for more meaningful research and evaluation in the future.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter, a comprehensive review of the literature is presented on topics relevant to the evaluation of a student service. It includes:

1. the distinction between evaluation and other kinds of research
2. evaluation models and their components
3. the various reasons (purposes) for which evaluation of a student service might be undertaken
4. the participants in evaluation
5. the role and functions of academic advisers
6. the criterion problem and the setting of objectives
7. evaluation and organization development.

Distinction Between Evaluation and Other Kinds of Research

Before proceeding with a review of the literature on evaluation models, it is necessary to clarify the distinction that exist between evaluation and other kinds of research. The following three excerpts should serve this purpose:

> Research is broader than evaluation, including all attempts in which data are systematically collected in a manner that takes sampling and measurement errors into account, the data are analyzed, and from such analysis generalizations drawn. . . . Granting that the term research is used very loosely, it is suggested that any effort by that name be examined by these three criteria: (1) The care with which observations are made (data are collected); (2) the thoroughness and appropriateness with which the collected observations are analyzed; and (3) the logic with which the conclusions or inferences are drawn.

> Evaluation is a particularized form of research. The distinctive characteristic of evaluation is the establishment of criteria against which the performance of the function is measured or judged. (Wrenn, 1951, pp. 476-477)

> Evaluative research is a specific form of applied research whose primary goal is not the discovery of knowledge but rather a testing of the application of knowledge. . . . We may compare evaluative and nonevaluative research according to differing accents of both objectives and methods. In terms of objectives, evaluative research is more likely to be aimed at achieving some practical goal--its major emphasis is upon utility. . . . As one moves from the theoretical study to the evaluative study, the number of variables over which one has control decreases appreciably, while the number of contingent factors increases. . . . The concept is the primary variable of interest in basic research; it is translatable into observable units, but these data remain only operational indices of the underlying concept reliably and validly. In evaluative research, on the other hand, the observable and measurable indices are the phenomena of interest; the action program usually is aimed directly at changing the values of these specific measures, and only indirectly at the underlying concept. . . . Evaluative research is largely limited to a certain time and place; nonevaluative research has as its goal as much "timelessness" or "spacelessness" as possible. (Suchman, 1967, pp. 75-80)

> In comparison to evaluation, research tends to be more theory-oriented and discipline-bound, exerts greater control over the activity, produces more results that may not be immediately applicable, is more sophisticated in terms of complexity and exactness of design, involves less use of judgment on the part of the researcher, and is more concerned with explaining and predicting phenomena. Conversely, evaluation is more mission-oriented, may be less subject to control, is more concerned with providing information for decision makers, tends to be less rigorous or sophisticated, and is concerned primarily with explaining events and their relationship to established goals and objectives. . . . The point is that in counseling programs there are intervention activities that might better be evaluated than researched. (Burck & Peterson, 1975, p. 564)

Evaluation Models

An appropriate starting point for a review of the literature on the development of an evaluation model is to seek out models which have already been devised to see if any are applicable to the present problem. None of those found was considered applicable in its entirety. However, each one reported here has important contributing elements.

Wellman (1967a) and O'Hare and Lasser (1971) make reference to what appears to be a very comprehensive model developed in a student service area, the National Study of Guidance initiated about 1958 by the U. S. Office of Education. The purpose of the study was to "plan for the evaluation of the effectiveness of guidance and counseling programs" (Wellman, 1967a, p. 11). The goal of the model developed was the identification of which factors in the guidance process were uniquely related to behavioral changes of the students. There were four phases to the planning of the study: "(1) the development of taxonomies and operational definitions of variables to be included in each of the four variable domains, i.e., process, criterion, student and situational, (2) instrumentation and field testing of instruments, (3) sample selection, and (4) data collection and analysis" (Wellman, 1967a, p. 13). O'Hare and Lasser (1971) point out:

> The study as proposed by the National Study of Guidance has been delayed because of inadequate funding. The goals of the study, if achieved would provide the basis for the most comprehensive, valid, and reliable evaluation of an educational process yet attempted. (p. 12)

> The completed study would represent years of rigorous research activity, the expenditure of large sums of money, and a research strategy that would exceed in sophistication existing strategies in behavioral or instructional research or evaluation. (p. 18)

Even though a study of this calibre is beyond the reach of individual institutions wishing to find out the effectiveness of its student services, there are two important components relevant to the present project: Wellman's classification of objectives (which will be covered in more detail in the section, The Criterion Problem and the Stating of Objectives) and the necessity for imposition of constraints on purposes (the section on Purposes of Evaluation).

A model that was designed for the evaluation of student personnel work by Smith (1974) is probably the most comprehensive model designed to date. She places a heavy emphasis on flexibility:

> The model must be able to accommodate an assortment of philosophies, purposes, objectives, and techniques. In addition, it must be able to reflect changing student and institutional needs. (p. 148)

There are eight phases in Smith's model:

1. Pre-operational orientation and training.
2. Assessment of environment and department of student personnel.
3. Assessment and definition of needs.
4. Definition of product objectives.
5. Definition and implementation of process objectives.
6. Definition and implementation of appraisal techniques.
7. Feedback.
8. Redefinition of components of each phase. (p. 149)

The purpose of Phase One is "to foster a personal commitment to evaluation within staff members. This commitment is facilitated through the delegation of responsibility and personal involvement in the definition of subsequent phases" (p. 151). The issues to be dealt with in this phase are:

(a) philosophy of the department
(b) purpose(s) of evaluation
(c) type(s) of evaluation to be used
(d) central participants
(e) explanation of the evaluation model
(f) limitations and expectations
(g) role of the evaluation in the total operations (p. 154)

An assessment of the environment (Phase Two) is necessary for the "formulation of realistic and relevant goals" (p. 152). By the use of four possible approaches (ecological, structural, behavioral observation, and perceptual), the impact of the environment on the students can be assessed.

Phase Three, the assessment and definition of student needs, provides the information needed for the definition of product objectives (Phase Four) and the definition and implementation of process objectives

(Phase Five). Student needs may be determined by asking the students themselves, student personnel workers, and other groups.

In Phase Four, Smith emphasizes that there are different kinds of objectives to be considered: "(a) routine, (b) planning, (c) innovative, (d) problem-solving, and (e) professional development" (p. 167). All of these should be used. The guidelines which should be used for defining and stating objectives are: "(a) desired outcome, (b) target population, (c) expected proficiency of outcome, (d) situation in which outcome will be observed, and (e) how and when the target group will exhibit the outcome" (pp. 168-169).

The strategies for attaining the product objectives compose Phase Five. In defining the process objectives, one must consider "(a) personnel involved, (b) resources involved, (c) time needed, and (d) cost" (p. 169). It is at this stage that the boundaries of the program be determined. Smith poses three questions by which this can be done: "(a) what will influence the program? (b) what will the program influence? and (c) what is the intent of the program?" (pp. 170-171). She stresses that both product and process objectives "must lend themselves to appraisal" (p. 171).

The next logical step is what traditionally has been considered the evaluation, the definition and implementation of appraisal techniques (Phase Six). Smith emphasizes broad coverage in this phase including process-product relationships.

"If the evaluation model is to be consistent in its involvement of all personnel and shared responsibility, it is essential that feedback be provided" (p. 176). This is the essence of Phase Seven.

When problems or weaknesses are revealed through the evaluation processes, these can be remedied by redefining the components of the evaluation process (Phase Eight): "the purpose(s) of evaluation, needs to be met, objectives to be attained, and the techniques to be used" (p. 153).

Smith has depicted this process as a continuous cycle. In this writer's view, she has captured all the elements of systems planning to some degree and has provided an excellent model. It is the intent of the present paper to build upon Smith's model and carry it closer to the stage of implementation.

In Smith's desire to be comprehensive and flexible, she did not deal with how or whether the model she devised could be applied to specific parts of the student personnel program. Wrenn and Kamm (1948) indicated,

> The evaluation of student-personnel services often is neglected because it is not clear what specific services are involved in a personnel program. The general idea of personnel work is accepted by an institution but no one can define it! (p. 266)

They proceeded to define 14 services within the realm of a student personnel program and to "evaluate" these services. Their evaluation consisted of a three-part form to be completed by an evaluator (an internal or external individual or agency).

> The first of these deals with the extent to which the administration of the institution considers this personnel service essential, that is, the extent to which the administration contributes to and supports the service on the campus. In a sense this is a reflection of the educational philosophy of the institution as it affects this personnel service. . . .
>
> The second part consists of a listing of the specific services or provisions provided on the campus for the particular student-personnel function in question. Provision is made for checking each of these specifics as to adequacy.
>
> The evaluator then puts together his two sets of judgments, one dealing with the philosophy of the institution, the other, with the

> existence and the adequacy of each of the specific services and provisions, and rates the adequacy of the service in this particular institution (p. 267).

Wrenn and Kamm then assign a weight to each of the 14 services to reflect its importance in the total program and are able to summarize in quantitative form the adequacy of the entire program.

Although the restricted input is a problem in the Wrenn and Kamm study, the important features are that it provides simple guidelines for determining the philosophy of an institution and the definition of a service as well as a way of combining the evaluations of separate services for an estimate of the performance of a program made up of those services.

Burck and Peterson (1975) recommend a five step model for program development and evaluation: assessing needs, stating goals and performance objectives, designing the program, revising and improving the program, and noting and reporting program outcomes. They do not deal with process objectives or process-product relationships as Smith (1974) does, but they emphasize the use of formative evaluation and transactional evaluation in the revision stages of program development. "The former concerns the evaluation of specific activities within a program as they contribute to the attainment of performance objectives; the latter concerns the assessment of the adequacy of communication among program participants" (p. 567). Burck and Peterson seem to be defining formative evaluation as process, but this is too narrow a use of the term (Bloom, Hastings, & Madaus, 1971; Scriven, 1967). The concept of formative evaluation as process or outcome evaluation of an intermediate step (Scriven, 1967) is crucial to a continuous, cyclical evaluation process which has improvement of that being evaluated as one of its goals. Also, according to Scriven, not all process evaluation is formative, but all formative is

process. The two types of process research that are not formative are noninferential studies and the investigation of causal claims (Scriven, 1967). All types of process and formative evaluation should be considered in an evaluation model.

Burck and Peterson's reference to transactional evaluation in the revision and improvement stage is useful, but in terms of Smith's model, this would also be necessary in what she calls the Pre-Operational Orientation and Training phase. Rippey (1973) defines transactional evaluation as,

> . . . a developing aspect of educational accountability. It looks at the effects of changed programs--in schools and other institutions--on the incumbents of the roles in the system undergoing change, i.e., on the changers themselves. . . . A comparison with traditional summative and formative evaluations shows that the target of evaluation is different: the subject of the evaluation is the system, not the client of the services rendered by the system. The variables relate to the social, psychological, and communications aspect of the system, rather than to the manifest objectives. . . . Primarily evaluation is intended to transform the conflict energy of change into productive activity; to clarify roles of those persons involved in the program. (pp. 3-4)

Thus the processes of transactional evaluation could be introduced at the initial stages of planning for evaluation to help overcome the threat leading to conflict that is bound to appear until there is a better understanding of the purposes and procedures of the evaluation process.

Gubser (1974) delineated a working model of evaluation developed in the state of Arizona. His guidelines for field testing the model include:

1. Based upon the district's statement of goals, individuals (support personnel) will develop appropriate performance objectives for the types of position they hold or assignments they receive.
2. Criteria will be established by the individual, in conjunction with the appropriate supervisory personnel, for the assessment of effectiveness.
3. Evaluation tools to measure the degree of achievement of performance objectives and a means to record progress toward performance objectives must be selected and/or developed.

4. Provision must be made for systematic feedback, reassessment, and modification of the entire evaluation program or any of its component parts.

The evaluation of performance should be based upon a job description of the position and stated in clear, understandable terms. The common competencies for all positions within the various support areas should be clearly identified. (p. 299)

According to Gubser, in developing performance standards, one should avoid using normative data. There appears to be "a growing movement away from normative designs of evaluation in counseling and toward single-subject designs or limited, multiple designs" (p. 300). There will be more said on this topic in the section, The Criterion Problem and the Stating of Objectives. This is an important point in developing an evaluation model of a service designed to serve individuals.

Gubser's (1974) model is pretty much a reiteration of models already presented, but there is a different emphasis stated. In this case, goals for the system came from above--the individuals who are to be evaluated did not participate in setting them. The system also implies that it is the individuals who are being evaluated and the service or unit, only secondarily. Under these circumstances, Smith's (1974) Phase One of Pre-Operational Orientation and Training would be particularly important.

A model very similar to Gubser's (1974) was developed at the University of South Florida by Fisher and Howell (1972). Its emphasis was on an accountability evaluation that fits the real world. The first step was that of Job Description and Objectives. Each staff member prepares "a personal statement of objectives, covering quality of performance in programs and services, goals for professional development and personal growth" (p. 119). This and an annual report of professional activity "provide the structural and historical background for individual performance evaluation" (p. 119). The second step, Performance Criteria,

requires that each member of the staff select a maximum of 15 operations particularly appropriate to him or her from a total list prepared by the staff of the unit. Each function is then expressed "in operational terms to which evaluators can respond using a five-point scale of frequency or consistency" (pp. 119-120). The third aspect is the Evaluation Group. The staff member provides a list of names from which the evaluation group is randomly selected. The members of this group represent vertical relationships to the staff member (subordinate and superordinate), horizontal relationships (colleagues with whom one works throughout the institution), and clientele. Two people are selected from each of the dimensions to respond to the rating forms. There is also a spot evaluation form (with names of those being visited with the purpose of the visit) made available to visitors to the offices for continuous feedback on the atmospheres and effectiveness in each unit. The staff member and supervisor meet annually to "assess evidence of progress during the year, adequacy of performance on the job, and new objectives to be set for the coming year" (p. 120).

Accepting the fact that the major purpose of the Fisher and Howell (1972) model is for evaluation of individuals, there is no evidence that the goals and operations of any individual unit are consistent with those of the larger system, or with other subsystems of the student personnel area. This apparently has been left to faith. This points to the need in any evaluation system to consider other subsystems and supra-systems or in Smith's (1974) terms, the boundaries of the given system. Also lacking in this model is an appropriate means of modifying and changing the system. It is assumed that working with individuals in terms of improving themselves will result in a better system. This cannot be left to chance. Transactional evaluation could be useful here.

The positive contribution that the Fisher and Howell (1972) study has to make to the topic under consideration is the use of the spot evaluation rating sheet. This can be considered one aspect of formative evaluation, feedback which can be used to improve an ongoing system without waiting for a summative evaluation. This is also an example of how a particular purpose of an evaluation model will dictate what data are to be collected and how they are to be used.

In brief, there has been a model developed by Smith (1974) for the evaluation of student personnel work. Other models cited here have drawn attention to aspects Smith has already covered and in some instances to matters she did not. Since it was not Smith's purpose to carry her model to the point of implementation, it is not adequate for the purpose intended here. However, it is an excellent base upon which to build.

Purposes of Evaluation

It is probably true that any evaluation process grows from some specific need in the mind of the initiator. What has typically happened in the past, however, is that while one need is being met, it seems efficient to collect data for other purposes as well. This often results in a single evaluation instrument being used for incompatible purposes. Since part of the task being undertaken in this paper is to define and separate conflicting purposes, this section is directed at summarizing the literature in regard to the reasons for conducting evaluations.

Apparently there are three major purposes for which evaluations of academic services are conducted: administrative decision-making, justification of services, and progress toward meeting the needs of the clientele. As these are discussed, it will become obvious that these

three areas are not mutually exclusive, but they do provide a framework for organization of the literature and for developing evaluation processes.

Administrative Decision-Making

One of the broad purposes for evaluation is decision-making by administrators. Boylan (1973) points out, "Performance measurements are necessary to provide administrators with continuous assessments of progress made toward meeting goals" (p. 324). According to Burck and Peterson (1975):

> Many practitioners view the purpose of accountability and evaluation from only a negative standpoint, that is, to determine the imperfections of a program. A more important purpose of evaluation is to assist in the determination of activities that will be effective in reaching program goals and objectives. (p. 569)

Fisher and Howell (1972) indicate the need to obtain "definitive evidence of adequacy in Student Affairs programs and services, for use in planning and budgeting" (p. 119). Program evaluation or impact, i.e., how well a program works (Oetting & Hawkes, 1974), improving college advisement (Peterson, 1970), and clarification of objectives (A Student Development Model, 1975) are other examples of administrators' needs for evaluation.

Cohen (1974), although dealing with faculty evaluation in general, makes some points which are equally applicable to evaluation of academic professionals in a broader sense. He feels that any evaluation "must enhance the growth of the individual [professional] as a human being" (p. 15). His view is supported by some of Fisher's and Howell's (1972) anticipated outcomes of performance evaluation:

> Reinforcement of staff for performance in role rather than status seeking.
>
> Reinforcement of staff for coping with difficulties rather than for avoiding them.

> Encouragement of staff to seek and use opportunities for personal growth and professional development. (p. 119)

It thus appears that the development of staff both professionally and personally should be a concern of administrators. Evaluation could be one means for assuring that attention is given to this purpose.

At the same time, Cohen (1974) warns:

> Evaluation must not be normative. . . . Nor should all people be expected to be expert in all areas. . . . Nor should an evaluation scheme be seen as a device that will crank and churn and automatically spew out miscreants. (p. 19)

> One faculty evaluation scheme cannot both judge and assist. The procedure that gathers evidence for dismissal is different from that which reflects a climate of support, of communication, and of growth inducement. (p. 21)

While Cohen (1974) clarifies the problem of evaluating personnel for different purposes by means of the same procedure, Oetting and Hawkes (1974) further caution that a distinction must be made between program evaluation and personnel evaluation. "In personnel evaluation, programs and staff are judged on a good-bad continuum" (p. 435). Program evaluation, on the other hand, "is concerned with program impact" (p. 435). Oetting and Hawkes (1974) are promoting program evaluation with its positive ramifications.

Other potential applications of evaluation pertaining to administrative decision-making in guidance and counseling are enumerated by O'Hare and Lasser (1971):

1. to improve the guidance process
2. to improve counselor training
3. to improve the reliability and validity of evaluations of effectiveness of guidance personnel
4. to encourage the application of computer technology to help the counselor in collecting and interpreting data on pupil, program, and environmental characteristics. (p. 13)

All of these relate to administrative decision-making in regard to improving services.

Smith (1974) conducted a survey among chief student personnel administrators to ascertain the important purposes of evaluation. She classified these into the categories of diagnosis, prescription, and correction. More specifically, the important purposes derived from her survey are:

(a) to make corrections and program changes,
(b) to provide information for budgetary and administrative decisions,
(c) to provide for internal accountability,
(d) to establish individual and collective priorities,
(e) to provide for motivation of staff,
(f) to provide feedback for both personal and professional development, and
(g) to provide reinforcement through information for merit pay and promotion decisions. (pp. 130-131)

Two of her purposes, (e) and (f) above, are consistent with Cohen's (1974) and Fisher's and Howell's (1972) humanistic approach to staff needs; two others, (b) and (g), relate to budgetary and procedural matters; and (a), (c), and (d) show concern with improvement of services.

In addition to making the corrections and program changes as listed by Smith (1974), Ravekes (1971) emphasizes the need to continuously evaluate and change. So an "umbrella" purpose of evaluation is the evaluation of changes already made. Change is an iterative process based on evaluation. "Evaluation offers the best means for clarifying both individual and program objectives and therefore provides a sound basis for modification and future planning" (A Student Development Model, 1975, p. 340).

Justification of Services

A second general purpose for conducting evaluations is that of justification of services. Administrators are being asked to document

the quality of their services (Goldman, 1974), to show that their services are contributing effectively to the development of students and to the total educational program (Cameron, 1952), "to provide 'proof' of their legitimacy and effectiveness in order to justify society's continued support" (Suchman, 1967, p. 2), to "ensure the public that resources are being used wisely and appropriately" (Korn, 1973, p. 30), to maintain "standards to ensure our several publics that our graduates are worth selecting" (Korn, 1973, p. 30), and to show "what counselors are accomplishing" (Pulvino & Sanborn, 1972, p. 15). Such requests are coming from the public, the federal government, state agencies, local governing boards, and consumers of guidance services (Pulvino & Sanborn, 1972). The profession must learn to adequately respond.

In higher education, those performing academic advising have traditionally been inadequately recognized or rewarded for this function; they have held second-class status (Dressel, 1976; Hale, 1973; Hardee, 1970; Koile, 1955; Seligsohn & Kimmel, 1975). "Student services must prove themselves so valuable in contributing toward significant survival of their institution that they not only assure their own survival but in the process gain their long-sought and long-elusive educational recognition" (Dewey, 1975, p. 79). There is an urgent need to use both short-term and long-range evaluation procedures to justify the existence of and to reward those performing these services if they are to continue. Since resources are usually allocated to activities which show tangible results (Pulvino & Sanborn, 1972), evaluation becomes the key to survival.

Accountability is a concept which has recently come into use. Wrenn (1973) says an accountability record is needed "in terms of <u>evidence</u> to the extent to which previously stated objectives are met" (p. 260).

Counselors should be accountable "not only for helping individuals, whether student, staff or parents, but for evidence of the extent to which they have contributed to the whole school function and to change in that function" (p. 260). Gubser (1974) discusses accountability as having been proposed by some to decrease the amount of money spent on education rather than to increase its efficiency. He defines it as being "responsible for something of value that has been entrusted to one's care--for example, children" (p. 296) and states prerequisite conditions in a school system for counselors to be held accountable for their performance. The purpose of these conditions is to "ensure that accountability for public education is shared" (p. 301) with taxpayers, parents, state and national governments and their agencies, and local school boards and administrators. Because the term accountability has taken on negative connotations, the term justification will be used in this paper to include accountability in the positive sense.

A listing of five purposes of evaluation in the educational enterprise was given by Finn (1969):

> (1) to add to the substantive knowledge of educational processes;
> (2) to provide information in order to adjust, discard, or otherwise change the application of an on-going educational process;
> (3) to provide justification for a political-social-economic action relating to education;
> (4) to create a production (usually paper) which can move through educational bureaucratic systems and thus keep these systems operative; and
> (5) to provide instruments which may be used to carry information on the success of the process to the educational community. (p. 15)

The first two purposes might be classified as relating to administrative decision-making. The last three are clearly a matter of justifying services to others.

Progress Toward Meeting the Needs of the Clientele

A third major reason for evaluating academic services is that of meeting the needs of the clientele. According to Cohen (1974), "a faculty evaluation plan must (at least indirectly) enhance student learning" (p. 16). The Tomorrow's Higher Education (T.H.E.) project, a student development model for student affairs, stresses the need for evaluation and pinpoints one purpose as helping to monitor the progress that individuals make toward the achievement of their personal goals and a second purpose as determining the extent to which personnel programs optimize the opportunity for participants to achieve desired outcomes (A Student Development Model, 1975). Of course, there is the implicit assumption underlying evaluation for administrative and justification purposes that all that is being done is for the benefit of the primary consumer, the student.

Peterson (1970) and Hardcastle and Wright (1972) chose to devote their dissertations to evaluating selected student services from the student's point of view. Although the Hardcastle and Wright procedure was used with only one institution and Peterson's survey was limited to junior colleges, both exemplified attempts to relate student services to student desires. It seems that it is also necessary, however, to relate students' expectations to their needs. Chickering (1973) in discussing efficient use by a college of its human and material resources indicates that this depends "fundamentally on a sound match between the needs and purposes of the students and the educational options available" (p. 17). He feels that evaluation of the societal context can help accomplish this match. It becomes clear, then, that determining the needs of the students consists of much more than simply asking the students.

The Participants in Evaluation

Unless evaluations are undertaken for some given purpose and are actually used, then there is no point in doing them. Thus those who develop evaluation procedures and those who serve as sources of data for evaluations are very important to the process. The purpose of this section is to indicate what an examination of the literature reveals about who these participants should be.

In Baxter's (1970) study of centralized academic advising centers, he asked, "Have the aims and objectives for the advising center been formally specified in writing? Yes/No By Whom?" (p. 11). Of the 37% (18 respondents) of the directors of the advising centers who responded "yes," only one indicated that the director and his staff of academic advisers prepared the formal statement. In the other 17 cases, either the director, the academic dean, or a group of administrators had carried out the task. Since a statement of goals and objectives is considered a starting point for any evaluation process, Baxter's results not only point to one of the difficulties in instituting evaluative research, but show that there is minimal participation by the professional staff in defining what they will be responsible for. The fact that 63% of the respondents didn't have any formal statement gives a clue to why such services have been unable to document their "legitimacy and effectiveness" (Suchman, 1967, p. 2) in the past.

Boylan (1973) states that subordinates and superiors must work together to define responsibilities and "to establish the methods and units of measurement to be utilized" (p. 324). According to Borland (1973):

> Responsibility for the outcomes of the academic advising system must be shared by all its participants. . . . [Students should establish goals and objectives with the academic adviser. Students should be evaluated in terms of these objectives and] academic advisors should be evaluated by the students in relation to the mutual expectations of the relationship. (pp. 214-215)

Stafford (1972) in discussing goals of guidance in the elementary school provides an insight which is also applicable to higher education:

> Essentially, goals must grow out of the needs of the school. . . . The school community consists of all persons and institutions serving either directly or indirectly as a source of influence on the entire educational process. The direct sources--teachers, parents, siblings, and peers--are readily identifiable. . . . The indirect influences consist of an almost endless list of individuals, institutions, values, and practices located within the community, the region, the state, the nation, and the world. (p. 154)

Although it is not practical to tap all possible sources of data in establishing goals and evaluating progress toward these goals, it may be important to reach out as far as is feasible in any given situation. At least, useful sources should not be overlooked.

A number of investigators report or advocate collecting evaluative information from particular groups as follows:

Braden (1953)	former students
Cameron (1952)	administrators, advisers, those responsible for the program, students
Cohen (1974)	self-evaluation, students, faculty members, administrators
Dressel (1973)	students, faculty, administrators
Evans & Yanchar (1971)	exiting students
Falik, Grimm, Preston, & Konno (1971)	pupils, teachers, parents
Hardcastle & Wright (1972)	students
Hardee (1959)	counselee, faculty adviser, parents of the student, colleagues in counseling, other observers on- or off-campus
Harman (1971)	ex-clients
Kamm (1955)	faculty and students, self-evaluation by staff members, advisory committees, external audits by outside specialists, former students
King et al. (1973)	clientele, those who know of services through hearsay

Mozée (1972)	self-evaluation by counselor
Peterson (1970)	students
Pulvino & Sanborn (1972)	parents, administration, teaching faculty, the counselor, students
Smith (1974)	students, professional student personnel colleagues, immediate supervisors, top student personnel administrators--as evaluators
	students, faculty, individual divisions within student personnel, individual staff members, division head, top student personnel administrators, central administration of the institution--as participants in goal definition
Trembley & Bishop (1974)	faculty members, other professionals, off-campus personnel, counseling clients

Any evaluation process should include the maximum number of sources which are relevant and accessible.

Feedback to the Participants

A major element of the participation is the feedback process. It is one thing to obtain data from various sources, but without feedback to these same sources, future data collections would be based on incomplete information. Feedback serves the justification purpose of evaluation. It is important that various groups be aware of data summaries and changes based on the facts. Feedback also serves as a reward or reinforcement to those who supplied the data in the first place. Thus it could help promote a positive attitude toward future data collections. Cottle (1957), Robertson (1958), Pulvino and Sanborn (1972), and Hardee (1970) stress dissemination of information. Cottle (1957) refers to the need for "keeping parents and schoolboard members accurately informed of the nature and purpose of the guidance program in order to have competent evaluations" (p. 230). Pulvino and Sanborn (1972) look at communication of evaluation results as a phase of accountability with its central concept being feedback. Hardee (1970) reflects Robertson's (1958) point of

view that for a successful advising program, "The purposes and procedures of faculty advisement must be clearly understood by administrators, non-advising faculty members, students, their parents, and high school personnel" (p. 15). It seems appropriate, then, that all who participate in goal setting and data collections should also receive feedback from these processes.

The Role and Functions of Academic Advisers

"While there is general agreement concerning the importance of academic advising for the efficient functioning of the institution and the effective functioning of the student, there is little agreement regarding the nature of academic advising and who should perform the function" (O'Banion, 1972, p. 62). For the purpose of this paper, who performs the function is of little concern although it is clear that the problem of "who" has resulted in different definitions of the advising services. The more crucial matter is what should be reasonably included in the role and functions of academic advisers.

According to Levine and Weingart (1973), there is no clear notion of the adviser's role. They carried out a study of 26 three- and four-year liberal arts colleges with student-faculty ratios greater than four-to-one and concluded, with one exception, that "academic advising was shown to be uniformly unsuccessful at all the schools studied" (p. 18). The lack of definition of the adviser's role was considered by them the major contributing factor to the unsuccessful programs.

It is not the intent of this review to solve the problem of defining the role of the adviser, but rather to clarify possible roles and functions for the purpose of developing measurable objectives from which

an advising service could choose those appropriate to its own philosophy. These objectives would then serve as the guidelines for a meaningful evaluation process.

A starting point might be to determine why such services exist. Detailed historical perspectives may be found in Leonard (1956), Nelson (1954), and Shertzer and Stone (1971, 1974). But more specifically, as "the subject matter of instruction has split and split again into lesser but larger specialties, [there has been a] proliferation of courses" resulting in an increased need for student advisers (Barzun, 1968, pp. 18-19). "Counseling is still best justified as a help to the student bewildered by the increasing maze of educational and occupational opportunities" (Campbell, 1965, p. 108). Baxter (1970) reports that centralized advising centers developed in response to the need for "professional interpretation of university rules . . . to assist the students in their academic programming and also to aid the students in meeting the graduation requirements" (p. 9).

> Most colleges and universities provide some kind of counseling service for students. These services appear to have stemmed primarily from two functions: the organization of a student's program in such a way that requirements for degrees and for admission to professional schools may be met efficiently, and the enforcement of regulations deemed necessary by the college for the discharge of its responsibilities to students, parents and community. (Friedenberg, 1950, p. 545)

A little further along the cognitive-affective continuum toward the affective end, "Helping students to select and organize effective ways of coping with the academic environment and to integrate learning and living are major functions of personnel workers, whose goals are to help each person fully develop his potential through the use of resources and facilities offered by the institution" (Harrington, 1969, pp. 40-41).

Hardee's (1970) answer is:

> Undergraduate students in the United States are generally in need of some consistent personal contact with a professional adult who can serve as an adviser, confidant, and parent surrogate. . . .
>
> If colleges today were the small, intimate places they were in the early 19th century, this need could have been met partially without formal arrangements. The presidents and the faculty members of these colleges believed that their most important role was to shape the character of youth. Intellectual concerns of the administration and faculty fell generally a great deal lower on the scale of values. But times change. The contemporary college, whether junior, liberal arts, or technical, is a complex institution in which definite organization is necessary if the needs of youth are to be met and if the institution's objectives are to be achieved. It is to contrive ways of helping students, ways that in earlier times just happened, that student personnel services have been created. (p. 1)

Perhaps the base of the theory of academic counseling is the statement given by Hardee (1959): "to aid the student in achieving his educational goals and in making maximum use of his abilities" (p. 16). O'Banion's (1972) purpose of academic advising is "to help the student choose a program of study which will serve him in the development of his total potential" (p. 62).

Hardee (1951, 1959, 1970) describes the role of the adviser:

1. The faculty adviser explains to the student the program of general or basic education as it relates to the first two years of college, to the major of the student (if he expressed interest in a major), and to preparation for life pursuits generally.
2. The faculty adviser plans with the student a schedule of courses with a consideration of the over-all year's work. This may be accomplished through a consideration of the offerings set forth in the various publications of the institution, by considering the student's strengths and needs as revealed by a study of high school tests and grades and of college entrance tests, by personal interview, and by judgments as to his ability contributed by high school principals and teachers.
3. The faculty adviser assists the student in exploring his major field. To accomplish this, he will interpret the various departmental publications of the university; in addition, he may refer the student to a special consultant in the field or to the counselors in the vocational guidance office. Finally, he may recommend particular extraclass or part-time work activities for the consideration of the student.
4. Likewise, the faculty adviser assists the "undecided" student in exploring a major field. This is accomplished by referring him

to experts in several fields of specialty, to counselors in the vocational guidance office, to the bureau of testing for supplementary testing, and to various extraclass activities wherein interests may be explored and experiences gained.

5. The faculty adviser serves as a "faculty friend" to the student by demonstrating a personal interest in him and in his adjustment to college; by serving as a central contact person in obtaining suggestions, which can be used to help the student, from residence counselor, teacher, or department head; in giving suggestions concerning the student to the residence counselor, teacher, or department head; and by allowing the student freedom to make his own choices after the limitations, alternatives, and consequences involved in a decision are pointed out.
6. The faculty adviser serves as a link between the student and the administration by counseling the student on matters of failure, on the procedures for dropping or adding courses, on eligibility for the various exemption examinations in general education, and on admittance to special remedial classes or clinics. (1951, p. 4; 1959, pp. 52-53)

In a more concise way:

1. The adviser will assist the student in effecting a program of study consonant with the latter's interests and competencies.
2. The adviser will assist the student in periodic evaluation of academic progress.
3. The adviser will assist the student in initial exploration of long-range occupational and professional plans, referring him to sources for specialized assistance.
4. The adviser will serve as <u>coordinator</u> of the learning experiences of the student, assisting in the integration of the various kinds of assistance rendered--health and psychological aids, remedial work, financial aids, religious counseling--the panoply of all services available to the student. (1970, p. 11)

A broader view is taken by Dressel (1973) in elaborating on the role of the student personnel worker:

(1) get students in and keep them in college;
(2) keep students busy, happy, and healthy;
(3) help students select educational programs and courses in relationship to their own interests and capabilities and their ultimate goals as well as the needs of society;
(4) encourage maturation, self-actualization, affective development, social skills, etc., indirectly by exercising influence on faculty and administration, and more directly by contact with individual and groups of students. (p. 19).

In Borland's (1973) opinion:

> <u>Academic advising represents the marshalling of a range of experiences which aid in meeting students' educational or occupational</u>

> objectives. The current definition of academic advising and the role expectations demand the marshalling only of courses and the signing of approval forms. The definition of academic advising above provides the opportunity for work experiences, as well as academic experiences of a wider societal significance.
>
> In essence, academic advising must become a total curricular process of integration of resources. (p. 214)

Friedenberg (1950) found that students recognize the function of the advising service to be primarily academic:

> [Although] they do not expect advisers to develop sustained clinical relationships with them, [they do] consider that the University has a responsibility to assist them with such problems, and believe the adviser to be the most appropriate source to which to turn for aid--doubtless as liaison to professional sources. . . . They want warmth, understanding and acceptance of their goals and purposes. Where necessary, they want intercession on their behalf. (p. 566)

But Townsend (1956) interprets the academic aspect of the role as being only the bare minimum of the counselor's or adviser's task. Dressel (1974) disagrees and says that advisers should not be personal, social, or vocational counselors but should be responsible for registration procedures, graduation checks, student records, and academic advising, i.e., completely familiar with all requirements and procedures and know all campus referral agencies. Consistent with Dressel's view are the results of a study by Kiell (1957) in which he found that students felt the main function of counselors revolves around program planning and that there is need for "dynamic, on-going public relations, information-giving program directed to students, citing the various services offered" (p. 364).

Specific functions of academic counselors were identified in Baxter's (1970) study in terms of student expectations, directors' views, and institutional views. Table 7 of his report is reproduced here as Table 1.

TABLE 1

DIRECTORS' PERCEPTIONS OF FUNCTIONS OF ACADEMIC COUNSELORS*

Functions	Student Expectations		Director's Views		Institutional Views	
	Yes	No	Yes	No	Yes	No
A. Curriculum planning and registration with students term by term	93%	7%	91%	9%	93%	7%
B. Assisting in procedures of drop and add for coursework	98	2	94	6	98	2
C. Change of section to another time or instructor	77	23	66	34	65	35
D. Making program adjustments through:						
1. proficiency or waiver exams	76	24	67	33	68	32
2. course substitutions	93	7	94	6	94	6
3. evaluation of transfer credits	77	23	77	23	73	27
E. Long range curriculum program planning (one year, two semesters, or three quarters)	87	13	87	13	96	4
F. Referring students to other agencies on campus	98	2	100	-	100	-
G. Helping superior students develop individualized programs	84	16	88	12	87	13
H. Helping students with poor academic achievement to develop individualized programs and to improve	87	13	92	4	88	12
I. Working with all students to have them become more independent and prepare themselves for personal development	49	51	83	17	80	20
J. Encouraging and motivating students to realize their potential	69	31	92	8	86	14
K. Developing career plans with students	85	15	89	11	82	18

TABLE 1 (cont'd).

Functions	Student Expectations		Director's Views		Institutional Views	
	Yes	No	Yes	No	Yes	No
L. Helping students learn of the total resources of the institution and select those that might aid them in developing themselves	90	10	96	4	98	2

*Baxter (1970). Reprinted with permission of the author.

The definition of the role of the academic adviser as given by Meskill and Sheffield (1970) is:

1. The academic counselor will work a 35-hour week for an 11-month year. Work in June, July, and August will be on a half-day basis.
2. The academic counselor will participate in a five-day August training institute that will be credited toward time off during winter and spring vacation.
3. The academic counselor will generally work from 9 a.m. to 5 p.m. three days a week, and from 10 a.m. to 6 p.m. two days a week, so that evening students may be counseled.
4. The academic counselor will be expected to take or teach no more than one credit course per semester.
5. The academic counselor will be expected to accomplish assigned readings in the field of guidance and counseling and to participate in a weekly group practicum on counseling (which will be held during the working day).
6. The academic counselor will be responsible for counseling all of the majors in the department(s) assigned and for keeping accurate records on all students involved.
7. The academic counselor is assigned not to manipulate the academic structure of the campus in order to satisfy the students' desires, but rather to provide: (a) adequate information in such academic matters as course scheduling and academic rules and policy; (b) access to a counselor on a 35-hour-week basis; and (c) a one-to-one personal relationship with a significant adult who is concerned about the student, accepting rather than rejecting or manipulative, and ready to enter into a continuing dialogue on academic matters. (pp. 56-57)

Throughout the literature, the advising role is frequently seen as an educative one (Harrington, 1969; Mosher, 1967; Witters & Miller, 1971). "Personnel workers are educators" (Harrington, 1969, p. 37).

> The key to adaptive education is the implementation of programs of formative evaluation throughout the students' college experience. For example, academic advising then becomes a set of learning experiences where the student is encouraged to find out about his talents and to learn about the talents required in different careers. The student is also helped to plan a set of learning experiences which will encourage him to develop talents for which he has some latent potential. This entire advising process now takes on specific educational objectives which can be evaluated. (Korn, 1973, pp. 30-31)

The results of a study done by Coyle (1971) indicate that students had a tendency to seek assistance from instructors prior to contacting other staff members. Thus Coyle sees student personnel workers as having a primary responsibility in the training of faculty in regard to understanding the kinds of problems students would like their help with and being more aware of the supporting services available to them for assistance with these problems. Ferris (1973) emphasizes the role of the counselor as a consultant and coordinator since student personnel work is viewed as a team effort. Academic advising is a vehicle for communicating the availability of other student personnel services (Friedenberg, 1950; O'Banion, 1972).

From an analysis of adviser-advisee roles, Witters and Miller (1971) see advising as becoming "an integral part of the total learning experiences of the student" (p. 40). They found that students expected advisers "to play an academic educational consultive role" (p. 37) on matters of course suggestions, consultation on academic problems (e.g., drop and add, academic standing, transferring course credit), information about good instructors (at the freshman and sophomore levels), preparation of registration schedules and adjustment of course conflicts, and information on graduate study and future employment. On the other hand, students did not want an adviser as just someone to talk to about problems.

The faculty advisers viewed their role as mainly academic guidance, but felt students also had a need for social and personal help.

The overriding role of academic advisers is "to provide information and a climate of freedom in which students can best make [their own decisions]" (O'Banion, 1972, p. 66). Consistent with this is the engagement of student personnel workers "in the high art of helping individuals to develop their lives to the fullest" (Williamson, 1958, p. 5). Davis (1973) states: "With the proper encouragement on our part, perhaps a great many [students] would seize the opportunity to exercise more control over their own educational experience and to assume more responsibility for their current situation" (p. 213).

There have been at least several investigations to determine to whom a student will go for various kinds of problems (Coyle, 1971; Hardcastle & Wright, 1972; Strong, Hendel, & Bratton, 1971). Since the options and the types of problems were not consistent across the studies and since descriptions of the advising and other services were either not available or not easily compared, there was little consistency noticeable across the studies. However, it is evident that students will seek the assistance of their academic advisers in a variety of situations, not necessarily those which may be defined as being of an academic nature. Perhaps the personal relationship between the adviser and the student dictates the kind of assistance the student will seek from that person.

The interpretation of the role of the adviser in Wrenn's (1973) view is:

> (1) To help students indirectly by contributing to the improvement of the learning environment of the school.
> (2) To help students directly, both individually and in groups.
> (3) To keep myself, the counselor as a person, in constant touch with the changing world around us. (p. 271)

He emphasizes "caring" and being well enough informed about the current status of society to adequately understand the needs and concerns of students; this is the only way advisers can function effectively.

A new role is suggested by Chickering (1973) to go along with the "increasing diversity of students seeking postsecondary education and the similarly expanding alternatives available to them" (p. 79).

> In the face of multiple alternatives the significant individual differences among students can be obscured. The principal areas of responsibility for counselors--educational and career planning--are familiar, but the ground rules and the context have shifted dramatically. The college counselor for the 1980s must possess not only sophisticated counseling skills and basic information concerning career alternatives, but also at least one additional area of academic or professional competence or knowledge so that he or she can respond to the substantive elements of students' programs. (p. 78)

The new nontraditional programs and the increased priority of meeting the needs for recreation, self-expansion, and self-development are part of Chickering's justification for the role he presents.

Knowing what students expect of their academic advisers is another important aspect of the role and functions of advisers. Morris (Note 3) asked a sample of students from the College of Literature, Science, and the Arts at the University of Michigan "whether an ideal academic counselor should perform each of 140 different functions" (p. 1). The rating for each item was on a 5-point scale where 5 indicates strong agreement and 1 indicates strong disagreement. The items with a mean of 4.00 or greater will be listed here by general category of function in descending order of desirability:

Information-giving
- Be familiar with courses and their content
- Provide information about good courses relevant to my interests
- Be a source of information
- Make me aware of opportunities such as new classes, scholarships, interdepartmental majors
- Convey necessary information

Be familiar with the requirements and programs of various graduate schools
Make opportunities known (e.g., tutorials, independent study)
Explain what courses are required
Explain about different fields within an area of concentration
Be aware of what professions require what kinds of background
Tell me about available services (e.g., job placement, reading)
Help me work out registration (e.g., tell me about how to get instructor permission) (p. 2)

Program planning or short-term course selection
Suggest, but don't impose, courses; don't simply endorse my choice
Point up alternative paths open to me by taking certain sets of courses
Help me work out registration (e.g., tell me about how to get instructor permission)
Help me to select courses according to course load and the difficulty of my other elections (p. 3)

Discerning the purposes of the institution
(Of nine items, none had a rating at or above 4.00)

Facilitating student development
Be interested in me as an individual, my goals, my problems (p. 11)

Long-range program planning
Point up alternative paths open to me by taking certain sets of courses
Help me to look ahead to decide what I may need for my area of interest
Advise me on what is important or may become important to one planning to do further study in a field (p. 13)

Several studies have been done from the perspective of what problems students would or did take to different professional staff members. Hardcastle and Wright (1972) found that in a small university setting 26% of the sample went to their academic advisers with occupational-vocational problems, 18% asked for assistance with personal-social problems, and 47% sought help with academic problems. In all three areas, these percentages were higher for academic advisers than for any of the ten alternatives provided. The second greatest percentage in each case was the college teacher alternative. Sampling students from five community colleges, Coyle's (1971) results showed that the first sources of assistance a day

student would suggest to a friend were: a counselor for Poor Study Habits, Can't Get Myself to Study, and Not Getting the Grades I Should; an instructor for Afraid to Speak Out in Class; and the Dean of Students for Trouble With an Instructor. In a study done by Strong et al. (1971), university students were asked to indicate how likely they were to discuss each of nine topics with one help-giver (counselor, adviser, psychiatrist). Seven of the topics have traditionally been excluded from the role of the academic adviser. For the other two, difficulty with grades and choice of occupation, students chose advisers for the former and counselors for the latter. These studies, while carried out for essentially the same reason, yield conflicting results. This may be due partially to the indoctrination the students get at their institutions, a kind of self-fulfilling prophecy in that students are initially made aware of whom to see for what based on the administrative structure of the institution. This example illustrates that who performs each function is of secondary importance to the availability of the service in the broad sense although the "who" may be a very important consideration on an institutional basis in terms of qualifications for positions, training of professionals, communication channels, and allocation of resources. These studies also indicate that students do expect advisers' assistance in the affective domain.

In 1952, Cameron reported on an investigation of the faculty advisory program done at Miami University "to ascertain the manner in which the program actually functions; . . . to determine the upperclass students' needs which could be served by the faculty adviser; and . . . to determine how the program could be made more effective in the face of variations in institutional size and administrative structure" (p. 730).

Selected results of this study are:

Items of Greatest Satisfaction:
Receiving course grades personally from adviser

Services Checked Most Frequently as Desired But Not Received:
Receiving from adviser written materials which were helpful in planning educational program
As a result of working with adviser, student feels he has a better understanding of his possibilities for success in his present field
Through talks with his adviser, student has better concept of how upper-class advisory program operates
Learning through assistance of upper-class adviser how to make study more effective

Problems of Greatest Concern:
Conference with upperclass adviser limited almost entirely to registration and receiving grades

Problems of Least Concern:
Upperclass adviser and student just don't "hit it off"
Feeling that upperclass advisers don't leave students free to make own decisions regarding their academic programs
Courses in program too unrelated (pp. 734-735)

The advising responsibilities which evolved from the Witters and Miller (1971) study of student perceptions were: "maintaining regular office hours, advising about future careers, encouraging the completion of their degree, and providing information about registration procedures. A survey by Kiell (1957) dealt partially with the mechanics of appointment-making. A small majority of students preferred unscheduled appointments and a large percentage felt that appointments of one-half hour were about the right length. Rosenberg (1970) found that students' satisfaction with advising was related to the number of advising sessions and the length of such meetings, the use of campus referral agencies by advisers, and the sex of advisers (females were more effective than males).

The area of characteristics of advisers also pervades the literature as an important consideration for effective services. Patouillet et al. (Note 1) list the essential characteristics as:

1. sincere desire to help the student
2. willingness to keep informed in area of service given
3. concern with helping the student make his own decisions
4. ability to communicate with the student (p. 7)

Dautch (1972) considers adviser effectiveness as the ability of the adviser to disseminate information competently. He found a relationship between adviser effectiveness and student satisfaction which reflects the interpersonal relationship between the adviser and the advisee. Using teacher effectiveness research in looking at counselor effectiveness since counseling "is essentially an educational process . . . in that its objective is to facilitate 'personal learning'" (Mosher, 1967, p. 115), Mosher summarizes that teaching is defined as communication: "talk and interaction between at least two people. To understand the effectiveness of this communication we must look at its content, the characteristics of the talk and of the personal interaction" (p. 124). In a study that Murry (1972) did to compare student and faculty advisers, two general areas were identified for his questionnaire: competence (knowledge, accessibility, ability to minimize enrollment errors, number of conferences, average length of interview, use of group advising, and extent of non-office contacts) and human interest (friendliness, warmth, willing to discuss personal problems, and openness).

Although the subject of adviser values has been given minimal attention in the literature, it may be that values are extremely important characteristics in regard to effective delivery of services. Hanke, Houston, and Usher (1971) state that effectiveness is inherent in the teacher. "Teachers convey to students what they believe is true about themselves, their students, their purposes, and the world in general" (p. 52). To the extent that advisers are considered educators, the above statement is applicable. In his discussion of evaluation of counseling,

Edgar (1966) feels that there has been an unwillingness on the part of counselors to predict or define desirable goals of counseling because of the requisite value judgments about human behavior. "If [counselors or counselor educators] seek through the application of research and the purposeful selection of agents of change, to find ways to deliberately bring about certain, specified changes, they cannot escape the responsibility for also specifying the directions for that change" (p. 1029). To this time, it seems that values of academic advisers have not come to the fore and are dealt with only implicitly where the goals and objectives of a particular student service are established through consultation with the staff members.

Personality characteristics of advisers are referred to as important for the effectiveness of advising operations. Hardee's (1951) opinion of the appropriate personality traits is:

1. Sensitivity to human relationships: Interest in working with students; ability to sense another's emotion; patience and the ability to listen; genuine receptive and interested attitude.
2. Objectivity: Capacity for controlled sympathy; open-mindedness; recognition of one's own fallibility; sense of honor.
3. Flexibility in ways of working with others: Ability to make essential compromises as the occasion demands; maturity of emotional patterns.
4. Respect for another's individuality: Ability to accept the student as he is, on his own level of adjustment; willingness to give the student freedom to work out his own solutions to problems; confidence in the student's integrity or ability for growth.
5. Concern for the operation in everyday living of the moral and spiritual values.
6. Readiness to make the most of opportunities for growth as a counselor-teacher.
7. Possession of an alert, clear, and creative mind which is stimulating to others. (pp. 3-4)

From a list of 41 adjectives, the ones most frequently used to describe advisers in the study done by Strong et al. (1971) were cheerful, polite, and friendly. The ones attributed to advisers more often than to

counselors or psychiatrists were polite and noncritical. Of course the original list provided and the students' experiences influence the outcome of such a survey. In the Witters and Miller (1971) study, the student perceptions of the characteristics of good advisers were well-organized, having a good sense of humor, being easy to get along with, competent, and having a friendly attitude. The faculty perceptions of the ideal adviser were friendly, helpful, competent, willing to listen, pleasing personality, and cheerful.

In a more comprehensive approach, O'Banion (1972) tentatively identifies the skills, knowledge, and attitudes required by the personnel carrying out his five dimensions of the academic advising process:

1. Exploration of life goals: (a) knowledge of student characteristics and development, (b) understanding of decision-making process, (c) knowledge of psychology and sociology, (d) skills in counseling techniques, (e) appreciation of individual differences, (f) belief in worth and dignity of all men, (g) belief that all have potential.
2. Exploration of vocational goals (all under number 1 above plus the following): (a) knowledge of vocational fields, (b) skill in interpretation of tests, (c) understanding of changing nature of work in society, (d) acceptance of all fields of work as worthy and dignified.
3. Program choice: (a) knowledge of programs available in the college, (b) knowledge of requirements of programs (special entrance requirements, fees, time commitments), (c) knowledge of university requirements for transfer programs, (d) knowledge of follow-up success of those who have completed the program.
4. Course choice: (a) knowledge of courses available, (b) knowledge of any special information regarding courses (prerequisites, offered only in certain times, transferability; Does the course meet graduation requirements? (What is the appropriate sequence for the University?) (c) rules and regulations of the college regarding probation and suspension, limit on course load (academic and work limitations), (d) knowledge of honors courses or remedial courses, (e) knowledge of instructors and their teaching styles, (f) knowledge of student's ability through test scores, high school record, (g) knowledge of course content.
5. Scheduling courses: (a) knowledge of schedule, (b) knowledge of the systems of scheduling and changing the schedule, (c) knowledge of work and commuting requirements. (p. 64)

It should be noted that O'Banion's concern is at the junior college level.

In an effort to better understand the advising process, Peterson (1970) did a factor analysis of an instrument designed to gather junior college students' views of academic advisement. His analysis yielded three types of factors: function, style, and outcome. The function factor was further subdivided into academic, vocational, and personal, where the academic portion was broken down into class selection, explanation, and concern (adviser's concern in doing sound advising). The subdivisions of the style factor were: rapport, knowledge, availability, and contact. These were redefined in a later study as rapport, manner (availability, confidence of adviser, "adviser provided accurate information and made clear suggestions" [p. 56]), knowledge (requirements and regulations), and insistance (number and length of advisement visits). The outcomes consisted of effects, satisfaction, and relationship. These results not only pinpoint the composition of academic advising, but reveal how product and process are both important relative to functions.

Still another perspective of advising is the role of the student. This was brought to light in the Witters and Miller (1971) work in which the student perceptions of the students' role were:

- studying the catalog
- preparing each semester's schedule of classes
- meeting the necessary requirements for the degree
- making choices about major fields and electives
- seeking the aid of their advisor where necessary (p. 38)

in addition to the obligation of keeping "their parents informed of their academic progress in college" (p. 38). Although there is little in the literature dealing with the student's role, this may be a crucial aspect of the effectiveness of a student service.

To summarize, then, academic advising covers a broad spectrum of roles and functions. This is not to say that any particular approach is

"better" or "worse" than any other; only that in setting a philosophy and establishing objectives of any particular office, these are responsibilities which may be considered. There is also the implication that all services mentioned should be made available, but if it is convenient to divide the responsibilities among several student service offices or staff members, the option is certainly available and should be considered in terms of institutional resources and preferences.

The Criterion Problem and the Setting of Objectives

> It is difficult to find objective data that demonstrate the outcomes of pupil personnel programs. The difficulty may be due to lack of program achievement, but more likely it is related to lack of agreement on program goals and lack of appropriate evaluation strategies. (O'Hare & Lasser, 1971, p. 3)

Perhaps a clear statement of goals, the first step in obtaining agreement on program goals, is what is missing. Goals and objectives should be sharply defined (Warner, 1975). Krumboltz (1966a) and Vance (1967) say that goals should be stated in terms of overt behavioral changes. In Hardee's (1970) opinion:

> The place to begin in measuring the advising program and the performance of advisers would be with the objectives, stated presumably in behavioral terms. With what degree of effectiveness does the adviser (a) discuss the program of general or liberal education, (b) assist the student with a schedule of courses, (c) initiate exploration of a major field, and (d) serve as a faculty friend? With what degree of mastery of knowledge and understanding, skills, abilities, and with what demonstrated attitudes and appreciations does the adviser perform? (pp. 24-25)

In general, the extent to which defined goals and objectives are reached is considered an important outcome of a student service (Boylan, 1973; Burck & Peterson, 1975; Wrenn, 1973). Borland (1973) mentions that "Students will be evaluated in relation to the goals and objectives established with the academic advisor. Academic advisors should be evaluated

by the students in relation to the mutual expectation of the relationship" (pp. 214-215). The match between needs and purposes of the students and the educational options available is a measure of efficient use of a college's human and material resources (Chickering, 1973). According to Cohen (1974), "one's functioning must be measured against the effects he has on his client population" (p. 18). "Evaluation should begin with an examination of how well the goals and objectives of programs relate to the participant's goals and objectives and how well these are being achieved" (A Student Development Model, 1975).

An identification of the problem areas in academic advising helps in the specification of objectives and criteria for an effective advising program. A review of the literature by Koile (1955) revealed some common unsatisfactory conditions:

> (a) lack of time for counseling duties,
> (b) lack of status for those who do the faculty counseling,
> (c) limited objectives and scope of counseling function performed by faculty members,
> (d) inadequate training of those who perform counseling duties, and
> (e) inadequate selection. (p. 47)

Meskill and Sheffield (1970) point to problems from the student's point of view as unavailability of advisers, inadequate advising time, and general lack of information; and from the faculty member's perspective, too time consuming, inadequate departmental records available, inability to keep up with changes, and limitations due to advisee contacts only at registration.

A committee appointed to study academic advising at the University of South Florida enumerated the following problem areas:

- Recognition of the function at all levels of supervision
- Promotional and monetary consideration for satisfactory performance of the advising function
- Adequacy of record-keeping system and computer support services

- Availability of advisers in relation to
  (1) adequacy of number of people identified as academic advisers
  (2) accessibility to students
- Adequacy of physical facilities
- Communication of information on regulations, practices, and interpretations
- Coordination of academic advising services with other student services. (Patouillet et al., Note 1)

Jameson and Trutner (Note 2) agree with Hardee (1970) that it is difficult to evaluate the quality of the advising function, but indicate two factors which tend to affect quality: amount and depth of contacts and the levels at which a student's needs are met (the student should be satisfied that his program is in good order and that the adviser took a personal interest rather than an obligatory concern in him). Problems identified from faculty perceptions in the Witters and Miller (1971) study were:

> . . . relative "unimportance" attached to advising often meant in reality neglecting this function altogether. Office hours were not posted and appointments with students were often broken. Advisors frequently mentioned that they could not keep up on current policies and regulations. (p. 39)

Hardee (1959) summarizes statements received from 89 survey respondents regarding the lack of a unified effort for the student services:

(1) the lack of unity of goals among personnel workers, including counselors,
(2) the breakdown of communications (internally) between student personnel administrators and counselors in the various specialty areas,
(3) the dissimilarity of goals between instructional areas and student personnel and counseling areas, and
(4) the breakdown of communications (externally) between the members of the teaching faculty and the student personnel and counseling groups. (pp. 15-16)

Once goals and objectives are defined, the problem of what criteria to use to evaluate the goals and objectives must then be considered. When O'Hare and Lasser (1971) attributed part of the difficulty of

demonstrating the outcomes of pupil personnel programs to the lack of appropriate evaluation strategies, they were concerned not only with stating goals and objectives, but also with the selection of criteria. The following section will deal with the criterion problem.

The emphasis in the literature on what should be evaluated in various student personnel programs as criteria of success is on outcomes (Blocher, 1967; Dressel, 1973; Krumboltz, 1974; O'Hare & Lasser, 1971; Vance, 1967; Wellman, 1967a; Young, 1955). "It is evident that the problem of selecting and securing adequate measures of criteria against which guidance services are to be assessed has not been solved" (Rothney & Farwell, 1960). For example, Gelso and Thompson (1970), in a study of effects of emergency (short-term) academic counseling, used grade point average, percent of students receiving suspension, and percent who graduated within a given year as their criterion measures and found no noticeable effect of the counseling strategy used. Hill and Grieneeks (1966) studied the effect of counseling on grades and graduation rates and found no significant differences between those who were counseled and those who were not. Young (1955) used scholastic improvement, accuracy of self-predictions of grades, and student satisfaction as criteria for evaluation of counseling defined as "an educational technique . . . designed to inform college freshmen about objective measures of their own scholastic ability and achievement" (p. 285). He found no noticeable effect of the treatment on the first two variables, but the students reacted favorably to the counseling. Young interpreted his results as supporting "the persistent pleas for evaluation in terms of outcomes rather than student satisfaction" (p. 286). Other criteria commonly used in guidance programs are:

(1) later success in college;
(2) salary in later life;
(3) job satisfaction ratings;
(4) expression of fewer personal problems; and
(5) realistic level of aspiration. (Shertzer & Stone, 1971, p. 456).

There are a number of reasons suggested as to why criterion measures such as those cited above are inadequate. Krumboltz (1974) says that "The outcomes that are easiest to assess may not necessarily be the most important" (p. 646). In a review of counseling research, Thoresen (1969) indicates that "authors repeatedly criticized studies involving counseling procedures for the irrelevance and inadequacy of outcome measures" (p. 265). According to Sprinthall (1967), "there seems to be legitimate support for the contention that prior differences in clients are indeed significant and limiting conditions. That these conditions have been too often ignored is evident" (p. 47). A related aspect is "the assumption that we must write one list of objectives which applies to all counselees" (Krumboltz, 1966b, p. 4). Further, "Writing identical behavioral outcomes for some specified percentage of students may produce unwanted side effects" (Krumboltz, 1974, p. 640). Tyler (1969) points out:

> Objective criteria such as grade-point changes and dropout rate for students, number of job changes and earnings for workers, are definite, clear-cut, and convenient to use in statistical computations. But it is easy to see that any one of them can be misleading in an individual case. (p. 218)

Krumboltz (1967) relates some dangers inherent in gross criterion measures like grade point average:

1. depend on factors beyond the control of the treatment procedures
2. grading on a curve is relative and could result in no change if the entire group is counseled
3. the time element is a problem. The amount of time spent in class and class related activities may be increased or decreased by the amount of time spent in counseling. One detracts from the other.

There are other time element problems in regard to evaluation.

> If sufficient time is not allowed between counseling and evaluation a valid picture may not be obtained because satisfaction may be delayed. On the other hand, the longer the time interval between counseling and evaluation the greater the influence of outside factors. (Kaczkowski & Rothney, 1956, p. 231)

Pepinsky (1951) adds to this point of view: "many uncontrollable stimuli which impinge upon the client outside the counseling situation, and which may or may not be responsible for changes attributed to counseling" (p. 239) limit the evaluation of counseling effects. In recognition of this problem, Krumboltz (1974) states:

> The inference that a specific student behavior change is caused by a counselor's action is risky and, from a strictly scientific point of view, unjustified. As a practical matter, however, it is important to know that students have learned how to solve certain problems and how to decide wisely, even if the precise causative events cannot be identified with a known probability of error. (p. 646)

Pointing to criterion development as the main issue in the failure of past research, Farnsworth (1966) feels "the problem lies not in a lack of knowledge about criteria, but, rather in ignorance of how to apply the knowledge. . . . Application of various scaling techniques, it is hypothesized, could lead more precisely to development of relevant criteria and criterion measures for the assessment of [counselor] effectiveness" (p. 81). He suggests using "factor analysis for criterion development and multidimensional scaling analysis, using those criteria defined by factor analysis, for the development of the rating scale itself" (p. 91). The approach suggested by Farnsworth assumes the same criteria will apply to all clients. This may be an appropriate assumption in some cases, but it is inadequate where prior differences in clients should be taken into consideration and where specific objectives should be based on the needs of a particular client.

What are the characteristics of appropriate criteria? Wrenn (1951) proposes that "Criteria to be used in the evaluation of counseling or of any personnel function must (1) bear a significant relation to the ultimate objective of the function being evaluated, and (2) be valid and stable in their performance as criteria" (p. 481). Further, they should be directly measurable or quantifiable, and since they are always incomplete, multiple criteria are desirable (Oetting & Hawkes, 1974; Wrenn, 1951). Jensen, Coles, and Nestor (1955) agree with Wrenn that criterion measures should be stable and relevant (valid), and add that they should be definable, should show variability in the general population, and should be used only if the ultimate-immediate nature of the variable is known. "Ultimate" refers to the concept itself and "immediate" refers to the criterion variable selected to measure the concept, an approximation to the concept. Jensen et al. characterize the criterion instrument as one which should be valid, reliable, objective, and free of bias, and the criterion scores as ones which should be verifiable and categorizable, i.e., one would be able to order subjects along some defined continuum.

Wellman (1967a) specifies the following conditions for criteria for the estimation of outcome variables:

1. Criteria should be expressed positively and defined in terms of evidence of achievement of, or movement toward, specific developmental objectives.
2. Basic criteria should be reduced to units of behavior that will permit reliable observation and reporting, and if global criteria are utilized and interpreted by inference, relationship with behavioral manifestations should be demonstrated as a basis for the inference.
3. Criteria should be defined precisely enough to permit scaling on a continuum, with the extreme of the variable easily identifiable; and where discrete units are utilized relationships to continuously distributed units should be investigated.
4. The developmental approach, which attempts to differentiate individuals and to account for environmental influences, dictates the establishment of multidimensional criteria.

5. Criteria should be structured to permit the estimation of criterion variables from two or more sources wherever possible.
6. Criteria capable of reflecting change in relation to a developmental model should permit repeated observations with appropriate attention to the time dimension.
7. Criteria requiring subjective estimations should be balanced with objective data at least inferentially related to the subjective criteria.
8. Combinations of internal criteria, e.g., intraindividual or intracounseling, with external performance criteria should be sought.
9. Operational definitions of criteria should provide the basis for instrumentation rather than the instrument providing the definition of criteria. (pp. 20-21)

These could be useful in conjunction with the general considerations that Suchman (1967) presents regarding the formulation of objectives for program evaluation:

1. What is the nature of the content of the objective? Are we interested in changing knowledge, attitudes, and/or behavior? Are we concerned with producing exposure, awareness, interest, and/or action? . . .
2. Who is the target of the program? At which groups in the population is the program aimed? Are we seeking to change individuals, groups, or whole communities? . . .
3. When is the desired change to take place? Are we seeking an immediate effect or are we gradually building toward some postponed effect? . . . Related to this question is one on how long one expects or desires the effect to last. . . .
4. Are the objectives unitary or multiple? Is the program aimed at a single change or at a series of changes? Are these changes the same for all people or do they vary for different groups of people? . . .
5. What is the desired magnitude of effect? Are we seeking widespread or concentrated results? Do we have to attain any particular proportion of effectiveness before the program can be considered a success? Are there any specified standards of accomplishment that we have to meet? Too many programs assume unrealistic goals of total success. . . .
6. How is the objective to be attained? What means are to be used to put the program across? (pp. 39-41)

As Phase I of the National Study of Guidance, Wellman (1967a, 1967b) developed a taxonomy of guidance objectives and criterion variables. He divided his taxonomy into two dimensions: the developmental dimension including the hierarchy of perceptualization, conceptualization,

and generalization, and the environmental dimension consisting of reference points of educational, vocational, and social domains, and reference groups made up of family, peers, and significant others. In the samples given, the criteria lack specificity. The author himself draws attention to this fact. But to date, this work seems to be the most comprehensive in the area of counseling and guidance, although it has not yet been implemented.

The emphasis up to this point has been on outcome. But process must also be considered. Product evaluation, whether or not objectives are being met, and process evaluation, whether or not the processes used were effective in reaching objectives, are both emphasized in the accountability model of Pulvino and Sanborn (1972).

> A good evaluation plan does not only measure outcome. First, it should assume that a particular intervention will not have the same effect on everyone. Some measure of client characteristics that specifically relates to differential effects on the intervention is needed. Next, there should be some assessment of the intervention process, first to show that the description of the intervention was accurate in terms of what actually took place, second to evaluate differences in process for different groups or individuals. Often an overall effect is minimal, while a group that was high in a particular aspect of the process will show effects. Finally, multiple measures of outcome are needed, partly because some measurement methods might work while others fail, but also because a pattern of results is often more informative than one single measure. (Oetting & Hawkes, 1974, p. 437)

Robertson (1958) concentrates on the need for a guiding philosophy. He elucidates five general objectives derived from a study of 21 colleges and universities:

1. The program should be so organized that the faculty are responsibly involved and are not merely co-opted clerks. . . . Admittedly, all advisers have a responsibility to provide accurate, authoritative information about courses, programs, and requirements, but this duty should be conceived as a means to advising and not an end in itself.
2. Since not all faculty members are willing or able to be useful advisers to undergraduates, there must be provision for selection and rotation. . . . Rotation of advisers after three to five

years' service is also an essential principle if new blood is to come into the program, and if the advantages of the counseling experience are to be made widely available to faculty.

3. To provide an effective, continuing means for exchange of information, for a joint discussion of a common issue and for keeping each agency aware of every other, a regular opportunity for meeting should be established.
4. The accumulated information and insights derived from the academic advising experience are of potential practical value, not only to the individuals involved but to the college as a whole. . . . Efficient use of this accumulated data cannot be made unless it is consciously collected and judiciously evaluated.
5. The fifth general principle to be observed, if an academic advisory program is to have full acceptance and vigorous growth, is that of continued publicity within and without the college. There are really two issues here, the first a matter of conveying clearly to students, parents, alumni, secondary school teachers and counselors, and the university in general, the purposes, services, methods, and results of the college academic advising program. In brief, this is essentially reaffirming the raison d'être of the advisory service so that it may be understood and used for what it is. The second issue is the need for frequent periodic reports to the faculty, not primarily to convey information, but to keep faculty members steadily aware of the advising program and their responsibility for its effective operation. (pp. 237-239)

These might be considered process goals from which more specific objectives could be identified and subsequently measured.

This issue of process evaluation could very well be another reason why past evaluation efforts have generally failed to yield significant results. Little is mentioned in the literature of student personnel services about efforts to determine if the treatments and processes were delivered as defined. Both product (outcome) and process criteria must be an integral part of any evaluation plan (A Student Development Model, 1975).

O'Hare and Lasser (1971) enumerated some considerations relevant to evaluating guidance programs:

1. Stated Outcomes
2. Criterion Measures
   - Pretest Measures
   - En Route Measures
   - Posttest Measures

3. Components of the Guidance Process
   - Process Variables
   - Situational Variables
   - Pupil Variables
   - Human Support Variables
4. Cost Effectiveness
5. Between-Program Comparisons (p. 45)

"Evaluation can be conducted referenced to all of these considerations, or to only a portion of them" (O'Hare & Lasser, 1971, p. 45). Section 3, Components of the Guidance Process, shows a clear concern for process variables as well as the environmental context of a particular client. Cost Effectiveness relates to the accountability issue. Between-Program Comparisons would be relevant primarily where there is substantial similarity in the program elements. O'Hare and Lasser refer to an approach developed at the Southwest Regional Laboratory for comparative studies between programs where there are both common and non-common elements. This is called program fair evaluation.

A checklist or "head-counting" approach has at times been used as an evaluation strategy. Stein and Spille (1974), for example, reported that appointments with advisers doubled as a result of the implementation of a new program. Although it is helpful to know that the use of the services increased, unless the reasons for this increase and the corresponding impact on students are known, the data are of little value. Purvis (1973) used a checklist of services, facilities, and programs as a means of evaluating K-8 guidance programs. Showing that a service, facility, or program exists has no bearing on its effectiveness. This is not to say that such data are useless, but that administrative reporting of quantities and existence of service rendered reveal little or nothing about quality in themselves. Such counts have value only in relation to other data collections which lead more directly to qualitative inferences.

Several writers offer suggestions concerning what should be evaluated in student personnel services. Dressel (1973) lists the following major outcomes of the services:

> (1) the general satisfaction or dissatisfaction of the students, faculty, and administration with student personnel work;
> (2) an increase in retention rates due to better selection of programs and careers;
> (3) the knowledge and self-understanding generated in those students, faculty, and administrators who are served by the student personnel program;
> (4) the development of skills and consequently of improved performance by students served by the student personnel program;
> (5) the general reputation and the demand placed upon the student personnel work staff. (p. 23)

Caution must be used with number 2, an increase in retention rates, however. For example, increased knowledge and self-understanding and better selection of programs and careers could in fact lead to an increased drop-out rate in a university which does not have technical programs. Any analysis of retention rate would have to be done in relation to admissions criteria and mission of the institution. It is also possible that stating an increased retention rate as an objective of a service might result in some students being encouraged not to drop out when actually it would be better for them if they did (Krumboltz, 1974).

As criteria for the evaluation of advising, Dressel (1976) suggests:

> Are students satisfied with advising, including help received with course selection in reference to a vocation? Are degree requirements being systematically met without loss of time? Do placement officers think student programs are adequate for job placement? Are individual adaptations--including enrollment in interdisciplinary programs, waiver of requirements, and variation in program when justified by sound educational principles--allowed? How frequently do advisers refer students to other appropriate services, such as personal and vocational counseling, psychiatric counseling, and study habits or learning centers? Are advisers satisfied with their efforts and are they appropriately recognized and rewarded? (pp. 359-360)

In her survey of chief student personnel administrators, Smith (1974) found the most important criteria for the evaluation of student personnel staff to be:

(a) professional development and awareness,
(b) personal awareness/sensitivity toward others,
(c) skill in interpersonal relationships,
(d) initiative, motivation and dedication,
(e) performance in terms of job description, and
(f) program awareness and articulation. (p. 133)

Very important in terms of program evaluation are:

(a) relevance of the program to the mission(s) of the institution,
(b) relevance of the program to student needs and interest,
(c) comparison of program outcomes with program goals, and
(d) quality of the program delivered and received. (p. 133)

Hill (1975) draws attention to the fact that the determination of criterion measures to be used for evaluation would depend on the reasons for which the evaluation was being conducted. Krumboltz (1974) specifies criteria to be used for the purpose of an effective accountability system:

(1) In order to define the domain of counselor responsibility, the general goals of counseling must be agreed to by all concerned parties.
(2) Counselor accomplishment must be stated in terms of important observable behavior changes by clients.
(3) Activities of the counselor must be stated as costs, not accomplishments.
(4) The accountability system must be constructed to promote professional effectiveness and self-improvement, not to cast blame or punish poor performance.
(5) In order to promote accurate reporting, reports of failures and unknown outcomes must be permitted and never punished.
(6) All users of the accountability system must be represented in designing it.
(7) The accountability system itself must be subject to evaluation and modification. (pp. 640-641)

Although some of Krumboltz's criteria would apply to the evaluation of any system, bringing in the element of purpose, in this case accountability, adds the concern of cost and efficiency of the activities of the system, possibly to the detriment of effectiveness. This supports the

writer's contention that purpose is a critical element of any evaluation. It will affect what the system is trying to accomplish, how it is to be accomplished, what data will be collected, in what form and to whom the data will be disseminated.

In summary, the most crucial issue in the failure to demonstrate program achievement of student service programs has been the criterion problem. Criteria should be relevant to what is being evaluated, measurable, time- and environment-related. These criteria should derive from clearly stated, realistic objectives. Both process and product objectives must be considered.

Evaluation and Organization Development

One of the reasons cited for the dearth of evaluation processes in student service areas is the fact that evaluation is threatening to the staff because they feel it reflects on their competence (Oetting & Hawkes, 1974). This results in "negative and resistant attitudes of staff" (Smith, 1974, p. 145) and defensiveness which inhibits program improvement (Shertzer & Stone, 1971). Yet Cohen (1974) points out that "Evidence of conduct that warrants a person's severance from the organization has never originated with the evaluation process" (p. 12). He feels that evaluation should not be used for this purpose, but to assist the staff member in his own development as a professional person.

> Whether the new faculty evaluation plans will live or die, will enhance, detract from, or have no effect on the work of the individual instructor depends solely on the way they are implemented. (p. 15)
>
> Unless the individual faculty member perceives the evaluation process as useful and relevant to himself he will ignore it. (p. 21)

Although Cohen is dealing with the evaluation of teaching faculty, his comments hold true for student service professionals as well. How are

the staff members to develop the attitudes and perceptions that Cohen recommends? How can they be encouraged to improve themselves and the services they offer? Perhaps Organization Development (OD) is the answer.

The whole educational process can be viewed as a system of change. Those in student personnel services are interested in making changes in their clients. Cohen (1974) is suggesting that the staff members change themselves. In the last three decades, there has been emerging a body of literature on change processes as they occur in various types of institutions and organizations. The purpose of this section is to review this body of literature as it pertains to the development of evaluation for student services. The main areas of consideration are to be transactional evaluation and organization development.

The focus of transactional evaluation and organization development is the implementation of change by means of the application of systems theory. Both are concerned with converting energy typically used in conflict and resistance into productive channels. The target populations are not the end products of the system, but the staff members of the organization dealing with the clients or manufacturing the products. Ultimately, the end products of the systems are affected, but only because of the improved workings of the human systems responsible for the products.

The worth of the individual is valued with the recognition that the individual and organizational goals can be congruent. The object of both processes is to involve the individuals within the system in the decision-making of the organization to help develop more consistent goals. It is assumed that this involvement will lead to greater commitment to

these goals by the incumbents in the system undergoing change and result in more effective functioning of the organization.

Definitions

Because the meaning of transactional evaluation is "emerging" (Rippey, 1973, p. xiii) and that of organization development is "anything but precise" (Rush, 1973, p. iii), the best that can be done to define these terms is to capture their essence through quotations of the authors who wrote about them. Thus the following excerpts are provided:

Transaction Evaluation

> Transactional evaluation is a developing aspect of educational accountability. It looks at the effects of changed programs--in schools and other institutions--on the incumbents of the roles in the system undergoing change, i.e., on the changers themselves. It does not focus exclusively on the outcomes of the changed programs as they affect a target population. . . . Primarily evaluation is intended to transform the conflict energy of change into productive activity; to clarify the roles of those persons involved in the program changes, *not to produce new knowledge or ascribe causality.* (Rippey, 1973, pp. 3-4)

> . . . a new aspect of educational evaluation has emerged that emphasizes the implementation of change. Transactional evaluation attempts to apply systems-theory principles to the area of program innovation.
>
> Many constructive changes never take place within an organization--not because they lack merit but because they meet with covert as well as overt resistance from the members of the organization, the participants in the system. Since change often brings the system into disequilibrium, thereby forcing participants to compete once again for the system resources, proposed changes are often threatening to those involved. The defensive reactions precipitated by this threat are largely responsible for the mildly subversive acts that can cause a proposed change to die before its merits have been tested. If methods of implementing change do not consider the impact of change on the existing system, they are almost bound to fail. Transactional evaluation is designed to minimize the disruption of the re-allocation process and thereby minimize the personal threat and subsequent defensiveness felt by the system participants. (Draper, 1975, p. 450)

Organization Development

> We believe that organization development offers today's best answer to the interdependent problems of improving organizations and enhancing individual worth. The focus of organization development is the total organization, but . . . not to the disservice of the individual.

> Most of us are aware that there are both "formal" and "informal" domains in organization culture--that there is a network of formalized elements such as policies, rules, procedures, equipment, hierarchy of authority, and the like, and that there is also an informal "underground" of feelings, attitudes, and behaviors that is much less visible but nevertheless exists and has a major impact on organizational outcomes. Organization development is an open strategy for increasing the congruence between these two domains and at the same time releasing a great deal of energy that can be used for creativity and cooperation. The essence of the OD process is for organizational members to help describe the culture of the organization, to help plan what it should be like in an ideal sense, and to assist in getting the organization from what it is to what it should be.
>
> Organization development is the name given to the emerging applied behavioral science discipline that seeks to improve organizations through planned, systematic, long-range efforts focused on the organization's culture and its human and social processes. (French & Bell, 1973, p. xiv)

> Organization development is a long-range effort to improve an organization's problem-solving and renewal processes, particularly through a more effective and collaborative management of organization culture--with special emphasis on the culture of formal work teams--with the assistance of a change agent, or catalyst, and the use of the theory and technology of applied behavioral science, including action research. (French & Bell, 1973, p. 15)

> Organization Development: a planned, managed, systematic process to change the culture, systems, and behavior of an organization, in order to improve the organization's effectiveness in solving its problems and achieving its objectives. (Rush, 1973, p. 2)

> In OD . . . a genuine effort is undertaken to alter the structure and nature of intra-organizational communications, to distribute influence more broadly and to decentralize decision-making, and in general to improve the entire organizational climate. Through the integration of individual needs for growth with those of the organization, we gain the involvement of personnel and their commitment to the growth of the system. (Levine, Derr, & Junghans, 1972, p. 16)

> Organization development is an effort (1) planned, (2) organization-wide, and (3) managed from the top, to (4) increase organization effectiveness and health through (5) planned interventions in the organization's "processes," using behavioral-science knowledge. (Beckhard, 1969, p. 9)

> Another definition of organization development could be organization improvement through action research. (French & Bell, 1973, p. 18)

Data--Type and Collection Procedures

In transactional evaluation "The variables relate to the social, psychological, and communications aspect of the system, rather than to

manifest objectives" (Rippey, 1973, p. 3). In both transactional evaluation and organization development, the data consist primarily of attitudes, opinions, and feelings. These are typically collected by survey, interview, and observation. In actuality, there is no limit to the data types, however, since these depend on the nature of the issues which arise.

French and Bell (1973) emphasize that organization development is a data-based approach to planned change.

> A key value inculcated in organization members is a belief in the validity, desirability, and usefulness of data about the system itself, specifically, data about the system's culture and processes. . . . data about the organization's human and social processes would be used more than technical data, financial data, market information, and the like. (p. 56)

> One of the goals of organization development is to build the climate in the system to the point where data are used not to punish people but to aid them in problem solving. . . . the strong data base used in organization development is similar to that of the scientific method, in the sense that decisions are made increasingly on the basis of empirical facts rather than power, position, tradition, persuasion, and so forth. . . the data used in the OD process stem from the stated needs and problems of the system members, that is, they are data to supply answers to central needs of the organization and its members. (p. 56)

In organization development, the practitioner is more likely to be an external evaluator, at least in the initial states, while in transactional evaluation, he is more apt to be a member of the system undergoing change. Both use specialists or impartial observers if appropriate at various stages of the process.

Strategies

In regard to transactional evaluation, the change strategy delineated by Rippey (1973) is as follows:

> . . . a problem is carefully studied and the likelihood of success is documented. Several optimal solutions might be entertained from the very start. The second step, legitimation from external agencies,

> though useful, is perhaps not so important. The third step is quite different [from a commonly used change strategy]: the change is recommended only to those who are really enthusiastic about it, so that the program starts on a small scale with its most enthusiastic, energetic supporters. Conflict begins when praise or reward for a successful new program constitutes a threat to those not originally involved. It is at this point that transactional evaluation becomes a useful tool in the change process.
>
> Transaction evaluation has two main phases. In the first phase, one uncovers sources of conflict; in the second, one uses proponents and opponents to develop and implement an evaluation plan by using a transactional instrument . . . with items developed by all who are involved in the change. . . .
>
> The second phase of transactional evaluation follows: proponents and opponents of the program, or of any particular aspect, develop and implement an evaluation plan, with technical assistance from professional evaluators. The presence of both protagonists and antagonists in project monitoring teams has several salubrious effects. Monitoring can include not only outcomes expected by proponents, but also unexpected outcomes suggested by opponents. Non-believers apprehensive about their roles can be assured by direct action of the project, in-service training, where necessary, and clarification of policy. Obviously not all role apprehensions can be solved in this way, but many can be. The initial opponents can be given a legitimate, constructive albeit skeptical role in the program, a role that can lead to their incorporation and conversion. An opponent may have a legitimate objection. The new plan may provide just the skills or ideas necessary to keep a project off the rocks or out of the slough of despond. (pp. 4-6)

Although the strategy of transactional evaluation is essentially the same in all applications, the difference in content and the nature of the existing problems would differ to such an extent that the process cannot be standardized. It is also true in organization development that there are major differences across situations, but OD involves many strategies rather than just one. French and Bell (1973) use the term interventions to refer to the activities, i.e., the methods and techniques, of the practice of organization development.

The major families of OD interventions are: diagnostic activities, team-building activities, intergroup activities, survey-feedback activities, education and training activities, technostructural activities, process consultation activities, grid organization development activities,

third-party peacemaking activities, coaching and counseling activities, life- and career-planning activities, and planning and goal-setting activities (French & Bell, 1973). Transactional evaluation could easily be considered among the intervention activities of organization development. Both have come from the same roots, but OD has progressed to a more sophisticated level.

Relationship to Evaluation

It should now be obvious that organization development is an evaluation process in itself. Its purpose, however, differs from the typical intent to evaluate outcomes of a service rendered; it is more of a process evaluation; it is an evaluation of the organizational climate and the activities of the organization; it concentrates on the needs of those who provide the services.

In Lipsetz's (1973) opinion, student personnel professionals must take on the OD perspective for the profession to survive.

> How is all this related to student personnel work? . . . Simply stated, people make up organizations and to understand organizations and change them is to understand the social interactions that make up the organization. . . .
>
> Translating this notion to the college as an organization, it can be readily seen that the concept of working with college students as a function of the entire setting (system, community, environment) is crucial. The basic proposition becomes: to improve (change) the environment, members of the university community must be changed. The converse is also postulated. To change the individual, the system in which the individual operates must change. The counseling model, by and large, has historically ignored the contextual relationship between students and environment. The hoped-for outcome has been for the client to make peace with his environment without requiring any changes in the environment. When viewed through the eyes of an organizational development specialist, the error of this approach is easily seen. (pp. 38-39)

Summary

The literature relating to the evaluation of a student service has been reviewed to lay the groundwork for the development of a new

evaluation approach. The section on organization development was included since it is the investigator's opinion that evaluation efforts must take place within an environment conducive to change and such an environment evolves only through the processes of organization development.

The remainder of this paper will deal with the task of determining the purposes for conducting evaluations, specifying possible objectives, and designing ways to measure these objectives.

CHAPTER III

CONDUCT OF THE SURVEY

To reaffirm the need for evaluation processes, to validate the purposes for evaluations of student services as derived from the literature, and to explore the existence of additional purposes, a survey was undertaken. The procedures for and the results of the survey will be described in this chapter.

The Sample

The mailing list for the Association of Academic Affairs Administrators (AcAfAd, Commission XIV of the American College Personnel Association) was obtained as the sampling frame. Since all the people who have shown an interest in or who are members of that organization have some relationship to the advising function, it was felt that a sample selected from this list would be a reasonably direct way of reaching administrators of academic advising. Had a sample of all institutions of higher learning been used instead, the problem of determining who at a particular institution should be the recipient would have existed. It is also true that academic advising services could be carried out in a number of different offices at a single institution. In this case, the dilemma of determining where to forward the questionnaire once it was received at an institution might have resulted in a higher rate of non-response than that experienced in the present approach. There was some evidence in the responses received that this was, in fact, a problem

where the recipient of the questionnaire was not personally involved in advising.

A ten percent systematic sample (n = 195) was selected from the mailing list for the initial mailout. Substitutions were made for the selected subject if the person's title was known to be one of the following:

President
Assistant to the President
Assistant to the Dean
Director of Women's Affairs
Registrar
Director of Admissions
Adviser
Counselor
Dean of Graduate Studies
Coordinator of Off-Campus Programs

The rationale was that people in these positions were not likely to be involved with administration of academic advising. Also, no more than one person from an institution was selected unless it was clear from the address that there were different campuses or different units involved. Where a person's position title or institution were not included in the mailing address, the individual was retained in the sample. (This did result in some duplication, but no more than one response from a given unit at an institution was included in the summary of data.) Where substitutions had to be made, the investigator selected the nearest entry to the original which seemed to have an appropriate title, e.g., Assistant Dean, Associate Dean, Director of Advisement.

The coordinators of advising in the undergraduate advising offices at the investigator's institution were also asked to participate in the survey, but the results were tallied separately to avoid confounding the results of the survey with possible institutional bias.

The Questionnaire

The questionnaire (see Appendix 1) contains a series of items to describe the institution: type of institution, control, enrollment, proportion of enrollment served by the particular office, type of service available in the office, and the categories of personnel having some responsibility for advising in that office. The second section deals with the present status of evaluation procedures and the third, future status. Each of the last two sections contains a question regarding the existence or desirability of a formal evaluation procedure and a checklist of purposes and subpurposes. The reasons provided in checklist form for why evaluations are or should be conducted were derived through the literature review in Chapter II. The open-ended items on kinds of evaluative information already obtained or desired were designed to help develop the objectives and the means for measuring objectives derived from the purposes.

Procedure

A mimeographed cover letter was prepared with an explanation of the population being sampled and the reason for the survey. It was mailed with the questionnaire and a pre-printed, postage-paid return envelope on May 19, 1976. A follow-up letter with a personal signature was sent with the original cover letter and another copy of the questionnaire and a self-addressed, stamped envelope on June 11, 1976. Finally, on July 8, a third letter requesting the return of a mimeographed, self-addressed, stamped postcard containing a checklist of reasons why the questionnaire had not been returned was mailed. There were questions dealing with the classification of the institution by type, control, and size for the purpose of comparing respondents with non-respondents.

The cut-off date for the inclusion of responses was July 30, 1976. (Copies of the letters used are in Appendix 2.)

Respondents

Eighty-one percent of the selected sample (n = 158) was accounted for by the date selected to summarize the data. Of these, six had been returned because the addressee could not be located, 45 either were not involved in academic advising or did not complete the questionnaire (in seven cases, either the subject did not receive the questionnaire, or did complete it, but the investigator did not receive it). There were 107 usable questionnaires, 55 percent of the total sample. (A list of these institutions is in Appendix 3.) Thirty-seven of the sample (19 percent) did not respond at all as of the deadline date.

A comparison was made of the sample to all U. S. institutions on type of institution (two-year or four-year) and type of control (Table 2). Although there is no significant difference between the sample and other U. S. institutions on type of control, there are significantly fewer two-year institutions and significantly more four-year institutions and universities represented in the sample than in the remainder of U. S. institutions.

Table 3 contains a comparison of the two categories of respondents and non-respondents on type of institution, type of control, size of institution. There are no significant differences among respondents with usable questionnaires, other respondents, and non-respondents on these three variables. However, a disproportionately large number of institutions with enrollments under 2001 fell in the non-respondent category. In general, it appears that there is no systematic bias between

TABLE 2

COMPARISON OF SAMPLE TO ALL U. S. INSTITUTIONS

Type of Institution	U. S. N	U. S. %	Sample N	Sample %	Total* N	Total* %
Jr. or Comm. College	1116	39	35	18	1151	38
Four year or Univ.	1732	61	155	82	1887	62
Total	2848	100	190	100	3038	100
	Chi-Square = 32.659		Probability < .01			
Type of Control						
Public	1359	48	94	50	1453	48
Private	1491	52	94	50	1585	52
Total	2850	100	188	100	3038	100
	Chi-Square = .3635		Probability < .70			

*Podolsky, 1975.

TABLE 3

COMPARISON OF RESPONDENTS AND NON-RESPONDENTS

	Usable Questionnaires*		Other Respondents**		Non-Respondents		Total	
Type of Institution	N	%	N	%	N	%	N	%
Jr. or Comm. Colleges	22	21	8	18	4	11	34	18
Four-year Colleges or Universities	85	79	35	78	31	84	151	80
Not Known	0	-	2	4	2	5	4	2

Chi-Square = 1.468 (Not Known category omitted) Probability < .50

Type of Control								
Public	52	49	24	53	16	43	93	49
Private	54	50	19	42	18	49	90	48
Combination or Not Known	1	1	2	4	3	8	6	3

Chi-Square = .7533 (Combination category omitted) Probability < .70

* Questionnaires completed by respondents who have some responsibility for academic advising.

** Respondents who completed the questionnaire but were not directly involved with advising or responded through other means that they have no responsibility for academic advising (N = 32) and other respondents who wrote or responded to the follow-up postcard explaining why the questionnaire was not completed (seven of these either did not receive the questionnaires or their responses were not received by the investigator).

TABLE 3 (cont'd).

Size of Institution	Usable Questionnaires* N	%	Other Respondents** N	%	Non-Respondents N	%	Total N	%
To 2000	40	37	12	27	16	43	68	36
2001 to 10,000	37	35	17	38	10	27	64	34
Over 10,000	30	28	14	31	7	19	51	27
Not Known	0	-	2	4	4	11	6	3
Chi-Square = 3.463 (Not Known category omitted)					Probability < .50			
Total sample	107	100	45	100	37	100	189***	100

* Questionnaires completed by respondents who have some responsibility for academic advising.

** Respondents who completed the questionnaire but were not directly involved with advising or responded through other means that they have no responsibility for academic advising (N = 32) and other respondents who wrote or responded to the follow-up postcard explaining why the questionnaire was not completed (seven of these either did not receive the questionnaires or their responses were not received by the investigator).

*** Does not include six questionnaires which were returned to sender "addressee unknown."

the respondents and non-respondents as reflected in the selected variables.

Results

The results of the usable questionnaires were subdivided by size of institution. Table 4 is a presentation of the descriptive information about the institutions. An understanding of the combination of services offered, the personnel involved, the number of students served in an office can be helpful in devising evaluation techniques.

Table 5 is the summary of how many institutions have a formal evaluation system and for what purposes those units conduct evaluations. Only 15 (14 percent) of the respondents indicate they do have formal evaluation procedures. Three others indicated such procedures exist for only a portion of their overall function (tallied as "Other" on Table 5). The major subpurposes for these formal evaluation procedures are (in decreasing order of percentage responses):

1. Satisfaction of clientele (94%)
2. Improvement of services (83%)
3. Promptness of services (83%)
4. Accountability to higher administrators (78%)
5. Professional development of staff (72%)

Ninety-five (89 percent) of the respondents indicated they would or might be interested in a formal evaluation system (Table 6). Two others who did not answer that particular question gave other indications that they too would be interested in such procedures. Apparently five respondents who have formal systems are either not satisfied or are willing to consider other approaches. The main subpurposes evolving from their responses are:

1. Improvement of services (97%)
2. Satisfaction of clientele (96%)

TABLE 4

RESULTS OF ADVISING EVALUATION SURVEY--DESCRIPTIVE DATA

	Enrollment						All Institutions	
	To 2000		2001-10,000		Over 10,000			
	N	%	N	%	N	%	N	%
Responding Institutions	40	37	37	35	30	28	107	100
Type of Institution:								
Junior or community college	9	23	11	30	2	7	22	21
Liberal arts, professional, or technical college	25	63	11	30	0	-	36	34
University	6	15	15	41	28	93	49	46
Control of Institution:								
Public	8	20	19	51	25	83	52	49
Private	32	80	17	46	5	17	54	50
Combination	0	-	1	3	0	-	1	1
Regional Accreditation	39	98	36	97	30	100	105	98
Distribution of percent of total institutional enrollment served by participating office:								
1-20	2	5	2	5	17	57	21	20
21-40	1	2	9	24	4	13	14	13
41-60	4	10	12	32	3	10	19	18
61-80	2	5	7	19	3	10	12	11
81-100	30	75	7	19	2	7	39	36
Unknown	1	2	0	-	1	3	2	2

TABLE 4 (cont'd).

	Enrollment						All Institutions	
	To 2000		2001-10,000		Over 10,000			
	N	%	N	%	N	%	N	%
Types of Services in Office:								
Academic advising	40	100	37	100	30	100	107	100
Career counseling	23	58	24	65	23	77	70	65
Personal counseling	23	58	18	49	17	57	58	54
Psychiatric counseling	3	8	1	3	1	3	5	5
Placement	15	38	9	24	6	20	30	28
Other	2	5	6	16	7	23	15	14
Personnel Involved in Advising:								
Teaching faculty	36	90	31	84	21	70	89	83
Professional advisers	11	28	19	51	23	77	53	50
Professional counselors	21	53	22	59	11	37	54	50
Psychologists	13	33	8	22	5	17	26	24
Psychiatrists	1	3	3	8	0	-	4	4
Graduate students	0	-	5	14	10	33	15	14
Undergraduate students	6	15	8	22	14	47	28	26
Clerical/secretarial	14	35	19	51	18	60	52	49
Other	4	10	11	30	2	7	17	16

TABLE 5

RESULTS OF ADVISING EVALUATION SURVEY--PRESENT STATUS

	Enrollment						All Institutions	
	To 2000		2001-10,000		Over 10,000			
	N	%	N	%	N	%	N	%
Have a formal evaluation system:								
Yes	3	8	5	14	7	23	15	14
No	34	85	28	76	20	67	82	77
No response	2	5	3	8	2	7	7	7
Other	1	2	1	3	1	3	3	3
Purposes for which information derived from formal evaluation system is used (% based on N = 18):								
Administrative decision-making within unit								
Budget allocations							6	33
Change in staffing patterns							9	50
Improvement of services							15	83
Promotion, salary increases, etc., for personnel							4	22
Termination of personnel							4	22
Professional development of staff							13	72
Other							1	6
Justification of services to other								
Accountability to higher administrators							14	78
Accountability to governing board							5	28
Accountability to public							6	33
Accountability to clientele							10	56
Budget requests							10	56
Other							2	11

TABLE 5 (cont'd).

	All Institutions N	%
Efforts to meet the needs of the clientele		
Satisfaction of clientele	17	94
Accuracy of staff	10	56
Scheduling practices	8	44
Promptness of services	8	44
Adequacy of services	15	83
Other	1	6

TABLE 6

RESULTS OF ADVISING EVALUATION SURVEY--FUTURE STATUS

	Enrollment						All Institutions	
	To 2000		2001-10,000		Over 10,000			
	N	%	N	%	N	%	N	%
Interested in having a formal system?								
Yes or possibly	39	98	32	86	24	80	95	89
No	0	-	1	3	0	-	1	1
No response or not applicable	1	2	4	11	6	20	11	10
Purposes for which information derived from a formal evaluation system would be used:								
Percent based on	39		32		26		97	
Administrative decision-making within unit								
Budget allocations	12	31	15	47	16	62	43	44
Change in staffing patterns	16	41	21	66	16	62	53	55
Improvement of services	38	97	31	97	25	96	94	97
Promotion, salary increases, etc., for personnel	4	10	12	38	12	46	28	29
Termination of personnel	4	10	6	19	7	27	17	18
Professional development of staff	31	79	25	78	21	81	77	79
Other	0	-	1	3	1	4	2	2

TABLE 6 (cont'd).

	Enrollment						All Institutions	
	To 2000		2001-10,000		Over 10,000			
	N	%	N	%	N	%	N	%
Justification of services to others								
Accountability to higher administrators	25	64	22	69	21	81	68	70
Accountability to governing board	8	21	7	22	5	19	20	21
Accountability to public	3	8	11	34	7	27	21	22
Accountability to clientele	28	72	26	81	19	73	73	75
Budget requests	8	21	16	50	14	54	38	39
Other	0	-	4	13	0	-	4	4
Efforts to meet the needs of the clientele								
Satisfaction of clientele	36	92	32	100	25	96	93	96
Accuracy of staff	21	54	20	63	21	81	62	64
Scheduling practices	16	41	14	44	15	58	45	46
Promptness of services	24	62	22	69	12	46	58	60
Adequacy of services	33	85	32	100	20	77	85	88
Other	1	3	0	-	0	-	1	1

3. Adequacy of services (88%)
4. Professional development of staff (79%)
5. Accountability to clientele (75%)
6. Accountability to higher administrators (70%)

One of the differences between these two lists is that for those who already have evaluation procedures, "Adequacy of Services" was of concern to only six percent while for those who are interested in exploring other ways to evaluate these services, 88 percent felt that "Adequacy of Services" is a major concern. Of the group without formal procedures 60 percent felt that "Promptness of Service" is important compared to 83 percent of the group with formal processes. Both groups stressed "Improvement of Services, " "Satisfaction of Clientele," "Professional Development of Staff," and "Accountability to Higher Administrators."

The results of the survey for the undergraduate advising offices at the investigator's institution are reported in Appendix 4. Five out of seven respondents' units do not have a formal evaluation system and six out of seven expressed interest in improving what they have or considering using a formal system. "Improvement of Services" and "Satisfaction of Clientele" were the main reasons for considering an evaluation process. "Accuracy of Staff" and "Adequacy of Services" were the second priority. While "Professional Development of Staff" evolved as important to respondents in the broader survey, only one member of the local group chose that subpurpose.

It is noteworthy that the broad area of "Efforts to Meet the Needs of the Clientele" arose as the single most important purpose for evaluation (Table 6). There are only two subpurposes under "Administrative Decision-Making Within Unit" and "Justification of Services to Others" where the total responses were at least 70 percent.

There are some interesting patterns of responses relative to the size of the institutions. As the size of the institution increases, there is greater concern with the following subpurposes:

1. Budget Allocations
2. Promotion, Salary Increases, Etc., for Personnel
3. Termination of Personnel
4. Accountability to Higher Administrators
5. Budget Requests
6. Accuracy of Staff
7. Scheduling Practices

All seven of these items seem to reflect financial and efficiency matters rather than humanistic qualities. A series of chi-square analyses (Appendix 5) revealed that in only two of the above are the trends significant, i.e., having a probability of occurrence of less than .05: "Budget Requests" and "Promotion, Salary Increases, Etc. for Personnel." There do not appear to be any reverse trends evident, i.e., a decrease in concern along with an increase in size of institution.

Conclusion

Based on the survey results, the need for techniques to evaluate academic advising services is reaffirmed. Although some offices do have formal evaluation procedures, these are in the minority. Several respondents submitted copies of their evaluation forms with the questionnaire. It seemed to the investigator that the purposes served by these instruments were fewer than the purposes desired by the respondents. It also was evident that most procedures were not systematic and that feedback was obtained from only a limited number of sources. For example, there was no indication that anyone was concerned in a major way with the views of students' parents on the adequacy of the services. Informal contacts seemed to be the source of this information.

Some of the subpurposes included in the checklists on the questionnaire are of negligible importance to those responsible for academic advising services. It is possible, however, that if a different group of administrators had been surveyed, the weightings of the subpurposes might have been varied also. As these items were gleaned from the literature, no attention was given to the position and functional interest of the authors. No additional purposes or subpurposes were gained through the survey. Although the term "effectiveness" arose numerous times in regard to advisers' performance and to the services themselves, the investigator does not regard effectiveness as a purpose for evaluation, but rather a concept that relates to almost all the purposes. There were several instances of placing a subpurpose under a different main purpose. This was expected since the categories are not mutually exclusive.

Perhaps a workable table of purposes would consist of those specified in the questionnaire where at least one of the three sub-groups based on the size of the institution reflects a minimum 35 percent response (Table 7). Based on this arbitrary criterion, three subpurposes were eliminated from the original set: "Termination of Personnel," "Accountability to Governing Board," and "Accountability to Public." It now remains to develop appropriate objectives and means of measuring the objectives for each of the subpurposes. The next chapter deals with the task of developing objectives and measurements for the purpose, "Efforts to Meet the Needs of the Clientele."

TABLE 7

PURPOSES AND SUBPURPOSES FOR EVALUATING ACADEMIC ADVISING

1. Administrative Decision-Making Within Unit

    1.1 Budget Allocations
    1.2 Change in Staffing Patterns
    1.3 Improvement of Services
    1.4 Promotion, Salary Increases, Etc., for Personnel
    1.5 Professional Development of Staff

2. Justification of Services to Others

    2.1 Accountability to Higher Administrators
    2.2 Accountability to Clientele
    2.3 Budget Requests

3. Efforts to Meet the Needs of the Clientele

    3.1 Satisfaction of Clientele
    3.2 Accuracy of Staff
    3.3 Scheduling Practices
    3.4 Promptness of Services
    3.5 Adequacy of Services

CHAPTER IV

DEVELOPMENT OF A LIST OF OBJECTIVES FOR THE PURPOSE, "EFFORTS TO MEET THE NEEDS OF THE CLIENTELE"

The general purpose for evaluating advising services, "Efforts to Meet the Needs of the Clientele," may be divided into a number of subpurposes as shown in Table 7 of Chapter III. In this chapter, these subpurposes will be further delineated into a series of objectives. The objectives have been derived both from the literature already cited in Chapter II and from the open-ended responses in the survey to the question, "What kinds of evaluative information would you like to get about your advisees, advisers, and the advising function in your unit?"

Satisfaction of Clientele

The subpurpose of "satisfaction" consists of a number of elements, but more generally reflects a state of feeling on the part of the client. Objectives in this area must be concerned with students' feelings about the fulfillment of their needs as related to the functions of an academic advising service where the degree of importance of each need must also be ascertained. From the survey conducted, the following factors were identified as applicable to this area:

adviser accessibility
confidence in the adviser
effectiveness of individual advisers
accuracy of staff
adequacy of time devoted to each advisee
the value of certain aspects of advisement (e.g., career counseling, counseling re academic difficulties, etc.)
meeting the needs of students
overall reaction of students to advising function
adequacy of staff

reaction to assistance
services which are lacking
practices contributing to student success, failure, frustration
relationship of adviser and advisee
competence of advisers
appropriateness of advice
helpfulness of advisers
attitudes of adviser toward advisee
attitudes of advisee toward adviser

Factors identified from the literature are:

satisfaction relative to the adviser personally
satisfaction relative to the advising service as a whole
courteous treatment
availability of service and staff
adequacy of information
adequacy of physical facilities
coordination with other services
freedom of the student to make own choices
understanding of own possibilities of success in chosen field by student
student's understanding of how to choose a major field
sincerity of adviser to communicate with advisee
student on schedule in systematically meeting degree requirements

The objectives relating to this subpurpose can be conveniently separated into four groups: those related to the physical environment, to the adviser personally, to the service as a whole, and to the service as it is involved with other parts of the institution. For ease of reference, the objectives will be numbered sequentially within each subdivision of each subpurpose (e.g., 3.1.1.1 - 3.1.1.n).

3.1.1 Objectives: Satisfaction of Clientele--Satisfaction in Regard to the Physical Environment

1. Each student should have a comfortable place to sit while waiting to see an adviser.

2. The physical environment of the advising office should encourage each student to feel "at ease" rather than "harrassed" when coming to the office.

3. Each student should have a comfortable place to sit in the adviser's office.

4. Each student should feel that there is adequate privacy during the interview in that there is a minimum of noise leakage,

visual privacy, and few interruptions such as telephone calls and others.

5. Each student should feel that the advising office is conveniently located in that it is easy to find, well marked, and central to campus activities.

3.1.2 Objectives: Satisfaction of Clientele--Satisfaction in Regard to the Adviser

1. Each student should feel that the adviser was interested in him/her as a person.

2. Each student should feel that the adviser listened to him/her.

3. Each student should feel that he/she understood the adviser.

4. Each student should feel that he/she accomplished what he/she came to the office to do or was appropriately referred for a resolution of the matter.

5. Each student should feel that the adviser is available within a reasonable time when needed.

6. Each student should feel that the adviser allows him/her the freedom to make his/her own decisions.

7. Each student should have confidence in the advice of the adviser.

8. Each student should feel that the adviser was helpful.

9. Each student should feel at ease with his/her adviser.

10. Each student should feel that the adviser spent an adequate amount of time with him/her.

11. Each student should feel that the adviser was of assistance in helping him/her select a major (if appropriate).

12. Each student should feel that the adviser assists him/her in having a better understanding of career possibilities in his/her field (if appropriate).

13. Each student should feel that the adviser assists him/her in understanding what the requirements are for his/her major.

14. Each student should feel that the adviser assists him/her in making wiser educational decisions.

15. Each student should feel that the adviser referred him/her to other services which were helpful.

16. Each student should feel that the adviser followed up on referrals as appropriate.

17. Each student should feel that the adviser interceded or would intercede on behalf of the student with other campus units or staff where appropriate.

18. Each student should feel that the adviser will get the information a student needs if he/she does not already have it.

19. Each student should perceive the following personality characteristics in his/her adviser: friendliness, warmth, willingness to discuss what the student wants to discuss, openness, well-organized, good sense of humor, easy to get along with, and competent.

3.1.3 Objectives: Satisfaction of Clientele--Satisfaction in Regard to the Advising Service

1. Each student should feel that he/she was courteously treated by the staff.

2. Each student should feel that the services offered are useful.

3. Each student should understand that the advising office is the appropriate resource in regard to making decisions on academic matters.

4. Each student should feel that the services offered are reasonably complete.

3.1.4 Objectives: Satisfaction of Clientele--Satisfaction in Regard to Relationship of the Service to Other Parts of the Institution

1. Each student should feel that the advising office as an information processing center maintains good communications with other parts of the institution.

2. Each student should feel that the advising office has up-to-date information relative to students' needs.

3. Each student should feel that the advising office is a good starting point to find out where to go for what.

Accuracy of Staff

Although "Accuracy of Staff" is included in "satisfaction," it is possible for students to be satisfied with services on a short-range basis because they lack the knowledge of the long-range effects of inaccurate

information. For this reason, "accuracy" needs to be dealt with as a separate concept.

As identified through the survey, the aspects of advising that pertain to accuracy of information are proper load, placement, meeting of requirements, how the student views the adviser, and competence of advisers. In the literature, a great deal of emphasis was placed on communication.

Objectives for this area are subdivided into the competencies of the students, advisers, clerical and secretarial staff, and administrators. There is sometimes a tendency to overlook the fact that students also have some responsibility in the advising process and that advisers have some rights as well as obligations.

3.2.1 Objectives: Accuracy of Staff--Student Competencies

1. Each student should have a personal copy of the institution's catalog.
2. Each student should read and understand appropriate sections of the catalog as needed.
3. Each student should keep abreast of relevant information by reading the campus newspaper and other campus publications.
4. Each student should check with an adviser periodically to assure that he/she is making reasonable progress toward his/her educational goals.
5. Each student should be aware of the academic calendar for his/her institution.
6. Each student should consult an adviser anytime he/she is having any kind of unresolved academic problem.

3.2.2 Objectives: Accuracy of Staff--Adviser Competencies

1. Advisers should cite references when dispensing factual information to students.
2. Advisers should ensure that students have access to copies of basic reference materials, e.g., catalog, class schedule, pertaining to the institution.

3. Advisers should keep or have access to copies of receipts of transactions with the institution, e.g., registration forms, add/drop slips, etc. for each student.

4. Advisers should provide in writing to a student any factual information given which is different from that already documented or not available in resource materials.

5. Advisers should record notes from each interview with a student preferably with a copy to the student if there is substantive material the student needs to remember.

6. Advisers should be well-informed on the contents of the catalog.

7. Advisers should keep abreast of relevant information by reading the campus newspaper, distributed memoranda re catalog, procedural, and policy changes, etc.

8. Advisers should have regular staff meetings (at least monthly) to help keep themselves abreast of what is happening on campus.

9. Advisers should be involved in some kind of professional development related to the advising function as evidenced by the sharing of useful information derived from various sources, studies and research projects, etc.

10. Advisers should develop and maintain contacts on campus for seeking out current information and recent changes, e.g., with faculty, department chairpersons, deans, Registrar, etc.

11. Advisers should periodically check the status of their own knowledge on accuracy and completeness.

12. Advisers should seek out information needed to advise accurately where necessary.

13. Advisers should help communicate new information to other advisers.

14. Advisers should communicate to students what the students' expectations of the advising service should be.

3.2.3 Objectives: Accuracy of Staff--Clerical/Secretarial Competencies

1. Staff should have a positive attitude toward the function of the service as a student-oriented information center, i.e., they should welcome student inquiries and see themselves as playing an important role in the instructional process.

2. Staff should cite references when dispensing factual information to students.

3. Staff should assist clients in obtaining copies of basic campus-related reference materials.

4. Staff should support the important role of record-keeping in the function of advising students by having a positive attitude toward record keeping.

5. Staff members should be accurate in the performance of their functions.

3.2.4 Objectives: Accuracy of Staff--Administrator Competencies

1. Administrator should provide in-service training for advisers for review and updating information.

2. Administrator should provide in-service training for advisers on the improvement of interpersonal and other skills.

3. Administrator should inform advisers of correct information when errors are discovered.

4. Administrator should periodically review the work of advisers for completeness and accuracy.

5. Administrator should ensure that advisers have access to all necessary source documents for carrying out their functions.

6. Administrator should maintain liaison with other campus units to be aware of forthcoming changes in curriculum, policies, procedures, etc.

7. Administrator should communicate to all concerned what the functions and expectations of the service should be.

8. Administrator should assist in educating the teaching faculty and other administrators as to the functions of advising and where students may obtain authoritative information not normally in the domain of the expertise of the faculty.

9. Administrator should actively seek to promote improvement in budgetary policies to provide adequate services by the institution.

Scheduling Practices

Although from the point of view of those surveyed, "Scheduling Practices" is an area of concern primarily in institutions with enrollments over 10,000, based on the experience of the investigator, this topic is one of frequent complaint by students. There is further

documentation in the survey results and in the literature that major problems do exist in adviser accessibility, the adequacy of the amount of time devoted to each advisee, and the availability of advisers, all of which relate to scheduling practices.

3.3.0 Objectives: Scheduling Practices

1. There should be a simple appointment system for students to set up appointments with advisers.
2. There should be time allocated for students who prefer to drop in rather than make appointments in advance.
3. There should be a system for reminding students of appointment times, particularly if appointments are made more than two or three days in advance.
4. The allocated time for an appointment should be sufficient for the student to accomplish what he/she comes to see the adviser about (perhaps a variable time allocation based on reason for the appointment).
5. There should be a sufficient number of advisers to accomplish the service's stated objectives for all students assigned to the unit.
6. The scheduling of appointments should be done in such a manner that the adviser is not interrupted when in conference with a student, but also that the student is not required to wait just to set up the appointment.
7. The adviser's office hours should be clearly posted.
8. The advisers should schedule office hours appropriately to handle both peak and light traffic times.
9. There should be accommodations made for students who attend classes nights or weekends only.

Promptness of Services

This subpurpose includes adviser accessibility and availability as previously mentioned under "Scheduling Practices." In addition, promptness of response to student requests must also be considered.

3.4.0 Objectives: Promptness of Services

1. Students who arrive promptly for appointments should be made aware of impending delays and should not have to wait more than ten minutes beyond their appointment times to see an adviser.

2. The advising records of students should be available to the advisers and students at the time of the appointment.

3. Advisers should meet the one-time needs of a student in a single visit, but not more than two visits, e.g., evaluation of transfer work, answers to specific questions, graduation check, status on meeting requirements, etc.

4. Responses to letters should be handled within one week to ten days.

5. The adviser should be in his/her office during office hours and at scheduled appointment times.

Adequacy of Services

Evaluative data which fit into this category and which the survey respondents indicated a desire for are numerous:

success in guiding students to four-year colleges
success in guiding students to fit career plans to abilities
success in guiding students for service in society
adviser accessibility
measure of student perceptions of advisers on scale from catalog interpreter to personal counselor
effectiveness of individual advisers
accuracy of staff
value of certain aspects of advisement
degree of service to students
overall reaction of students to advising function
degree to which students use the advising system
degree to which the service meets the needs of the students
need the facilities are not meeting
perceptions of advisees on adequacy of program and staff
performance of advisees
reasons students seek assistance
reaction to assistance
degree to which advisers seek out information not on hand
meaningfulness of advising
need for systematic changes in advising system; additional services needed
effectiveness of advice given
quality of service to student
attitude toward advising

degree to which academic alternatives are made known to students
identification of problems
degree to which students progress toward academic goals

In addition to the many adviser functions identified in Chapter II, other factors from the literature bearing on "Adequacy of Services" are:

availability of service and staff
adequacy of information
adequacy of physical facilities
coordination with other services
student on schedule in systematically meeting degree requirements

The objectives for this area will be categorized into adequacy of physical, material, and human resources; effectiveness of advisers; and efficiency of advisers.

3.5.1 Objectives: Adequacy of Services--Adequacy of Physical, Material, and Human Resources

1. Each student should have a comfortable place to sit while waiting to see an adviser (same as 3.1.1.1).

2. Each student should have a comfortable place to sit in the adviser's office (same as 3.1.1.3).

3. There should be a sufficient number of advisers to adequately handle heavy traffic periods.

4. There should be sufficient clerical and secretarial assistance to maintain student records, handle reception duties, handle correspondence, and assist in whatever other ways the unit requires.

5. There should be sufficient resources for duplication of various materials to be distributed to advisers and students.

6. There should be a telephone at each adviser's desk.

7. There should be sufficient monetary resources to provide adequate materials for record-keeping, e.g., forms, file cabinets, file folders, stationery, business cards, typewriters, calculators, pens, pencils, paper, etc.

8. There should be adequate physical facilities for each adviser, e.g., desk, desk chair, two or three side chairs, book shelves, file cabinet, waste basket, proper lighting, etc.

9. There should be adequate space allocated to the unit for sufficient reception and waiting room space and the smooth flow of traffic.

3.5.2 Objectives: Adequacy of Services--Effectiveness of Advisers

1. The student should know status of meeting degree requirements in general or liberal education and major programs.

2. The student should know his/her academic strengths and weaknesses.

3. The student should know his/her educational interests.

4. Advisers should be knowledgeable on:
   - student characteristics and development
   - psychology and sociology
   - vocational fields
   - changing nature of work in society
   - programs available in the institution
   - program requirements (special entrance requirements, fees, time commitments)
   - follow-up success of those who have completed the program
   - courses available
   - special information about courses (prerequisites, offered only in certain times, transferability, meet graduation requirements, sequencing information)
   - rules and regulations regarding probation and suspension, course load limits (academic and work limitations)
   - honors and remedial courses
   - instructors and teaching styles
   - students' abilities (test scores, high school records, etc.)
   - course content
   - class schedule
   - systems of scheduling courses and changing students' schedules
   - work and commuting requirements for individual students

5. Advisers should be skillful in the processes of:
   - decision-making
   - counseling techniques
   - test interpretation

6. Advisers should have an appreciation of individual differences.

7. Advisers should believe in the worth and dignity of all people.

8. Advisers should believe that all individuals have potential.

9. Advisers should accept all fields of work as worthy and dignified.

10. Advisers should be viewed by administrators, faculty, staff, and students as performing their functions well.

11. Advisers should feel that they are able to assist students in meeting academic goals which have been mutually agreed upon

in that they are feasible and consistent with each student's abilities and interests.

12. Advisers should display an interest in improving the assistance they can give students.

13. The student should understand why the institution promotes a general or liberal education.

14. The student should perceive that the adviser is knowledgeable (see list in #4).

15. The student should perceive that the adviser possesses certain skills (see list in #5).

16. The student should perceive that the adviser holds certain basic values (see #6-9).

17. The student should perceive the adviser as a link to other campus services.

18. The student should be making progress (relative to his/her own abilities) toward attaining his/her educational goals as determined by the adviser and advisee.

3.5.3 Objectives: Adequacy of Services--Efficiency of Advisers

1. There should be an integration or coordination of advising services with other student personnel services to avoid unnecessary duplication.

2. Advisers' behaviors should be consistent with the budgetary priorities of the unit and the institution.

3. Advisers should refer students to other services on campus as appropriate.

4. Administrators, faculty, staff, and students should agree that the functions being performed by advisers are important.

Summary

In this chapter, 110 objectives have been stated to correspond to one of the major purposes for conducting evaluations of advising services, "Efforts to Meet the Needs of the Clientele." These objectives have been classified under the five subpurposes which help define the main purpose and have been further subdivided within subpurpose where such separations seemed appropriate.

It is possible that these objectives are not sufficient to cover the responsibilities of some advising offices, but they do seem to cover the concerns expressed in the literature and by the 107 respondents to the investigator's survey.

CHAPTER V

ASSESSMENT OF THE OBJECTIVES FOR THE PURPOSE "EFFORTS TO MEET THE NEEDS OF THE CLIENTELE"

The approach being developed in this paper involves the specification of objectives, by purpose of the evaluation, appropriate for an academic advising service and the means for measuring, or perhaps more appropriately, assessing these objectives. The purposes were established in Chapter III and the objectives were listed in Chapter IV. This chapter deals with the assessment of those objectives.

A series of tables (8,9,10,11,12 extending from p. 107 to p. 178), one for each subpurpose listed in Table 7 under the main purpose, "Efforts to Meet the Needs of the Clientele," is presented. The table entries include the objectives for each subpurpose, the items of data appropriate to each objective, i.e., a questionnaire item (shown with quotation marks) or questions to be answered or procedures to be carried out by some means other than a questionnaire, the assessment technique or data collection method, and the source of data--generally the persons providing the data.

The acronym, ODAS, will be used here to designate the approach as an objective, items of data, assessment, source of data, process. Also for ease of reference, a coding system was initiated in Chapter III to identify purposes and subpurposes and was continued in Chapter IV with the specification of objectives. It is also used in this section for consistency. Since only the third main purpose is being dealt with, the

first digit in all the codes is "3." The five subpurposes are coded in the second place as "3.1, 3.2, 3.3, 3.4, 3.5." The third digit specifies additional subdivisions of the subpurposes, e.g., 3.2.1, 3.1.4. Where the third digit is zero, there are no subdivisions for the subpurpose. The objectives are numbered sequentially in the fourth place, e.g., 3.5.1.1, 3.5.1.2.

A coding system is also used to indicate the response mode for the items of data where appropriate. Six different sets of response options have been used. They are as follows:

a. Yes____
   No____
   Sometimes____
   Not Applicable____

b. True____
   False____
   Not Applicable____

c. 0 = Not Applicable or Don't Know
   1 = Rarely or Never
   2 = Sometimes
   3 = Often
   4 = Usually or Always

d. Blank lines provided for open-ended response

e. 0 = Not Applicable
   1 = Extensively
   2 = To some extent
   3 = Barely
   4 = Hardly at all

f. 1 = Strongly agree
   2 = Agree
   3 = No opinion
   4 = Disagree
   5 = Strongly disagree

For response keys c, e, and f, the key may be provided just once and all the items using that key could be listed together with a line for the respondent to indicate the number of the selected response. A sample questionnaire using this method is shown in Appendix 6.

The procedure for using these tables to develop an evaluation process would be:

1. Select at least one subpurpose for the evaluation.
2. Select from the table for that particular subpurpose all the objectives which are consistent with the goals and philosophy of the unit and institution conducting the evaluation.
3. Use the corresponding items of data to construct the various instruments needed, i.e., questionnaires, interview schedules, observation tallies, etc., for each source of data listed.
4. Conduct the evaluation.
5. Summarize the data.
6. Evaluate the results.
7. Provide feedback to the participants.
8. Make necessary changes in the unit's activities.
9. Continue the procedure for other subpurposes and after changes have been made and used for a while, re-evaluate the same subpurposes.

It should be noted that some of the items of data shown for particular objectives are demographic rather than evaluative in nature. These may be necessary for proper interpretation of other items of data. For example, one item concerns whether the student takes classes on nights and weekends only. It is important to know this in summarizing the responses to items dealing with provision of services for night and weekend students. Other biographical data items may be included as control items for the convenience of the evaluator if there is a reason for comparing two or more groups.

In using one questionnaire for more than one subpurpose, care must be taken to avoid evaluating conflicting subpurposes at the same time for maximum validity of the responses. All the evaluation instruments should include a clear statement to the respondents of the purpose

for the evaluation and how the data will be used. Where anonymity is important, the respondents should be informed in the introductory statement that confidentiality will be preserved.

The investigator conducted a pilot study using this approach with earlier versions of Table 10 and Table 11. The results are reported in Appendix 8.

TABLE 8

EVALUATION OF ACADEMIC ADVISING SERVICES
Purpose: Efforts to Meet the Needs of the Clientele

Subpurpose: 3.1.1 Satisfaction of Clientele--Satisfaction in Regard to the Physical Environment

Objective	Item of Data	Assessment Technique	Source of Data
1. Each student should have a comfortable place to sit while waiting to see an adviser.	Are there seats with backs in the waiting area?	Observation	Observer
	Are there students standing while waiting to see an adviser?	Observation (Check during peak and slack periods and at varying times of day.)	Observer
	"Did you feel comfortable while waiting to see the adviser? a.*"	Questionnaire	Student
2. The physical environment of the advising office should encourage each student to feel "at ease" rather than "harassed" when coming to the office.	Is the physical arrangement of furniture like a living room in a home with assorted pieces like sofas, easy chairs, straight chairs, end or coffee tables?	Observation	Observer
	Is the lighting soft?	Observation	Observer
	Is the waiting area decorated in a way that is attractive to the typical student?	Observation of student reactions	Observer

*See response options on p. 104.

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
2. (cont'd).	"Do you feel at ease in the physical surroundings of the advising office? a."	Questionnaire	Student
	"Do the physical surroundings in the advising office make you feel harassed in any way? a."	Questionnaire	Student
3. Each student should have a comfortable place to sit in the adviser's office.	Is there a seat with back in the adviser's office for the student?	Observation	Observer
	"Did you have a comfortable place to sit in the adviser's office? a."	Questionnaire	Student
4. Each student should feel that there is adequate privacy during the interview in that there is a minimum of noise leakage, visual privacy, and few interruptions such as telephone calls and others.	"Did you feel there was adequate privacy during your conversation with your adviser? a."	Questionnaire	Student
	"My adviser's office is noisy. c.*"	Questionnaire	Student
	"When I am in my adviser's office, I am distracted by what goes on within my view. c."	Questionnaire	Student
	"My adviser is interrupted by phone calls and people who drop in during our interview. c."	Questionnaire	Student

*See response options on p. 104.

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
5. Each student should feel that the advising office is conveniently located in that it is easy to find, well marked, and central to campus activities.	Is the advising office located near the places where the student attends classes or lives?	Observation	Observer
	"Do you feel your adviser's office is conveniently located for you? a."	Questionnaire	Student
	Is the advising office well marked?	Observation	Observer
	"Did you have difficulty locating the advising office? a."	Questionnaire	Student
Subpurpose: 3.1.2 Satisfaction of Clientele--Satisfaction in Regard to the Adviser			
1. Each student should feel that the adviser was interested in him/her as a person.	"My adviser seems to be concerned about me as an individual. c."	Questionnaire	Student
	"My adviser could treat me more courteously. c."	Questionnaire	Student
	"My adviser is very understanding. c."	Questionnaire	Student
	"My adviser is helpful in assisting me in resolving personal problems. c."	Questionnaire	Student
2. Each student should feel that the adviser listened to him/her.	"My adviser seems rushed in dealing with my advising problems. c."	Questionnaire	Student

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
	"By his/her manner, my adviser encourages me to discuss anything which might be helpful to me. c."	Questionnaire	Student
	"My adviser seems restless while talking with me. c."	Questionnaire	Student
	"My adviser is very patient. c."	Questionnaire	Student
	"My adviser gives the impression of feeling at ease with me during our conversations. c."	Questionnaire	Student
3. Each student should feel that he/she understood the adviser.	"I feel at ease with my adviser. c."	Questionnaire	Student
	"I have difficulty understanding what the adviser means. c."	Questionnaire	Student
	"When I leave the adviser's office, I feel as though nothing has really been accomplished. c."	Questionnaire	Student
4. Each student should feel that she/he accomplished what she/he came to the office to do or was appropriately referred for a resolution of the matter.	"My adviser seems rushed in dealing with my advising problems. c." Also 3.1.2.2.	Questionnaire	Student
	"My adviser is unable to assist me with my problems. c." "If this has occurred, specify the kind of assistance you desired. d.*"	Questionnaire	Student

*See response options on p. 104.

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
4. (cont'd).	"My adviser knows where to refer me for special services, career counseling, financial aid, veteran's information, student organizations, etc. c." "If you have experienced any problems in this area, please specify. d."	Questionnaire	Student
	"When my adviser does not know the answer to my questions, he/she directs me to the correct source for the information. c."	Questionnaire	Student
	"When I leave the adviser's office, I feel as though nothing has really been accomplished. c." Also 3.1.2.3.	Questionnaire	Student
	"I feel seeing an academic adviser is a waste of time. c."	Questionnaire	Student
5. Each student should feel that the adviser is available within a reasonable time when needed.	"I have a difficult time making contact with my adviser. c."	Questionnaire	Student
	"I am welcome to drop in to see my adviser any time I have an advising problem. c."	Questionnaire	Student
	"My adviser is not there to see me when I have made an appointment. c."	Questionnaire	Student
	"My adviser is too busy to see me when I have made a definite appointment. c."	Questionnaire	Student

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
5. (cont'd).	"My adviser is on time in keeping appointments with me. c."	Questionnaire	Student
	"I have to wait beyond my appointment time to see an adviser. c."	Questionnaire	Student
	"There is a need for more academic advisers. c."	Questionnaire	Student
6. Each student should feel that the adviser allows him/her the freedom to make his/her own decisions.	"My adviser has assisted me in having a better understanding of myself. c."	Questionnaire	Student
	"My adviser tends to tell me what to do rather than advise me of alternative actions for my decision. c."	Questionnaire	Student
	"My adviser has assisted me in learning to make my own educational decisions better. c."	Questionnaire	Student
7. Each student should have confidence in the advice of the adviser.	"I have difficulty understanding what the adviser means. c." Also 3.1.2.3.	Questionnaire	Student
	"When I leave the adviser's office, I feel as though nothing has really been accomplished. c." Also 3.1.2.3, 3.1.2.4.	Questionnaire	Student
	"I feel seeing an academic adviser is a waste of time. c." Also 3.1.2.4.	Questionnaire	Student

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
7. (cont'd).	"I feel this adviser is professionally competent. a."	Questionnaire	Student
	"My adviser tends to give me the 'run-around". c."	Questionnaire	Student
	"I plan to seek assistance from a different adviser in the future. a."	Questionnaire	Student
	"I recommend this adviser to other students. c."	Questionnaire	Student
	"Have you ever received erroneous information from you adviser? a."	Questionnaire	Student
	"I seek assistance from my academic adviser. c."	Questionnaire	Student
	"My adviser is unable to assist me with my problems. c." "If this has occurred, specify the kind of assistance you desire(d). d." Also 3.1.2.4.	Questionnaire	Student
	"My adviser is very informative. c."	Questionnaire	Student
	"My adviser acts uncertain of himself/herself. c."	Questionnaire	Student

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
7. (cont'd).	"My adviser was the cause of some difficulties for me such as registration errors. c." "If this has occurred, please explain the situation. d." "If you are willing to give your name, we would like to assist in correcting the situation if at all possible. d."	Questionnaire	Student
8. Each student should feel that the adviser was helpful.	"The advice I get from my adviser is very helpful. c."	Questionnaire	Student
	"My adviser is helpful in assisting me in resolving personal problems. c." Also 3.1.2.1.	Questionnaire	Student
	"By his/her manner, my adviser encourages me to discuss anything which might be helpful to me. c." Also 3.1.2.2.	Questionnaire	Student
	"I have difficulty understanding what the adviser means. c." Also 3.1.2.3, 3.1.2.7.	Questionnaire	Student
	"When I leave the adviser's office, I feel as though nothing has really been accomplished. c." Also 3.1.2.3, 3.1.2.4, 3.1.2.7.	Questionnaire	Student
	"I feel seeing an academic adviser is a waste of time. c." Also 3.1.2.4, 3.1.2.7.	Questionnaire	Student

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
8. (cont'd).	"I plan to seek assistance from a different adviser in the future. c." Also 3.1.2.7.	Questionnaire	Student
	"I recommend this adviser to other students. c." Also 3.1.2.7.	Questionnaire	Student
	"My adviser makes reasonable efforts to be of service to me. c."	Questionnaire	Student
	"My adviser is helpful in assisting me in getting corrections made in my academic records. c."	Questionnaire	Student
	"My adviser is helpful in assisting me in understanding what higher education is all about. c."	Questionnaire	Student
	"My adviser is helpful in assisting me in selecting a major. c."	Questionnaire	Student
	"My adviser is helpful in assisting me in selecting classes. c."	Questionnaire	Student
9. Each student should feel at ease with his/her adviser.	"Do you have a comfortable place to sit in your adviser's office? a." Also 3.1.1.3.	Questionnaire	Student
	"I would like more privacy when meeting with my adviser. c." Also 3.1.1.4.	Questionnaire	Student

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
9. (cont'd).	"My adviser seems to be concerned about me as an individual. c." Also 3.1.2.1.	Questionnaire	Student
	"My adviser is very understanding. c." Also 3.1.2.1.	Questionnaire	Student
	"My adviser seems restless while talking with me. c." Also 3.1.2.2.	Questionnaire	Student
	"My adviser gives the impression of feeling at ease with me during our conversations. c." Also 3.1.2.2.	Questionnaire	Student
	"I feel at ease with my adviser. c."	Questionnaire	Student
	"My adviser acts uncertain of himself/herself. c." Also 3.1.2.7.	Questionnaire	Student
	"My adviser acts cold and distant with me. c."	Questionnaire	Student
	"My adviser is friendly toward me. c."	Questionnaire	Student
10. Each student should feel that the adviser spent an adequate amount of time with him/her.	"My adviser seems rushed in dealing with my advising problems. c." Also 3.1.2.2, 3.1.2.4.	Questionnaire	Student
	"By his/her manner, my adviser encourages me to discuss anything which might be helpful to me. c." Also 3.1.2.2, 3.1.2.8.	Questionnaire	Student

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
10. (cont'd).	"My adviser is very patient. c." Also 3.1.2.2.	Questionnaire	Student
	"When I leave the adviser's office, I feel as though nothing has really been accomplished. c." Also 3.1.2.3, 3.1.2.4, 3.1.2.7, 3.1.2.8.	Questionnaire	Student
	"There is a need for more academic advisers. c." Also 3.1.2.5.	Questionnaire	Student
	"My adviser makes reasonable efforts to be of service to me. c." Also 3.1.2.8.	Questionnaire	Student
	"I didn't have enough time to ask questions or discuss problems with my adviser. c."	Questionnaire	Student
	"When my adviser does not know the answer to my questions, he/she tries to find the answer. c."	Questionnaire	Student
11. Each student should feel that the adviser was of assistance in helping him/her select a major (if appropriate).	"Did you make your decision about what to major in <u>after</u> you entered college? a." If not, skip to next item.	Questionnaire	Student
	a. "If so, do you feel your adviser was helpful to you in making the decision? a."		

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
11. (cont'd).	b. "If the adviser was helpful, in which ways? Check all which apply. 1. Helped me explore the courses in the areas of my interests. 2. Referred me to career counseling services. 3. Discussed with me my abilities and interests. 4. Referred me to people who could give me information about careers in my areas of interest. 5. Discussed my educational goals with me. 6. Discussed my life goals with me. 7. Other (Specify): d." c. "I feel that my adviser could have been more helpful in this area. c."		
	"Although I have not yet selected a major, I feel my adviser is helpful to me in eliminating inappropriate majors. b.*"		
12. Each student should feel that the adviser assisted him/her in having a better understanding of career possibilities in his/her field (if appropriate).	"My adviser discusses with me what career fields my major helps prepare me for. c."	Questionnaire	Student
	"My adviser refers me to people who can help make me aware of what career fields my major is appropriate for. c."	Questionnaire	Student

*See response options on p. 104.

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
12. (cont'd).	"My adviser does not make a distinction between major and career. b."	Questionnaire	Student
	"My adviser refers me to printed materials about careers appropriate for my major, interests, and abilities. b."	Questionnaire	Student
13. Each student should feel that the adviser assists him/her in understanding what the requirements are for his/her major.	"My adviser explains graduation requirements in a rote way by telling me which courses to take. c."	Questionnaire	Student
	"My adviser explains why certain courses are required for my major. c."	Questionnaire	Student
	"In helping me select program electives, my adviser explains how each course can be particularly useful to me. c."	Questionnaire	Student
	"I do not need my adviser's assistance in understanding requirements for my major. b."	Questionnaire	Student
	"My adviser has not been very helpful in assisting me to understand the requirements for my major. b."	Questionnaire	Student
14. Each student should feel that the adviser assists him/her in making wiser educational decisions.	"The adviser tends to tell me what to do rather than advise me of alternative actions for my decision. c." Also 3.1.2.6.	Questionnaire	Student

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
14. (cont'd).	"My adviser has assisted me in learning to make my own educational decisions better. c." Also 3.1.2.6.	Questionnaire	Student
	"My adviser encourages me to make my own course selections. c."	Questionnaire	Student
	"At least partly due to my association with my adviser, I am better able to think for myself in regard to educational matters. b."	Questionnaire	Student
15. Each student should feel that the adviser referred him/her to other services which were helpful.	"Has there ever been an instance in which your adviser referred you to some other student service? a. If not, skip to next item. a. Give an example. d. b. Did the adviser make you aware of what to expect from the service? a. c. Did you feel the referral was appropriate? a. d. Did you actually use the other student service? a. e. Do you feel you benefited from using the other service? a."	Questionnaire	Student
16. Each student should feel that the adviser followed up on referrals as appropriate.	"If your adviser ever referred you to other resources (people, publications or services) did the adviser help you use the information you obtained in appropriate and meaningful ways? a."	Questionnaire	Student

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
16. (cont'd).	"My adviser follows up on advising problems where necessary (e.g., when firm information cannot be obtained at the time of the advising interview). c."	Questionnaire	Student
17. Each student should feel that the adviser interceded or would intercede on behalf of the student with other campus units or staff where appropriate.	"My adviser is helpful in assisting me in getting corrections made in my academic records. c." Also 3.1.2.7.	Questionnaire	Student
	"My adviser tends to give me the 'runaround'. c." Also 3.1.2.7.	Questionnaire	Student
	"My adviser takes care of all my special problems for me (e.g., registration errors, grade problems, etc.). c."	Questionnaire	Student
	"My adviser encourages me to resolve my own special problems by providing information and moral support. c."	Questionnaire	Student
	"My adviser gets involved in helping me resolve special problems only after I have made reasonable efforts on my own. c."	Questionnaire	Student
18. Each student should feel that the adviser will get the information a student needs if he/she does not already have it.	"My adviser seems rushed in dealing with my advising problems. c." Also 3.1.2.2, 3.1.2.4, 3.1.2.10.	Questionnaire	Student

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
18. (cont'd).	"My adviser is unable to assist me with my problems. c." "If this has occurred, specify the kind of assistance you desire(d). c." Also 3.1.2.4, 3.1.2.7.	Questionnaire	Student
	"My adviser makes reasonable efforts to be of service to me. c." Also 3.1.2.8, 3.1.2.10.	Questionnaire	Student
	"When the adviser does not know the answers to my questions, he/she tries to find out the answer. c." Also 3.1.2.10.	Questionnaire	Student
	"When the adviser does not know the answer to my questions, he/she directs me to the correct source for the information. c." Also 3.1.2.4.	Questionnaire	Student
	"Has there ever been an instance in which your adviser did not have the information you needed? a. a. Give an example. d. b. What did the adviser do? Check all which apply. 1. Say he/she didn't know. 2. Refer you to someone who did have the information. 3. Call someone to obtain the information.	Questionnaire	Student

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
18. (cont'd).	4. Ask you to come back at a later time after he/she was able to get the information. c. Were you satisfied that you were able to obtain the information with the assistance of your adviser? a. d. If not, why not? d."		
19. Each student should perceive the following personality characteristics in his/her adviser:	"By his/her manner, my adviser encourages me to discuss anything which might be helpful to me. c." Also 3.1.2.2, 3.1.2.8, 3.1.2.10.	Questionnaire	Student
friendliness warmth willingness to discuss what the student wants to discuss	"My adviser gives the impression of feeling at ease with me during our conversations. c." Also 3.1.2.2, 3.1.2.9.	Questionnaire	Student
openness well-organized good sense of humor	"I feel at ease with my adviser. c." Also 3.1.2.3, 3.1.2.9.	Questionnaire	Student
easy to get along with competent	"I feel this adviser is professionally competent. c." Also 3.1.2.7.	Questionnaire	Student
	"My adviser acts uncertain of himself/herself. c." Also 3.1.2.7, 3.1.2.9.	Questionnaire	Student
	"My adviser acts cold and distant with me. c." Also 3.1.2.9.	Questionnaire	Student
	"My adviser is friendly toward me. c." Also 3.1.2.9.	Questionnaire	Student

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
19. (cont'd).	"My adviser is open and honest with me. c."	Questionnaire	Student
	"I feel that my adviser is hard to get along with. c."	Questionnaire	Student
	"My adviser seems to be a well-organized person. c."	Questionnaire	Student
Subpurpose: 3.1.3 Satisfaction of Clientele--Satisfaction in Regard to the Advising Service			
1. Each student should feel that he/she was courteously treated by the staff.	"The clerical/secretarial staff in my adviser's office treat me courteously. c."	Questionnaire	Student
	"My adviser could treat me more courteously. c." Also 3.1.2.1.	Questionnaire	Student
2. Each student should feel that the services offered are useful.	"When I leave the adviser's office, I feel as though nothing has really been accomplished. c." Also 3.1.2.3, 3.1.2.4, 3.1.2.7, 3.1.2.8, 3.1.2.10.	Questionnaire	Student
	"I feel there are better sources for the information I need than the advising office. c."	Questionnaire	Student

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
2. (cont'd).	"The staff of the advising office are very helpful. c."	Questionnaire	Student
	"The only time I try to see my adviser is just before registration. c."	Questionnaire	Student
	To what extent do students use the advising office? How many of those assigned actually use the advising services beyond required contacts, e.g., signatures for registration, turning in registration forms, etc.? For what purposes do students see their advisers or come to the advising office?	Adviser's Tally Sheet (Figure 1) Receptionist's Sign-in Sheet (Figure 2)	Advisers Receptionists
3. Each student should understand that the advising office is the appropriate resource in regard to making decisions on academic matters.	"My adviser is unable to assist me with my problems. c." "If this has occurred, specify the kind of assistance you desire(d). d." Also 3.1.2.4, 3.1.2.7, 3.1.2.18.	Questionnaire	Student
	For what reasons do students come to see their advisers?	Adviser's Tally Sheet (Figure 1)	Advisers
	"For what reason(s) did you come to see your adviser today? d."	Questionnaire	Student

Name _____ Week of _____ ADVISING SERVICES RECORD

Hours Annual Leave Used _____ Hours Sick Leave Used _____

Type of Service	Office Visits	Casual/Mail Telephone	Total	DUS	SPC	Non-DUS
Early Admission or Pre-admission Advising						
Grade Problems						
Course Problems or Scheduling						
Transfer Evaluation, CLEP, Dist. Requirements						
Personal Problems						
Referral to Proper Agent						
HCC Cross-Registration						
AA Certificate						
ARC Petition: Drop/Add						
Withdrawal						
AA Waivers						
Readmission						
Other						
Transient Student: To USF	- - -	- - -	- - -	- - -	- - -	- - -
From USF						
Other: Overload						
Withdrawal						
Repeat Course Waivers						
SASP						
Miscellaneous						
GRAND TOTAL:						

Office Advising Hours	M	T	W	R	F	Tot. Hrs.
Scheduled Appointment Time:	___	___	___	___	___	_____
Actual Office Advising Time:	___	___	___	___	___	_____

Group Advising Type: _____ Hours: _____ Number: _____

AA Processing Hours: _____

DUS
3/76

Figure 1
ADVISER'S TALLY SHEET

WAITING LIST

For Office Use Only Student Seen	NAME	Appointment Time	Adviser	For Office Use Only Adviser Notified

DUS
2/76

Figure 2
RECEPTIONIST'S SIGN-IN SHEET

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
4. Each student should feel that the services offered are reasonably complete.	"My adviser is unable to assist me with my problems. c." "If this has occurred, specify the kind of assistance you desire(d). c." Also 3.1.2.4, 3.1.2.7, 3.1.2.18, 3.1.3.3.	Questionnaire	Student
	"By his/her manner, my adviser encourages me to discuss anything which might be helpful to me. c." Also 3.1.2.2, 3.1.2.8, 3.1.2.10, 3.1.2.19.	Questionnaire	Student
	"I feel that advisers are able to help students to a great extent. c."	Questionnaire	Student
	"Are there additional services you feel the advisers should provide? a." "If yes, please specify. d."	Questionnaire	Student
Subpurpose: 3.1.4 Satisfaction of Clientele--Satisfaction in Regard to Relationship of the Service to Other Parts of the Institution			
1. Each student should feel that the advising office as an information processing center maintains good communications with other parts of the institution.	"My adviser tends to give me the 'run-around'. c." Also 3.1.2.7, 3.1.2.17.	Questionnaire	Student
	"My adviser is very informative. c." Also 3.1.2.7.	Questionnaire	Student

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
1. (cont'd).	"My adviser is helpful in assisting me in getting corrections made in my academic records. c." Also 3.1.2.8, 3.1.2.17.	Questionnaire	Student
	"When my adviser does not know the answer to my questions, he/she tries to find out the answer. c." Also 3.1.2.10, 3.1.2.18.	Questionnaire	Student
	"When the adviser does not know the answer to my questions, he/she directs me to the correct source for the information. c." Also 3.1.2.4, 3.1.2.18.	Questionnaire	Student
	"I feel there are better sources for the information I need than the advising office. c." Also 3.1.3.2.	Questionnaire	Student
	"Has there ever been an instance in which your adviser did not have the information you needed? a. a. Give an example. d. b. What did the adviser do? Check all which apply. 1. Say he/she didn't know. 2. Refer you to someone who did have the information. 3. Call someone to obtain the information.	Questionnaire	Student

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
1. (cont'd).	4. Ask you to come back later after he/she was able to get the information. c. Were you satisfied that you were able to obtain the information with the assistance of your adviser? a. d. If not, why not? d." Also 3.1.2.18.		
	"My adviser does not seem to have up-to-date information. c."	Questionnaire	Student
	"My adviser is knowledgeable about graduation requirements. c."	Questionnaire	Student
	"My adviser refers me to sources of information containing the answers to questions I ask, where appropriate. c."	Questionnaire	Student
	"My adviser is knowledgeable about transfer equivalent information. a."	Questionnaire	Student
	"My adviser is knowledgeable about registration procedures. c."	Questionnaire	Student
	"The adviser brings to my attention opportunities which might be appropriate for me (e.g., television courses, Off-Campus Term Program, Cooperative Education Program, credit-by-examination, etc.). c."	Questionnaire	Student

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
1. (cont'd).	"The adviser knows where to refer me for special services, career counseling, financial aid, veteran's information, student organizations, etc. c." "If you have experienced any problems in this area, please specify. d." Also 3.1.2.4.	Questionnaire	Student
	"My adviser is knowledgeable on courses, their prerequisites, program requirements, University regulations, policies, and procedures. c." "If you have experienced any problems in this area, please specify. d."	Questionnaire	Student
	"The adviser's assistance in helping me select proper courses, level, sequence, etc., is adequate. c." "If you have experienced any problems in this area, please specify. d."	Questionnaire	Student
	"The staff in the advising office are unable to assist me with my information requests. c."	Questionnaire	Student
	"There are information flyers or signs in the advising office to make me aware of changes I need to know. c."	Questionnaire	Student

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
1. (cont'd).	"There are information flyers or signs in the advising office to remind me of occurrences I need to know about (e.g., academic calendar matters such as registration, drop dates, etc.). c."	Questionnaire	Student
2. Each student should feel that the advising office has up-to-date information relative to students' needs.	"I feel there are better sources for the information I need than the advising office. c." Also 3.1.4.1.	Questionnaire	Student
	"My adviser does not seem to have up-to-date information. c." Also 3.1.4.1.	Questionnaire	Student
	"The staff in the advising office are unable to assist me with most of my information requests. c." Also 3.1.4.1.	Questionnaire	Student
	"There are information flyers or signs in the advising office to make me aware of changes I need to know. c." Also 3.1.4.1.	Questionnaire	Student
	"There are information flyers or signs in the advising office to remind me of occurrences I need to know about (e.g., academic calendar items such as registration, drop dates, etc.). c." Also 3.1.4.1.	Questionnaire	Student

TABLE 8 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
2. (cont'd).	The materials on display should all be current, e.g., bulletin board notices, magazines, schedule of classes, etc.	Observation (Every two weeks)	Observer
	The materials on display should be relevant to students' academic advising needs.	Observation (Every two weeks)	Observer
3. Each student should feel that the advising office is a good starting point to find out where to go for what.	"When I need assistance in finding a particular service on campus, I check with the advising office. c."	Questionnaire	Student
	"When I don't know how to go about solving a problem about procedural or policy matters on campus, I check with the advising office. c."	Questionnaire	Student
	"I feel there are better sources for the information I need than the advising office. c." Also 3.1.3.2, 3.1.4.1, 3.1.4.2.	Questionnaire	Student
	"The staff of the advising office are very helpful. c." Also 3.1.3.2.	Questionnaire	Student
	"My adviser does not seem to have up-to-date information. c." Also 3.1.4.1, 3.1.4.2.	Questionnaire	Student

TABLE 9

EVALUATION OF ACADEMIC ADVISING SERVICES
Purpose: Efforts to Meet the Needs of the Clientele

Subpurpose: 3.2.1 Accuracy of Staff--Student Competencies

Objective	Item of Data	Assessment Technique	Source of Data
1. Each student should have a personal copy of the institution's catalog.	"Do you have your own copy of the institution's catalog? a." "Is your copy of the catalog a current edition? a."	Questionnaire	Student
2. Each student should read and understand appropriate sections of the catalog as needed.	"Have you used your catalog within the last three months? a." "If so, what did you look up? d."	Questionnaire	Student
	"Have you been to see your adviser within the last three months? a." "If so, what was your visit about? d."	Questionnaire	Student
	"Have you needed any information about programs, policies, or procedures within the last three months? a." "If so, from whom or what did you get the information? d."	Questionnaire	Student
3. Each student should keep abreast of relevant information by reading the campus newspaper and other campus publications.	"How often does your campus newspaper appear each week? d." "How many times each week do you see an edition of the campus newspaper? d." "To what extent do you actually read the campus newspaper? e.*"	Questionnaire	Student

*See response options on p. 104.

TABLE 9 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
3. (cont'd).	"I have read the student handbook. b."	Questionnaire	Student
	"I check campus bulletin boards for information of interest to me. c."	Questionnaire	Student
4. Each student should check with an adviser periodically to assure that he/she is making reasonable progress toward his/her educational goals.	"How many months has it been since you last checked with your adviser on your progress toward your academic goal? d." "Do you feel that the progress you are making toward your academic goal is consistent with your own expectations of how long it should take you to reach that goal? a."	Questionnaire	Student
	"I check with my adviser on my status regarding meeting requirements. c."	Questionnaire	Student
5. Each student should be aware of the academic calendar for his/her institution.	What proportion of the students assigned to a particular adviser or advising unit miss the various deadlines due to lack of knowledge of when the deadline is?	Tally by deadline type, e.g., registration, drop/add, etc.	Advisers or Reception staff
	"I know where to find my institution's academic calendar. a."	Questionnaire	Student
6. Each student should consult an adviser anytime he/she is having any kind of academic problem.	What proportion of the students assigned to a particular adviser or advising unit do see advisers in regard to academic problems?	Tally sheet	Adviser

TABLE 9 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
6. (cont'd).	"For what reason(s) did you come to see your adviser today? d." Also 3.1.3.3.	Questionnaire (at time of visit)	Student
	For what reasons do students come to see their academic advisers? Also 3.1.3.3.	Tally sheet	Adviser
	"Have you ever had an unresolved academic problem which you did not bring to the attention of your academic adviser? a." "If so, why not? d."	Questionnaire	Student
Subpurpose: 3.2.2 Accuracy of Staff--Adviser Competencies			
1. Advisers should cite references when dispensing factual information to students.	"My adviser refers me to sources of information containing the answers to questions I ask, where appropriate. c." Also 3.1.4.1.	Questionnaire	Student
2. Advisers should ensure that students have access to copies of basic reference materials, e.g., catalog, class schedule, pertaining to the institution.	"Has your adviser ever checked to find out if you have access to: -a current copy of the catalog? a. -the current schedule of classes? a. -a student handbook? a. -other important resource information? a."	Questionnaire	Student

TABLE 9 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
3. Advisers should keep or have access to copies of receipts of transactions with the institution, e.g., registration forms, add/drop slips, etc. for each student.	"My adviser has access to copies of registration forms, drop/add slips, and other transactions I have with the institution. c."	Questionnaire	Student
4. Advisers should provide in writing to a student any factual information given which is different from that already documented or not available in resource materials.	"When my adviser gives me information which is a change from existing printed materials, he/she either writes it down for me or gives me a dated flyer which documents the new information. c."	Questionnaire	Student
	Are handouts and flyers prepared with updated information as needed?	Observation	Observer
5. Advisers should record notes from each interview with a student preferably with a copy to the student if there is substantive material the student needs to remember.	Do the advisers record notes of each substantive interview? Are the students given copies?	Observation	Observer
	"My adviser records notes during our interview. c."	Questionnaire	Student
	"When my adviser records these notes, he/she gives me a copy. c."		
	Are there forms provided for advisers to record notes?	Observation	Observer
	"Do you record notes of each substantive interview you have with students? c."	Questionnaire	Adviser

TABLE 9 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
5. (cont'd).	"When you record notes of interviews, do you give the student a copy? c."	Questionnaire	Adviser
6. Advisers should be well-informed on the contents of the catalog.	How well are advisers informed on the contents of the catalog?	Periodic anonymous tests at staff meetings	Adviser
	"My adviser is very informative. c." Also 3.1.2.7, 3.1.4.1.	Questionnaire	Student
	"My adviser is helpful in assisting me in selecting classes. c." Also 3.1.2.8.	Questionnaire	Student
	"My adviser is knowledgeable about graduation requirements. c." Also 3.1.4.1.	Questionnaire	Student
	"My adviser refers me to sources of information containing the answers to questions I ask, where appropriate. c." Also 3.1.4.1, 3.2.2.1.	Questionnaire	Student
	"The adviser brings to my attention opportunities which might be appropriate for me (e.g., television courses, Off-Campus Term Program, Cooperative Education Program, credit-by-examination, etc.). c." Also 3.1.4.1.	Questionnaire	Student

TABLE 9 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
6. (cont'd).	"My adviser is knowledgeable on courses, their prerequisites, program requirements, regulations, policies, and procedures. c." "If you have experienced any problems in this area, please specify. d." Also 3.1.4.1.	Questionnaire	Student
	"My adviser's assistance in helping me select proper courses, level, sequence, etc. is adequate. c." "If you have experienced any problems in this area, please specify. d." Also 3.1.4.1.	Questionnaire	Student
	"Do you feel you are adequately knowledgeable on the contents of the catalog? a."	Questionnaire	Adviser
	"How would you suggest that your supervisor check the accuracy of your knowledge of catalog information? d."	Questionnaire	Adviser
7. Advisers should keep abreast of relevant information by reading the campus newspaper, distributed memoranda re catalog, procedural, and policy changes, etc.	Do advisers keep abreast of relevant information in the campus newspaper and distributed memoranda?	Anonymous tests at staff meetings	Adviser
	"Do you read the campus newspaper regularly for matters pertaining to the kind of information you need for academic advising? c."	Questionnaire	Adviser

TABLE 9 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
7. (cont'd).	"My adviser is very informative. c." Also 3.1.2.7, 3.2.2.1, 3.2.2.5.	Questionnaire	Student
	"My adviser does not seem to have up-to-date information. c." Also 3.1.4.1, 3.1.4.2, 3.1.4.3.	Questionnaire	Student
8. Advisers should have regular staff meetings (at least monthly) to help keep themselves abreast of what is happening on campus.	"Does the advising staff meet regularly for the purpose of keeping abreast of what is happening on campus? a."	Questionnaire	Adviser
	Are there meetings of the advising staff scheduled at least once a month?	Observation	Observer
	Are the advising staff meetings used for the updating of information necessary for academic advising?	Interview	Advisers
9. Advisers should be involved in some kind of professional development related to the advising function as evidenced by the sharing of useful information derived from various sources, studies, research projects, etc.	"What kind of professional development activities are you involved in? d."	Questionnaire	Adviser
	"Do you feel that your professional development activities assist you in becoming a better academic adviser? c."	Questionnaire	Adviser
10. Advisers should develop and maintain contacts on campus for seeking out	"Are you assigned to any liaison activities which help you keep current on important information? a."	Questionnaire	Adviser

TABLE 9 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
10. (cont'd). current information and recent changes, e.g., with faculty, department chairpersons, deans, Registrar, etc.	"Have you developed any contacts on campus which assist you in keeping current on campus information? a."	Questionnaire	Adviser
	"Do the academic advisers periodically check with you in regard to new information about your course offerings or changes in your program? c."	Questionnaire or Interview	Department Chairpersons, Program Directors
	"Do the academic advisers periodically check with you in regard to changes in policies? c."	Questionnaire or Interview	Deans, Department Chairpersons
	"Do the academic advisers periodically check with you in regard to changes in procedures? c."	Questionnaire or Interview	Registrar, Director of Admissions, Director of Financial Aids, etc.
11. Advisers shoud periodically check the status of their own knowledge on accuracy and completeness.	"How often do you reread your catalog to ensure your knowledge of its contents is accurate and complete? c."	Questionnaire	Advisers
	"In what other ways do you check on the accuracy and completeness of your information? d."	Questionnaire	Advisers
	"Does the informal feedback you get attest to the accuracy and completeness of the advisers' knowledge? c."	Questionnaire	Director of Advising

TABLE 9 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
11. (cont'd).	"To what extent are students delayed in their graduation dates due to advising errors? e."	Questionnaire or Interview	Graduation Certification Clerks
	"To what extent do advisers encourage activities which check on the accuracy and completeness of their knowledge? e."	Questionnaire or Interview	Director of Advising
12. Advisers should seek out information needed to advise accurately where necessary.	"My adviser tends to give me the 'runaround'. c." Also 3.1.2.7, 3.1.2.17, 3.1.4.1.	Questionnaire	Student
	"My adviser makes reasonable efforts to be of service to me. c." Also 3.1.2.8, 3.1.2.10, 3.1.2.18.	Questionnaire	Student
	"When my adviser does not know the answer to my questions, he/she tries to find out the answer. c." Also 3.1.2.10, 3.1.2.18, 3.1.4.1.	Questionnaire	Student
	"Has there ever been an instance in which your adviser did not have the information you needed? a." a. "Give an example. d." b. "What did the adviser do? Check all which apply. 1. Say he/she didn't know. 2. Refer you to someone who did have the information.	Questionnaire	Student

TABLE 9 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
	3. Call someone to obtain the information. 4. Ask you to come back later after he/she was able to get the information." c. "Were you satisfied that you were able to obtain the information with the assistance of your adviser? a." d. "If not, why not? d." Also 3.1.2.18, 3.1.4.1.		
	"My adviser does not seem to have up-to-date information. c." Also 3.1.4.1, 3.1.4.2, 3.1.4.3, 3.2.2.7.	Questionnaire	Student
	"Have you developed any contacts on campus which assist you in keeping current on campus information? a." Also 3.2.2.10.	Questionnaire	Adviser
	"Do the academic advisers periodically check with you in regard to new information about your course offerings or changes in your program? c." Also 3.2.2.10.	Questionnaire or Interview	Department Chairpersons, Program Directors
	"Do the academic advisers periodically check with you in regard to changes in policies? c." Also 3.2.2.10.	Questionnaire or Interview	Deans, Department Chairpersons

TABLE 9 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
12. (cont'd).	"Do the academic advisers periodically check with you in regard to changes in procedures? c." Also 3.2.2.10.	Questionnaire or Interview	Registrar, Director of Admissions, Director of Financial Aids, etc.
13. Advisers should help communicate new information to other advisers.	Are the advising staff meetings used for the updating of information necessary for academic advising? Also 3.2.2.8.	Interview	Advisers
	In what ways is new information or updated information disseminated?	Interview	Advisers, Director of Advising
	"Have you developed any contacts on campus which assist you in keeping current on campus information? a." Also 3.2.2.10, 3.2.2.12.	Questionnaire	Advisers
	"What positions do your liaison contacts hold on campus? d."	Questionnaire	Advisers
14. Advisers should communicate to students what the students' expectations of the advising service should be.	"My adviser has assisted me in learning to make my own educational decisions better. c." Also 3.1.2.6, 3.1.2.14.	Questionnaire	Student
	"My adviser is unable to assist me with my problems. c." "If this has occurred, specify the kind	Questionnaire	Student

TABLE 9 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
14. (cont'd).	of assistance you desired. d." Also 3.1.2.4, 3.1.2.7, 3.1.2.18, 3.1.3.3, 3.1.3.4.		
	"My adviser makes reasonable efforts to be of service to me. c." Also 3.1.2.8, 3.1.2.10, 3.1.2.18, 3.2.2.12.	Questionnaire	Student
	"At least partly due to my association with my adviser, I am better able to think for myself in regard to educational matters. b." Also 3.1.2.14.	Questionnaire	Student
	"My adviser encourages me to resolve my own special problems by providing information and moral support. c." Also 3.1.2.17.	Questionnaire	Student
	"My adviser gets involved in helping me resolve special problems only after I have made reasonable efforts on my own. c." Also 3.1.2.17.	Questionnaire	Student
	"The staff in the advising office are unable to assist me with my information requests. c." Also 3.1.4.1, 3.1.4.2.	Questionnaire	Student
	"I check with my adviser on my status in regard to meeting requirements. c." Also 3.2.1.4.	Questionnaire	Student

TABLE 9 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
14. (cont'd).	"Do you assist students in understanding what services you can and cannot provide? c."	Questionnaire	Advisers
	"Does your adviser assist you in understanding what services can and cannot be provided by advisers? e."	Questionnaire	Student
Subpurpose: 3.2.3 Accuracy of Staff--Clerical/Secretarial Competencies			
1. Staff should have a positive attitude toward the function of the service as a student-oriented information center, i.e., they should welcome student inquiries and see themselves as playing an important role in the instructional process.	"I feel annoyed when I am interrupted by a student seeking assistance. c."	Questionnaire	Clerks, Secretaries
	"I enjoy meeting the public. c."	Questionnaire	Clerks, Secretaries
	"I get flustered when the reception room is crowded and the telephones are busy. c."	Questionnaire	Clerks, Secretaries
	"I feel I could accomplish my work more easily if I didn't have to deal with students. c."	Questionnaire	Clerks, Secretaries
	"The staff of the advising office are very helpful. c." Also 3.1.3.2, 3.1.4.3.	Questionnaire	Student

TABLE 9 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
1. (cont'd).	"The clerical/secretarial staff in my adviser's office treat me courteously. c." Also 3.1.3.1.	Questionnaire	Student
	"I feel as though the clerical/secretarial staff in my adviser's office have little concern with my problems. c."	Questionnaire	Student
	Do clerical/secretarial staff members have a positive attitude toward the function of the service as a student-oriented information center.	Interview	Director of Advising, Advisers, Other staff members
2. Staff should cite references when dispensing factual information to students.	"The clerical/secretarial staff give me references to source documents when answering the questions I ask. c."	Questionnaire	Student
	"When answering students' questions, I refer them to the printed sources along with the answer. c."	Questionnaire	Clerks, Secretaries
3. Staff should assist clients in obtaining copies of basic campus-related reference materials.	Is there a supply of basic campus-related reference materials readily available to give to students?	Observation	Observer
	"Are you able to obtain a personal copy of basic campus-related reference materials (e.g., catalog, schedule of classes, student handbook, etc.) from	Questionnaire	Student

TABLE 9 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
3. (cont'd).	the reception desk in the advising office? c."		
4. Staff should support the important role of record-keeping in the function of advising students by having a positive attitude toward record maintenance.	"I feel that the record-keeping or paper shuffling I do is often irrelevant to the function of academic advising. c."	Questionnaire	Clerks, Secretaries
	"I feel that the appropriateness of the advice given by academic advisers depends to a great extent on how well I perform my functions. c."	Questionnaire	Clerks, Secretaries
	"I feel that my efforts to keep advising files current and readily accessible are very helpful to the students and the advisers. c."	Questionnaire	Clerks, Secretaries
5. Staff members should be accurate in the performance of their functions.	Are there systems of checks built into the secretarial and clerical tasks?	Observation (Determine functions and look for checking processes.) Also Interview	Observer Clerks, Secretaries
	"I have experienced difficulties due to errors made by the advising office in filing, posting information on my records, or unavailability of current information. c."	Questionnaire	Student

TABLE 9 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
Subpurpose: 3.2.4 Accuracy of Staff--Administrator Competencies			
1. Administrator should provide in-service training for advisers for review and updating of information.	Are there meetings of the advising staff scheduled at least once a month? Also 3.2.2.8.	Observation	Observer
	Are the advising staff meetings used for the updating of information necessary for academic advising? Also 3.2.2.8, 3.2.2.13.	Interview	Advisers
	In what ways is new information or updated information disseminated? Also 3.2.2.13.	Interview	Advisers, Director of Advising
	What kinds of activities are included in the in-service training program? For what purposes?	Interview	Advisers,
2. Administrator should provide in-service training for advisers on the improvement of interpersonal and other skills.	What kinds of activities are included in the in-service training program? For what purposes? Also 3.2.4.2.	Interview	Advisers, Director of Advising
	Does the administrator provide in-service training on the improvement of interpersonal skills and other skills?	Interview Observation	Advisers Observer
3. Administrator should inform advisers of correct	Do you provide feedback about errors to advisers when they are discovered?	Interview	Director of Advising

TABLE 9 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
3. (cont'd). information when errors are discovered	Does your administrator provide you with feedback about errors you have made when such errors are discovered?	Interview	Advisers
4. Administrator should periodically review the work of advisers for completeness and accuracy.	"My adviser was the cause of some difficulties for me such as registration errors. c." "If this has occurred, please explain the situation. If you are willing to give your name, we would like to assist in correcting the situation if at all possible. d." Also 3.1.2.7.	Questionnaire	Student
	"The adviser knows where to refer me for special services, career counseling, financial aid, veterans' information, student organizations, etc. c." "If you have experienced any problems in this area, please specify. d." Also 3.1.2.4, 3.1.4.1.	Questionnaire	Student
	"My adviser is knowledgeable on courses, their prerequisites, program requirements, regulations, policies, and procedures. c." "If you have experienced any problems in this area, please specify. d." Also 3.1.4.1, 3.2.2.6.	Questionnaire	Student

TABLE 9 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
4. (cont'd).	"My adviser's assistance in helping me select proper courses, level, sequence, etc. is adequate. c." "If you have experienced any problems in this area, please specify. d." Also 3.1.4.1, 3.2.2.6.	Questionnaire	Student
	How well are advisers informed on the contents of the catalog? Also 3.2.2.6.	Anonymous tests at staff meetings	Advisers
	Do advisers keep abreast of relevant information in the campus newspaper and distributed memoranda? Also 3.2.2.7.	Anonymous tests	Advisers
	"Does the informal feedback you get attest to the accuracy and completeness of the advisers' knowledge? c." Also 3.2.2.11.	Questionnaire	Director of Advising
	"To what extent are students delayed in their graduation dates due to advising errors? e." Also 3.2.2.11.	Questionnaire or Interview	Graduation Certification Clerks
5. Administrator should ensure that advisers have access to all necessary source documents for carrying out their functions.	Does your administrator provide access to all the source documents you need to carry out your academic advising functions?	Interview	Advisers
	What efforts do you make to obtain necessary source documents for your	Interview	Director of Advising

TABLE 9 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
5. (cont'd).	advising staff? Are you successful in these efforts?		
6. Administrator should maintain liaison with other campus units to be aware of forthcoming changes in curriculum, policies, procedures, etc.	What efforts do you make to obtain necessary source documents for your advising staff? Are you successful in these efforts? Also 3.2.4.5.	Interview	Director of Advising
	What kinds of systematic liaison activities do you engage in to gather the information needed for the advising staff?	Interview	Director of Advising
7. Administrator should communicate to all concerned what the functions and expectations of the service should be.	In what ways do you communicate to others what services are included in the advising function?	Interview	Director of
	"To what extent do you feel that advisees are dissatisfied with the advising they receive because their expectations of the services are unrealistic? e."	Questionnaire	Advisers
	"In which of the following areas should advisers assist students? (List functions of advisers) What other functions do you think advisers should perform? d."	Questionnaire	Students, Parents of Students, Faculty and Staff of the Institution
	Is there a list of services performed by academic advisers in the catalog, the advising manual, or a brochure?	Observation	Observer

TABLE 9 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
8. Administrator should assist in educating the teaching faculty and other administrators as to the functions of advising and where students may obtain authoritative information not normally in the domain of the expertise of the faculty.	In what ways do you communicate to others what services are included in the advising function? Also 3.2.4.7.	Interview	Director of Advising
	"Is some portion of new faculty orientation allocated to the advising function? a."	Questionnaire	Faculty, Administrators
	Is there a list of services performed by academic advisers in the catalog, the advising manual, or a brochure? Also 3.2.4.7.	Observation	Observer
	Is there a description of the structure of the advising function at the institution available where students, faculty, administrators, and staff have access to it?	Observation	Observer
	To what extent do faculty, staff, and administrators seek information from academic advisers?	Advisers' Tally Sheets	Advisers
9. Administrator should actively seek to promote improvement in budgetary policies to provide adequate services by the institution.	Has the administrator engaged in activities to improve budgetary policies for the provision of adequate advising services?	Interview	Director of Advising, Advisers, Director's Supervisor

TABLE 10

EVALUATION OF ACADEMIC ADVISING SERVICES
Purpose: Efforts to Meet the Needs of the Clientele

Subpurpose: 3.3.0 Scheduling Practices

Objective	Item of Data	Assessment Technique	Source of Data
1. There should be a simple appointment system for students to set up appointments with advisers.	Is there a simple systematic process for students to set up appointments with advisers?	Observation	Observer
	"I have a difficult time making contact with my adviser. c." Also 3.1.2.5.	Questionnaire	Student
	"I find it easy to set up an appointment with my adviser. c."	Questionnaire	Student
2. There should be time allocated for students who prefer to drop in rather than make appointments in advance.	"I am welcome to drop in to see my adviser anytime I have an advising problem. c." Also 3.1.2.5.	Questionnaire	Student
	Is there time allocated for students to drop in to see their advisers without advance appointments?	Observation	Observer
	If there is drop-in time allocated, is the time set aside data based, i.e., is the drop-in time varied over the term relative to students' needs as determined from past experience?	Observation	Observer

TABLE 10 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
2. (cont'd).	"I have a difficult time making contact with my adviser. c." Also 3.1.2.5, 3.3.0.1.	Questionnaire	Student
3. There should be a system for reminding students of appointment times, particularly if appointments are made more than two or three days in advance.	"If I make an advance appointment with my adviser in person, I am given a reminder notice of the appointment. c."	Questionnaire	Student
	"When I call for an advance appointment, I am reminded of it by phone or mail. c."	Questionnaire	Student
	There is a procedure for reminding most students of advance appointments.	Observation	Observer
4. The allocated time for an appointment should be sufficient for the student to accomplish what he/she comes to see the adviser about (perhaps a variable time allocation based on reason for the appointment).	Are the time allocations for appointments based on the needs of the students and how long it takes to handle each need?	Observation	Observer
	"My adviser seems rushed in dealing with my advising problems. c." Also 3.1.2.2, 3.1.2.4, 3.1.2.10, 3.1.2.18.	Questionnaire	Student
	"I have to wait beyond my appointment time to see my adviser. c." Also 3.1.2.5.	Questionnaire	Student
	"I did not have enough time to ask questions or discuss problems with my adviser. c." Also 3.1.2.10.	Questionnaire	Student

TABLE 10 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
5. There should be a sufficient number of advisers to accomplish the service's stated objectives for all students assigned to the unit.	"I have a difficult time making contact with my adviser. c." Also 3.1.2.5, 3.3.0.1, 3.3.0.2.	Questionnaire	Student
	"My adviser is too busy to see me when I have made a definite appointment. c." Also 3.1.2.5.	Questionnaire	Student
	"I did not have enough time to ask questions or discuss problems with my adviser. c." Also 3.1.2.10, 3.3.0.4.	Questionnaire	Student
	"There is a need for more academic advisers. c." Also 3.1.2.5, 3.1.2.10.	Questionnaire	Student
	Does it ever happen that students are unable to get advising services they seek within a reasonable time?	Observation	Observer
6. The scheduling of appointments should be done in such a manner that the adviser is not interrupted when in conference with a student, but also that the student is not required to wait just to set up the appointment.	Do students who wish to make appointments with advisers have to interrupt advisers when they are seeing other students?	Observation & Interview	Observer, Adviser
	Do the students have to wait until the adviser is free just to set up an appointment?	Observation & Interview	Observer, Adviser

TABLE 10 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
6. (cont'd).	"I feel the present system for scheduling appointments helps me maximize the time I have available to work with students during the time I spend advising. b." "If not, please specify the problems you experience in regard to the appointment scheduling procedure. d."	Questionnaire	Adviser
	"I find it easy to set up an appointment with my adviser. c."	Questionnaire	Student
7. The adviser's office hours should be clearly posted.	"My adviser's hours are clearly posted. c."	Questionnaire	Student
	Are the advisers' hours clearly posted?	Observation	Observer
8. The advisers should schedule office hours appropriately to handle both peak and light traffic times.	Are the advisers' hours set up to handle student demands and needs during peak traffic periods?	Observation	Observer
	"The only time I try to see my adviser is just before registration. c." Also 3.1.3.2.	Questionnaire	Student
	"My adviser seems rushed in dealing with my advising problems. c." Also 3.1.2.2, 3.1.2.4, 3.1.2.10, 3.1.2.18, 3.3.0.4.	Questionnaire	Student

TABLE 10 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
9. There should be accommodations made for students who attend classes nights or weekends only.	Are there hours scheduled for evening (and weekend) students to see advisers at times convenient to those students?	Observation	Observer, Office Records
	"Do you attend classes only at nights or on weekends? a."	Questionnaire	Student
	"I have a difficult time making contact with my adviser. c." Also 3.1.2.5, 3.3.0.1, 3.3.0.2, 3.3.0.5.	Questionnaire	Student
	"Do you provide office hours for students who attend classes only at night or on weekends? c."	Questionnaire	Adviser

TABLE 11

EVALUATION OF ACADEMIC ADVISING SERVICES
Purpose: Efforts to Meet the Needs of the Clientele

Subpurpose: 3.4.0 Promptness of Services

Objective	Item of Data	Assessment Technique	Source of Data
1. Students who arrive promptly for appointments should be made aware of impending delays and should not have to wait more than ten minutes beyond their appointment times to see an adviser.	"My adviser is not there to see me when I have made an appointment. c." Also 3.1.2.5.	Questionnaire	Student
	"My adviser is too busy to see me when I have made a definite appointment. c." Also 3.1.2.5, 3.3.0.5.	Questionnaire	Student
	"My adviser is on time in keeping appointments with me. c." Also 3.1.2.5.	Questionnaire	Student
	"When I arrive promptly for an appointment with my adviser, I have to wait more than ten minutes to see him/her. c."	Questionnaire	Student
	"When my adviser is delayed in keeping an appointment with me, I am notified. c."	Questionnaire	Student
2. The advising records of students should be available to the advisers and students at the time of the appointment.	"I have experienced difficulties due to errors made by the advising office in filing, posting information on my records, or unavailability of current information. c." Also 3.2.3.5.	Questionnaire	Student

TABLE 11 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
2. (cont'd).	"I ensure that I have a student's advising records available when the student has an appointment with me. c."	Questionnaire	Advisers
	"My adviser has my advising records on hand when I show up for an appointment. c."	Questionnaire	Student
3. Advisers should meet the one-time needs of a student in a single visit, but not more than two visits, e.g., evaluation of transfer work, answers to specific questions, graduation check, status on meeting requirements, etc.	"My adviser tends to give me the 'run-around.' c." Also 3.1.2.7, 3.1.2.17, 3.1.4.1, 3.2.2.12.	Questionnaire	Student
	"Each time I see my adviser on a particular matter, I am able to resolve the matter in no more than two visits. c."	Questionnaire	Student
	"I try to avoid having students make extra trips back to my office wherever possible. c."	Questionnaire	Advisers
4. Responses to letters should be handled within one week to ten days.	"Are responses to mail inquiries handled within ten days of the time the letter is received? c."	Questionnaire Observation	Secretary Correspondence file
	"I respond to mail inquiries within ten days. c."	Questionnaire	Advisers
	"The advising office responds to my mail inquiries promptly. c."	Questionnaire	Student

TABLE 11 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
5. The adviser should be in his/her office during office hours and at scheduled appointment times.	"My adviser is not there to see me when I have made an appointment. c." Also 3.1.2.5, 3.4.0.1.	Questionnaire	Student
	"I know I can depend on my adviser to be in his/her office during scheduled office hours. c."	Questionnaire	Student

TABLE 12

EVALUATION OF ACADEMIC ADVISING SERVICES
Purpose: Efforts to Meet the Needs of the Clientele

Subpurpose: 3.5.1 Adequacy of Services--Adequacy of Physical, Material, and Human Resources

Objective	Item of Data	Assessment Technique	Source of Data
1. Each student should have a comfortable place to sit while waiting to see an adviser (same as 3.1.1.1).	Are there seats with backs in the waiting area? Also 3.1.1.1.	Observation	Observer
	Are there students standing while waiting to see an adviser? Also 3.1.1.1.	Observation (Check during peak and slack periods at varying times of day.)	Observer
	"Did you feel comfortable while waiting to see an adviser? a." Also 3.1.1.1.	Questionnaire	Student
2. Each student should have a comfortable place to sit in the adviser's office (same as 3.1.1.3).	Is there a seat with back in the adviser's office for the student? Also 3.1.1.3.	Observation	Observer
	"Did you have a comfortable place to sit in the adviser's office? a." Also 3.1.1.3.	Questionnaire	Student
3. There should be a sufficient number of advisers to adequately handle heavy traffic periods.	"My adviser seems rushed in dealing with my advising problems. c." Also 3.1.2.2, 3.1.2.4, 3.1.2.10, 3.1.2.18, 3.3.0.4, 3.3.0.8.	Questionnaire	Student

TABLE 12 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
3. (cont'd).	"I have a difficult time making contact with my adviser. c." Also 3.1.2.5, 3.3.0.1, 3.3.0.2, 3.3.0.5, 3.3.0.9.	Questionnaire	Student
	"My adviser is too busy to see me when I have made a definite appointment. c." Also 3.1.2.5, 3.3.0.5, 3.4.0.1.	Questionnaire	Student
	Are there students standing while waiting to see an adviser? Also 3.1.1.1, 3.5.1.1.	Observation	Observer
	"Do the physical surroundings in the advising office make you feel harassed in any way? a." Also 3.1.1.2.	Questionnaire	Student
	"My adviser is on time in keeping appointments with me. c." Also 3.1.2.5.	Questionnaire	Student
	"There is a need for more academic advisers. c." Also 3.1.2.5, 3.1.2.10, 3.3.0.5.	Questionnaire	Student
	"The only time I try to see my adviser is just before registration. c." Also 3.1.3.2, 3.3.0.8.	Questionnaire	Student
	Does it ever happen that students are unable to get advising services they seek within a reasonable time?	Observation	Observer

TABLE 12 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
3. (cont'd).	Are the advisers' hours set up to handle student demands and needs during peak traffic periods? Also 3.3.0.8.	Observation	Observer
	"When I arrive promptly for an appointment with my adviser, I have to wait more than ten minutes to see him/her. c." Also 3.4.0.1.	Questionnaire	Student
4. There should be sufficient clerical and secretarial assistance to maintain student records, handle reception duties, handle necessary correspondence, and assist in whatever other ways the unit requires.	Is the amount of clerical and secretarial assistance available sufficient to carry out the necessary records maintenance, reception function, correspondence, and other assigned duties?	Interview	Director of Advising, Advisers, Secretaries, Clerks
5. There should be sufficient resources for duplication of various materials to be distributed to advisers and students.	Is there adequate expense money available for duplication of materials to be disseminated?	Interview	Director of Advising, Advisers
	Are handouts and flyers prepared with updated information as needed? Also 3.2.2.4.	Observation	Observer
6. There should be a telephone at each adviser's desk.	Is there a telephone at each adviser's desk?	Observation	Observer

TABLE 12 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
7. There should be sufficient monetary resources to provide adequate materials for record-keeping, e.g., forms, file cabinets, file folders, stationery, business cards, typewriters, calculators, pens, pencils, paper, etc.	Are there forms provided for advisers to record notes? Also 3.2.2.5.	Observation	Observer
	Are there sufficient funds to provide the necessary equipment (e.g., calculators, typewriters, file cabinets, etc.) to support the advising function?	Interview	Director of Advising, Advisers, Secretaries, Clerks
	Are there sufficient funds to provide the necessary supplies (e.g., forms, file folders, stationery, business cards, pens, pencils, paper, etc.) to support the advising function?	Interview	Director of Advising, Advisers, Secretaries, Clerks
8. There should be adequate physical facilities for each adviser, e.g., desk, desk chair, two or three side chairs, book shelves, file cabinet, waste basket, proper lighting, etc.	Are there adequate physical facilities provided for each adviser?	Interview	Director of Advising, Advisers
9. There should be adequate space allocated to the unit for sufficient reception and waiting room space and the smooth flow of traffic.	Are there students standing while waiting to see an adviser? Also 3.1.1.1, 3.5.1.1, 3.5.1.3.	Observation	Observer
	"Do the physical surroundings in the advising office make you feel harassed in any way? a." Also 3.1.1.2, 3.5.1.3.	Questionnaire	Student

TABLE 12 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
9. (cont'd).	Is the flow of traffic smooth during peak periods?	Observation	Observer
Subpurpose: 3.5.2 Adequacy of Services--Effectiveness of Advisers			
1. The student should know status of meeting degree requirements in general or liberal education and major programs.	"My adviser tends to tell me what to do rather than advise me of alternative actions for my decision. c." Also 3.1.2.6, 3.1.2.14.	Questionnaire	Student
	"I do not need my adviser's assistance in understanding requirements for my major. c." Also 3.1.2.13.	Questionnaire	Student
	"My adviser has not been very helpful in assisting me to understand the requirements for my major. b." Also 3.1.2.13.	Questionnaire	Student
	"I check with my adviser on my status in regard to meeting requirements. c." Also 3.2.1.4, 3.2.2.14.	Questionnaire	Student
	Do students know their status on meeting general or liberal education and major program requirements?	Spot check by advisers as they see students (Ask the student his/her status and compare to actual status)	Student and Adviser

TABLE 12 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
2. The student should know his/her academic strengths and weaknesses.	"My adviser has assisted me in having a better understanding of myself. c." Also 3.1.2.6.	Questionnaire	Student
	"My adviser has assisted me in learning to make my own educational decisions better. c." Also 3.1.2.6, 3.1.2.14, 3.2.2.14.	Questionnaire	Student
	"My adviser and I have discussed my academic strengths and weaknesses. c."	Questionnaire	Student
3. The student should know his/her educational interests.	"My adviser and I have discussed my educational interests. c."	Questionnaire	Student
	"I have not yet decided on a major program. b."	Questionnaire	Student
	"I am closer to deciding upon a major than I was one year ago. b."	Questionnaire	Student
	Is the student focusing in on a major program and concentration within the major as time progresses?	Spot check by advisers as they see students (Ask the student about status on this matter and compare to status one year ago.)	Student and Adviser

TABLE 12 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
4. Advisers should be knowledgeable on: - student characteristics and development - psychology and sociology - vocational fields - changing nature of work in society - programs available in the institution - program requirements (special entrance requirements, fees, time commitments) - follow-up success of those who have completed the program - courses available - special information about courses (prerequisites, offered only in certain times, transferability, meet graduation requirements, sequencing information) - rules and regulations regarding probation and suspension, course load limits (academic and work limitations)	Are advisers knowledgeable on all the items listed in the objective?	Review of education and experience of each adviser, Anonymous tests, Role-playing exercises, Observation, Interview	Director of Advising, Adviser Observer

TABLE 12 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
- honors and remedial courses - instructors and teaching styles - students' abilities (test scores, high school records, etc.) - course content - class schedule - systems of scheduling courses and changing students schedules - work and commuting requirements for individual students			
5. Advisers should be skillful in the processes of: - decision-making - counseling techniques - test interpretation	Are advisers skillful in the items listed in the objective?	Review of education and experience of each adviser, Anonymous tests, Role-playing exercises, Observation, Interview	Director of Advising, Advisers, Observer
6. Advisers should have an approciation of individual differences.	"Students who are not able to make passing grades in their courses should not be at this institution. f.*"	Questionnaire	Advisers

*See response options on p. 104.

TABLE 12 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
6. (cont'd).	"Most students who are accepted to this institution can successfully complete a program at this institution. f."	Questionnaire	Advisers
	"Many low-achieving students can be assisted through various campus services in successfully completing a program of post-secondary education. f."	Questionnaire	Advisers
	"It is part of my function to assist students in getting the most out of their education in line with their own abilities and interests. f."	Questionnaire	Advisers
	"My adviser has assisted me in having a better understanding of myself. c." Also 3.1.2.6, 3.5.2.2.	Questionnaire	Student
	"My adviser is helpful in assisting me in understanding what higher education is all about. c." Also 3.1.2.8.	Questionnaire	Student
	"At least partly due to my association with my adviser, I am better able to think for myself in regard to educational matters. b." Also 3.1.2.14, 3.2.2.14.	Questionnaire	Student
	"My adviser and I have discussed my academic strengths and weaknesses. c." Also 3.5.2.2.	Questionnaire	Student

TABLE 12 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
6. (cont'd).	"My adviser and I have discussed my educational interests. c." Also 3.5.2.3.	Questionnaire	Student
7. Advisers should believe in the worth and dignity of all people.	"It is part of my responsibility to assist students who cannot meet their educational objectives at this institution find other post-secondary educational programs consistent with the student's abilities and interests. f."	Questionnaire	Advisers
	"Higher education is the key to financial success. f."	Questionnaire	Advisers
	"Higher education is the key to personal satisfaction and success. f."	Questionnaire	Advisers
	"There is too much emphasis placed on the outcomes of higher education. f."	Questionnaire	Advisers
	"It is important that each individual finds a place in society which fulfills his/her own goals for happiness and success. f."	Questionnaire	Advisers
	"The needs of society ought to be the determining factor of which educational program each individual ought to pursue. f."	Questionnaire	Advisers

TABLE 12 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
8. Advisers should believe that all individuals have potential.	"Many low-achieving students can be assisted through various campus services in successfully completing a program of post-secondary education. f." Also 3.5.2.6.	Questionnaire	Advisers
	"It is part of my responsibility to assist students who cannot meet their educational objectives at this institution find other post-secondary educational programs consistent with the student's abilities and interests. f." Also 3.5.2.7.	Questionnaire	Advisers
	"There are some students attempting post-secondary education who should never have been graduated from high school. f."	Questionnaire	Advisers
9. Advisers should accept all fields of work as worthy and dignified.	"It is part of my responsibility to assist students in selecting high prestige careers. f."	Questionnaire	Advisers
	"It is part of my responsibility to warn students that unless they plan to do graduate work, certain majors at the baccalaureate level will prepare them for nothing but low prestige jobs. f."	Questionnaire	Advisers

TABLE 12 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
10. Advisers should be viewed by administrators, faculty, staff, and students as performing their functions well.	"How do you rate the quality of academic advising at your institution? d."	Questionnaire	Administrators, Faculty, Staff, Students
	"The advisers at this institution perform their functions well. f."	Questionnaire	Administrators, Faculty, Staff, Students
11. Advisers should feel that they are able to assist students in meeting academic goals which have been mutually agreed upon in that they are feasible and consistent with each student's abilities and interests.	"It is part of my responsibility to assist students in meeting feasible academic goals which we have previously agreed upon. f."	Questionnaire	Advisers
	"I am able to assist students in meeting feasible academic goals which we have previously agreed upon. c."	Questionnaire	Advisers
12. Advisers should display an interest in improving the assistance they can give students.	"What kind of professional development activities are you involved in? d." Also 3.2.2.9.	Questionnaire	Advisers
	"Do you feel that your professional development activities assist you in becoming a better adviser? c." Also 3.2.2.9.	Questionnaire	Advisers
	"Have you developed any contacts on campus which assist you in keeping current on campus information? a." Also 3.2.2.10, 3.2.2.12, 3.2.2.13.	Questionnaire	Advisers

TABLE 12 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
12. (cont'd).	Do the advisers provide input to the planning of in-service training activities?	Interview	Director of Advising, Advisers
13. The student should understand why the institution promotes a general or liberal education.	"My adviser has assisted me in understanding why I am attending college--what I expect from my college education. c."	Questionnaire	Student
	"My adviser is helpful in assisting me in understanding what higher education is all about. c." Also 3.1.2.8, 3.5.2.6.	Questionnaire	Student
	"I don't understand why I can't take just any courses I want to for my degree. b."	Questionnaire	Student
14. The student should perceive that the adviser is knowledgeable (see list in 3.5.2.4).	"My adviser is knowledgeable on matters pertaining to academic advising. c."	Questionnaire	Student
	"My adviser is knowledgeable about graduation requirements. c." Also 3.1.4.1, 3.2.2.6.	Questionnaire	Student
	"My adviser is knowledgeable about transfer equivalent information. a." Also 3.1.4.1.	Questionnaire	Student
	"My adviser is knowledgeable about registration procedures. c." Also 3.1.4.1.	Questionnaire	Student

TABLE 12 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
14. (cont'd).	"My adviser brings to my attention opportunities which might be appropriate for me (e.g., television courses, Off-Campus Term Program, Cooperative Education Program, credit-by-examination, etc.). c." Also 3.1.4.1, 3.2.2.6.	Questionnaire	Student
	"My adviser is knowledgeable on courses, their prerequisites, program requirements, regulations, policies, and procedures. c." If you have experienced any problems in this area, please specify. d." Also 3.1.4.1, 3.2.2.6, 3.2.4.4.	Questionnaire	Student
	"My adviser's assistance in helping me select proper courses, level, sequence, etc. is adequate. c." "If you have experienced any problems in this area, please specify. d." Also 3.1.4.1, 3.2.2.6, 3.2.4.4.	Questionnaire	Student
15. The student should perceive that the adviser possesses certain skills (see list in 3.5.2.5).	"My adviser is skillful in the process of decision-making. b."	Questionnaire	Student
	"My adviser is skillful in the process of counseling. b."	Questionnaire	Student
	"My adviser is skillful in test interpretation. b."	Questionnaire	Student

TABLE 12 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
16. The student should perceive that the adviser holds certain basic values (see 3.5.2.6-3.5.2.9).	"My adviser recognizes the uniqueness of each human being. f."	Questionnaire	Student
	"My adviser believes in the worth and dignity of all people. f."	Questionnaire	Student
	"My adviser believes that all individuals have potential. f."	Questionnaire	Student
	"My adviser accepts all fields of work as worthy and dignified. f."	Questionnaire	Student
17. The student should perceive the adviser as a link to other campus services.	"My adviser knows where to refer me for special services, career counseling, financial aid, veterans' information, student organizations, etc. c." "If you have experienced any problems in this area, please specify. d." Also 3.1.2.4, 3.1.4.1, 3.2.4.4.	Questionnaire	Student
	"When my adviser does not know the answer to my questions, he/she directs me to the correct source for the information. c." Also 3.1.2.4, 3.1.2.18, 3.1.4.1.	Questionnaire	Student
	"When I don't know how to go about solving a problem about procedural or policy matters on campus, I check with the advising office. c." Also 3.1.4.3.	Questionnaire	Student

TABLE 12 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
18. The student should be making progress (relative to his/her own abilities) toward attaining his/her educational goals as determined by the adviser and the advisee.	Goals should be established and noted in the student's advising records at the initial and subsequent meetings of the student and the adviser. Progress toward the goals should be periodically noted.	Advising Records Review	Student and Adviser via Advising Records
	"I feel I am making appropriate progress toward my educational goals. b."	Questionnaire	Student
Subpurpose: 3.5.3 Adequacy of Services--Efficiency of Advisers			
1. There should be an integration or coordination of advising services with other student personnel services to avoid unnecessary duplication.	There should be either integration of services under one supervisor or coordination of services through well-defined communication channels, e.g., committee or council, to assure that unnecessary, wasteful duplication of services is not occurring.	Observation Interview	Observer Supervisors of various student personnel services.
2. Advisers' behaviors should be consistent with the budgetary priorities of the unit and the institution.	Advisers should not waste supplies, e.g., use printed forms for scratch paper, duplicate materials unnecessarily, throw away usable materials, etc.	Observation	Observer
	Advisers should research expensive innovations before initiating them, and introduce them on a limited scale to evaluate them on a cost-benefit basis.	Interview	Director of Advising, Advisers

TABLE 12 (cont'd).

Objective	Item of Data	Assessment Technique	Source of Data
2. (cont'd).	Periodically the goals of the unit and the philosophy and goals of the institution should be examined for consistency.	Review and Discussion	Director of Advising, Advisers, and Appropriate Others
3. Advisers should refer students to other services on campus as appropriate.	"My adviser knows where to refer me for special services, career counseling, financial aid, veterans' information, student organizations, etc. c." "If you have experienced any problems in this area, please specify. d." Also 3.1.2.4, 3.1.4.1, 3.2.4.4, 3.5.2.17.	Questionnaire	Student
	"My adviser refers me to people who can help make me aware of what career fields my major is appropriate for. c." Also 3.1.2.12.	Questionnaire	Student
	"When my adviser does not know the answer to my questions, he/she directs me to the correct source for the information. c." Also 3.1.2.4, 3.1.2.18, 3.1.4.1, 3.5.2.17.	Questionnaire	Student
4. Administrators, faculty, staff, and students should agree that the functions being performed by advisers are important.	There needs to be a periodic status assessment of the functions of the academic advisers.	Needs and Status Assessments	Administrators, Faculty, Staff, Students

CHAPTER VI

AN EVALUATION OF THE APPROACH

Because this project is only a beginning step in the development of a system for the evaluation of an academic advising service, it is not possible to present a finished product. But the investigator felt it was necessary to evaluate the approach, ODAS, in its present form to the extent possible. This evaluation was undertaken in two phases. The first phase was designed to estimate the validity of the structure of objectives and assessments classified by purpose and subpurpose as a flexible, comprehensive approach to the evaluation of advising services. A check of the feasibility of the ODAS, conducted by the investigator, constituted the second phase.

Validity Estimate

In the preparation of the ODAS, content validity was built in by basing the objectives on the recommendations found in the literature. These recommendations were reinforced by the respondents to the survey conducted. In addition to the literature review and the survey responses as the foundation for the validity of the product, three judges were selected to review various aspects of the project. Dr. James C. Dickinson, professor in the College of Education at the University of South Florida, with expertise in the area of student personnel services, was asked to examine the purposes and objectives and to provide an opinion on how adequately the domain of objectives for the specified purposes and

subpurposes was sampled. Dr. Edward Caldwell, Director of Testing and Advanced Placement at the University of South Florida, whose expertise is in the area of measurement, was asked to evaluate the items of data and the assessment techniques. A third person, well-qualified in the area of academic advising, was asked to review the product and to judge its applicability toward the development of a flexible, comprehensive system of evaluation of advising services. However, this person was unable to carry out the task within the time framework. The instructions given to Drs. Dickinson and Caldwell and their replies are included in Appendix 7.

Dr. Dickinson's response indicated that the ODAS included "a comprehensive list of characteristics which can be used to describe an academic advising service" and that the descriptions in most instances were "reasonably free of ambiguity." He also suggested weighting the items in their contributions to the evaluative judgments of the objectives on the basis of a theoretical or philosophical model. The investigator agrees that a philosophical model would be appropriate and feels this is a factor which must be supplied by the unit using the ODAS, since there are major differences in philosophy and emphases of various advising structures.

In regard to the assessment techniques, Dr. Caldwell, although questioning the importance of some of the items, felt there was some merit in having a large pool of items available for those who might use only a sampling. He said that "the items cover every conceivable fac[e]t of the advising function."

As for the applicability of the ODAS toward a flexible, comprehensive system of evaluation of advising services, those who implement the procedure will be the best judges of whether or not it is flexible, comprehensive, and accomplishes its intended purposes. The uniqueness of the procedure does not lend itself to advance specification of validity criteria.

Feasibility of the Approach

To provide an initial check on the feasibility of the ODAS, i.e., how the procedure would work and what associated problems might arise, the investigator selected two subpurposes, "Scheduling Practices" and "Promptness of Services," for a pilot study in her own advising unit. The only intent of this check was early identification of major process problems. Thus the procedures the investigator went through will be delineated along with associated problems.

Earlier versions of Table 10 and Table 11 served as the starting point. All the objectives on these tables were reviewed by the investigator in terms of their applicability to the philosophy and goals of the advising office the investigator directs and all were accepted by her as being relevant. Since the two subpurposes are not in conflict with each other (see pp. 5-6), i.e., an advisee would not be likely to answer an item common to both differently for one subpurpose than for the other, it was felt that a single evaluation instrument could be constructed for the advisees as one source of data.

The resulting instrument is in Appendix 6. Student assistants, who serve as receptionists, distributed the questionnaires to students who came to the centralized advising office during a part of the early

registration period for the winter quarter of 1977. After the first day, it came to the investigator's attention that since it was a fall quarter, a very large proportion of students coming to the office were first-time-in-college freshmen at a large metropolitan, public university and had not been to see an adviser before except during a mass orientation program. These students, therefore, had little or no experience with the scheduling practices and promptness of services of the office. As a result, the receptionists were asked to give the forms from then on only to students who had been to the office at least twice before to avoid having responses from primarily "inexperienced" students. The final distribution of number of visits to the office as reported on the questionnaire ranged from 1 to 5 ($\overline{X} = 2.6$) with a fairly even distribution of respondents. There were 29 respondents, two of whom were eliminated from the summary of responses for using out of range or inappropriate responses.

Respondents were first divided in terms of those who came primarily at registration time and those who did not (Item 14). None of the respondents indicated having classes only at night or on weekends (Item 2). Since the scheduling practices and promptness of services may differ in peak periods from the more normal times, the categories from Item 14 were collapsed into two categories representing positive and negative responses and Fisher's Exact Probability Test was used to determine the likelihood of significant differences in responses to the remaining items between students who came primarily at registration times and students who used the advising services for other purposes. Since there were no significant differences in response, the items were summarized for all respondents together.

Because the responses to the items were varied in the positive and negative directions to avoid response set, all responses had to be converted to a common scale. Arbitrarily, the following scale was selected:

1 = very negative response
2 = negative response
3 = positive response
4 = very positive response

After the conversion, the items were grouped by objective and a weighted mean was calculated for each objective by weighting the mean of each item by the number who responded to the item and dividing by the sum of the respondents of the items for the objective. The results are presented in Appendix 8. Since "0" refers to responses indicating not applicable or no information, the number of these responses was excluded from the calculation of the weighted mean.

There was an indication that some of the items needed to be reworded since the responses were so inconsistent in regard to procedures which are obviously constant. For example, the item, "I can drop in to see my adviser any time I have an advising problem," seems to show a wide range of responses even though in this particular office, time is supposed to be set aside for students to drop in, even during the heaviest traffic times. The investigator reworded the question: "I am welcome to drop in to see my adviser any time I have an advising problem." It is possible that the students may have viewed the item from the perspective of the time <u>they</u> had available to drop in rather than the time the adviser had available. As a result of the survey, some of the items listed on Tables 10 and 11 were revised to improve their clarity and to strengthen their relationship to the objectives.

The investigator found that the actual structuring of the questionnaire involved very little time and effort. The summarization of the data was done by hand. To the extent that separate tallies need to be made for different groupings, the process could be time-consuming. However, if this approach were to be permanently implemented, the data could be analyzed by computer.

Although ODAS proved feasible to the i estigator, it must be tried by other professionals in the field for a more definitive answer to the question of feasibility.

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

Summary

Purpose

The purpose of this paper is to suggest an approach, ODAS, for the evaluation of a student service, academic advising in particular, with the intent of pointing the way to the development of a flexible, comprehensive system for evaluation of student services; a system that is applicable to various structures of a service and to any location; one that is not prohibitively expensive.

Rationale

It has been well documented in the literature that there is a need for student personnel services but it has not been possible to show that such services are effective. This dilemma may be one reason student personnel services are given such a low priority in the allocation of resources, especially during times of economic crises.

For those who believe that many student services are an integral part of the instructional process in higher education, perhaps the only means for the survival of these services which are considered essential for the development of the students, especially in a large metropolitan institution, is to develop ways to evaluate their effectiveness. Along with a willingness to implement evaluation techniques, there must be a commitment on the part of the participants in the system being evaluated to change and improve in the directions dictated by the findings.

Procedure

The investigator reviewed the pertinent literature (Chapter II). Several important problems which emerged were as follows:

- There are conflicting purposes for conducting evaluations.
- There is a lack of training of student personnel workers to conduct evaluation.
- Often inappropriate criteria are used where evaluations are carried out.
- There is a lack of definition of functions and goals of student personnel services.
- There is confusion in the goals and uses of evaluation in relation to other kinds of research.
- There is a lack of participation in the evaluation process by those evaluating and those being evaluated.
- There is a lack of time to develop evaluation procedures.
- Existing procedures fail to consider the unique characteristics of individuals in the evaluation process.

These problems were taken into consideration to the extent possible in the development of the ODAS.

In order to reaffirm the need for evaluation processes and to ascertain the purposes and subpurposes for which evaluations are or should be conducted, the investigator conducted a survey. From the survey responses and from the literature, a list of purposes and subpurposes was developed. From this list, one purpose, "Efforts to Meet the Needs of the Clientele," was selected and a series of objectives were derived. Techniques and items for assessing each objective from various sources of data were devised.

The Product

The product consisted of a series of tables, one for each subpurpose, containing objectives, items of data, assessment techniques, and

sources of data--thus the acronym, ODAS. To use the product, one would:

1. Select at least one subpurpose for the evaluation.
2. Select from the table for that particular subpurpose all the objectives which are consistent with the goals and philosophy of the unit and institution conducting the evaluation.
3. Use the corresponding items of data to construct the various instruments needed, i.e., questionnaires, interview schedules, observation tallies, etc., for each source of data listed.
4. Conduct the evaluation.
5. Summarize the data.
6. Evaluate the results.
7. Provide feedback to the participants.
8. Make necessary changes in the unit's activities.
9. Continue the procedure for other subpurposes and after changes have been made and used for a while, re-evaluate the same subpurposes.

To confirm the validity of the ODAS, experts in the fields of student personnel services, measurement, and academic advising were asked to give their professional opinions on the various aspects of the project. The investigator also conducted a pilot test as an initial check of the feasibility of the ODAS.

Limitations

A number of limitations have been identified as this project has progressed. The investigator has derived objectives some of which are not easily assessed; and this is particularly true of objectives related to affective matters. In many cases, the objectives cannot be fully assessed by the items used. In other cases, the objectives are very broadly stated but can be only narrowly assessed. Even so, rather than ignoring them the investigator felt that it was preferable to state these

objectives because of their importance and to solicit assistance from others in the profession in refining and observing them.

The objectives stated for any particular subpurpose are not all-inclusive. The important question, however, is how well the domain of all possible objectives has been sampled. Here too, the participation of others who have an interest in these matters are needed.

To this point in the discussion of assessment techniques, no distinction has been made between those used for formative purposes (see pp. 20-21) and those used for summative evaluations. This distinction would have to be made by those implementing the evaluation system and cannot easily be made in the format used here. A similar problem exists with short-range and long-range evaluations. There is a need and a place for both, but these, too, would have to be provided for at the time of implementation.

Recommendations

Recommendations as a result of this project fall into two general categories: further development of the system and implementation of the system.

Further Development

This project is only in a beginning state. A great deal of work is yet to be done to make it fully operational. Further development should proceed in the context of the systems orientation which has been initiated here. These additional steps need to be taken:

1. Additional objectives and measurements would need to be developed for the remaining purposes and subpurposes.
2. Others need to use that which has already been developed as a basis for improving and refining the procedures.

3. A "clearinghouse" should be established for the exchange of procedures, instrumentation, and results.

4. A continuous process of evaluating the procedures and instruments, revising them, and re-evaluating them should be initiated.

5. A clarification of the implications of ODAS for defining the competencies necessary for student personnel workers, for the training and hiring of these professionals, is needed.

Implementation

Organization development must be the starting point of any system of evaluation. As an evaluation process itself, it concentrates on the needs of the individuals working in a system undergoing change and change is the essence of evaluation. The participants in the system must have input to the goals, functions, and procedures; they should not feel threatened by the process; they should be willing to change themselves and promote change in the system in which they operate; they need to understand the purposes for which evaluation is being done; and they must develop ways to resolve any conflicts which might arise. In general, there must be a democratic rather than autocratic administration of the service undergoing evaluation.

As part of the organization development processes, priorities need to be set on what subpurposes and objectives are of greatest concern. Although evaluation is an on-going process, it is not reasonable to expect that all aspects of the service will be evaluated all the time. It is also recognized that evaluation does cost money, and it is often not possible to spend very much on evaluation processes--nor is it necessary. Accordingly, the more important elements of the service can be selected to be evaluated one at a time and can be re-evaluated on a predetermined cyclical schedule (e.g., every other October), a random basis, or on a "need" basis (e.g., if there has been some major change in a particular

part of the service). As time and resources permit, additional elements can be added.

It is likely that the response rate will be low if the questionnaires which are prepared and distributed are long and tedious. Yet in many cases the measurement of an objective will require a large number of items. To increase response rate, it might be advantageous to randomly divide a large number of items into equal sets of fewer items such that instead of preparing one questionnaire of 48 items, there might be six questionnaires of eight questions each. In addition, there might be two or three items common to all questionnaires for the purpose of determining if the respondents came from essentially the same population before assuming that the separate groups would have answered all the items in the same way. Each questionnaire can then be given to a different randomly constituted group. This procedure also serves the purpose of including a greater number of respondents, thus greater interest and participation in the process without the drudgery of spending a great deal of time answering the questions.

Perhaps most important of all is that, as the system is implemented, continuing attention needs to be given to the extent to which each individual advisee with his/her unique characteristics meets his/her goals which have been set by each advisee with the assistance of the adviser. The emphasis must be on outcomes, but those outcomes which are related to individuals and which are appropriate for student services.

NOTES

NOTES

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APPENDICES

APPENDIX 1

ADVISING EVALUATION QUESTIONNAIRE

APPENDIX 1

ADVISING EVALUATION QUESTIONNAIRE

I. Descriptive information about your institution and advising office. Please check all that apply.

A. Type of institution

1. Junior or community college _____
2. Liberal arts or technical college _____
3. University _____
4. Other (specify) _____

B. Control of institution

1. Public _____
2. Private _____
3. Combination _____

C. Approximate total enrollment of your institution _____

D. Proportion of total enrollment served by your office _____

E. Type of accreditation _____

F. Types of services available in your office

1. Academic advising _____
2. Career counseling _____
3. Personal counseling _____
4. Psychiatric counseling _____
5. Placement _____
6. Other (specify) _____

G. Check each of the following personnel categories represented on your staff if the people in that category share some responsibility for academic advising.

1. Teaching faculty _____
2. Professional academic advisers _____
3. Professional counselors _____
4. Psychologists _____
5. Psychiatrists _____
6. Graduate students _____
7. Undergraduate students _____
8. Clerical/secretarial _____
9. Other (specify) _____

APPENDIX 1

II. Present status of evaluation procedures.

H. Do you presently have a formal system for evaluating your academic advising services? _____
(If you do, I would appreciate your sharing with me copies of your instruments and procedures.)

I. For what purposes do you use information derived from your present, formal evaluation system (if you have one)?

1. Administrative decision-making within the unit
   a. Budget allocations _____
   b. Change in staffing patterns _____
   c. Improvement of services _____
   d. Promotion, salary increases, etc. for personnel _____
   e. Termination of personnel _____
   f. Professional development of staff _____
   g. Other (specify) _____

2. Justification of services to others
   a. Accountability to higher administrators _____
   b. Accountability to governing board _____
   c. Accountability to public _____
   d. Accountability to clientele _____
   e. Budget requests _____
   f. Other (specify) _____

3. Efforts to meet the needs of the clientele
   a. Satisfaction of clientele _____
   b. Accuracy of staff _____
   c. Scheduling practices _____
   d. Promptness of services _____
   e. Adequacy of services _____
   f. Other (specify) _____

J. What kinds of evaluative information do you presently get about your advisees, advisers, and the advising function in your unit?

APPENDIX 1

III. Future status of evaluation procedures.

K. If you do not already have a formal system for evaluating your academic advising services, would you be interested in using such a system if you had the instruments and resources available? _____

L. For what purposes would you like to use information derived from an evaluation system?

1. Administrative decision-making within the unit
   a. Budget allocations _____
   b. Change in staffing patterns _____
   c. Improvement of services _____
   d. Promotion, salary increases, etc. for personnel _____
   e. Termination of personnel _____
   f. Professional development of staff _____
   g. Other (specify) _____

2. Justification of services to others
   a. Accountability to higher administrators _____
   b. Accountability to governing board _____
   c. Accountability to public _____
   d. Accountability to clientele _____
   e. Budget requests _____
   f. Other (specify) _____

3. Efforts to meet the needs of the clientele
   a. Satisfaction of clientele _____
   b. Accuracy of staff _____
   c. Scheduling practices _____
   d. Promptness of service _____
   e. Adequacy of services _____
   f. Other (specify) _____

M. What kinds of evaluative information would you like to get about your advisees, advisers, and the advising function in your unit?

APPENDIX 1

Name of respondent _____

Title _____

Function _____

Address _____

_____

_____

Telephone number _____
Area code Number

APPENDIX 2

LETTERS USED FOR SURVEY

UNIVERSITY OF SOUTH FLORIDA
TAMPA • ST. PETERSBURG • FORT MYERS

DIVISION OF UNIVERSITY STUDIES
TAMPA, FLORIDA 33620

813: 974-2645

May 19, 1976

Dear Colleague:

Because you are a member of or have interests in common with the Association of Academic Affairs Administrators (ACAFAD), I was hoping you would be willing to assist me in gathering data that would help clarify some of the issues on one of the topics of our concern, the evaluation of academic advising services. From the literature and my own inferences, the reason that professionals in academic services in higher education have been unable to demonstrate that such services are valuable and have positive effects is that we have not developed appropriate techniques to evaluate services. Perhaps the greatest faults in our evaluation techniques are the failure to identify the purposes for which we want to conduct evaluations and to devise instruments for these specific purposes, and the difficulty in delineating measurable objectives relative to the purposes.

The enclosed questionnaire has been designed to provide information on the reasons why various institutions have conducted or would like to carry out evaluations of their academic advising functions and the kinds of data collected or desired. Your response would help me validate or add to what I have found in the literature on this topic and would aid me in the development of a system of evaluation based on purposes. If this project is successful, it could serve as a model for the evaluation of other academic services as well.

If the mailing list I am using is out of date and you are no longer involved in the academic advising function, please mark the appropriate box on page 4 of the questionnaire and complete the identifying information.

Although I do plan to make available to ACAFAD members and to all of you who participate in this survey a summary of my report, if you would also like a copy of the results of the questionnaire, you can check the appropriate space at the end. Please note that the questions are printed on both sides of the paper. A self-addressed, postage-paid envelope is included for your convenience.

Your cooperation would be very much appreciated.

Sincerely,

Harriet C. Seligsohn
Director, Academic Advising

HCS/glm

Enc. (2)

THE UNIVERSITY OF SOUTH FLORIDA IS AN AFFIRMATIVE ACTION EQUAL OPPORTUNITY INSTITUTION

UNIVERSITY OF SOUTH FLORIDA

TAMPA • ST. PETERSBURG • FORT MYERS

DIVISION OF UNIVERSITY STUDIES
TAMPA, FLORIDA 33620

813: 974 2645

June 11, 1976

Dear Colleague:

I recently asked you to participate in a survey I was conducting, but as yet I have not received your response. In case the materials have been misplaced, another copy of the cover letter and the questionnaire are enclosed.

If the reason for your past hesitation in returning the questionnaire was that certain information is not readily available without an investment of valuable time that you cannot afford, please leave those items blank and answer only the items you can respond to quickly. It would be very helpful to me if you would take a few minutes to answer those items you can and return the questionnaire in the enclosed self-addressed, stamped envelope.

If your office is not involved with academic advising, you can indicate on page four that this is the case along with your name and institution, or ask someone in an appropriate position to complete the form.

I would be grateful for your assistance.

Sincerely,

Harriet C. Seligsohn

Harriet C. Seligsohn
Director, Academic Advising

HCS/glm

Enclosures

APPENDIX 2

Copy of Follow-up Postcard

Please check all which are appropriate:

__1. My office is not involved in academic advising.

__2. The structure of advising at my institution is such that I cannot answer the questions.

__3. I have not had time to respond.

__4. I forwarded the questionnaire to another office which does advising.

__5. I did respond to your questionnaire.

__6. We are not interested in the evaluation of the advising function.

__7. We are satisfied with out present system of evaluating academic advising.

__8. I did not receive the questionnaire.

9. Type of Institution (check one):
   - __Junior or community college
   - __Liber arts or technical college
   - __University

10. Type of Control (check one):
   - __Public
   - __Private
   - __Combination

11. Approximate enrollment _____

Name _____

Institution _____

APPENDIX 3

INSTITUTIONS INCLUDED IN SURVEY SUMMARY

APPENDIX 3

Institutions Included in Survey Summary

Arizona
- Arizona State University

Colorado
- Colorado Mountain College, East Campus
- Community College of Denver
- University of Colorado
  - College of Arts and Sciences
  - College of Engineering and Applied Science

Connecticut
- Eastern Connecticut State
- St. Joseph College
- University of Bridgeport

District of Columbia
- Howard University

Florida
- University of Miami

Georgia
- De Kalb Community College

Idaho
- Idaho State University

Illinois
- Concordia Teachers College
- Danville Junior College
- Illinois State University
- Joliet Junior College
- Kishwaukee College
- Morton College
- Southern Illinois University

Indiana
- Ball State University
- Indiana University--Purdue University at Fort Wayne
- Purdue North Central Campus
- University of Notre Dame
- Valparaiso University

Iowa
- Briar Cliff College
- University of Iowa

Kansas
- Hesston College
- Wichita State University

Kentucky
- Bellarmine College
- Western Kentucky University

Maine
- University of Maine at Portland--Gorham

Massachusetts
- Bentley College
- Bradford Junior College
- Emmanual College
- Hebrew College
- Mount Ida Junior College
- Newbury Junior College
- University of Massachusetts
- Western New England College

Michigan
- Ferris State College
- Kalamazoo Valley Community College
- Michigan State University
  - College of Communication Arts and Sciences
  - School of Medical Technology
- Muskegon Community College
- St. Clair County Community College
- University of Detroit

Minnesota
- Hamline University

Missouri
- Cardinal Glennon College
- Evangel College

APPENDIX 3

Missouri (cont'd).
- Kansas City Art Institute
- School of the Ozarks
- Southeast Missouri State University
- Trenton Junior College

Nebraska
- Creighton University
- University of Nebraska
- Wayne State College

New Hampshire
- New Hampshire College

New Jersey
- Caldwell College
- Centenary College for Women
- County College of Morris
- Drew University
- Felician College
- Mercer County Community College
- Princeton University
- Rutgers University
- Seton Hall University
- Upsala College

New Mexico
- New Mexico State University
- University of New Mexico

New York
- Syracuse University

North Carolina
- Appalachian State University

Ohio
- Cuyahoga Community College--Western
- Oberlin College
- Ohio University
- University of Cincinnati
- University of Dayton
- Wilmington College

Oklahoma
- Central State University
- Panhandle State University
- Langston University
- Oklahoma Baptist University

Oregon
- Blue Mountain Community College
- Oregon State University

Pennsylvania
- East Stroudsburg State College
- Gettysburg College
- Immaculata College
- La Roche College
- Lebanon Valley College
- Lehigh University
- Lycoming College
- Pierce Junior College
- St. Joseph's College
- Waynesburg College

Rhode Island
- Providence College
- Rhode Island College

South Dakota
- Mount Marty College

Utah
- Brigham Young University

Vermont
- Champlain College

Virginia
- Virginia Polytechnic Institute and State University

Washington
- Bellevue Community College
- Seattle University
- University of Washington

Wisconsin
- Carthage College
- Marquette University
- University of Wisconsin--Milwaukee
- University of Wisconsin--Whitewater
- Wisconsin State University

APPENDIX 4

RESULTS OF ADVISING SURVEY--UNIVERSITY OF SOUTH FLORIDA

APPENDIX 4

TABLE 13

RESULTS OF ADVISING SURVEY--University of South Florida

Item	No. Responding
Descriptive Data	
The responses reported here are from seven out of eight colleges which have undergraduate programs. All are from a state university which is regionally accredited.	
Distribution of percent of total institutional enrollment served by the participating office:	
1-20	5
21-40	2
Types of Services in Office:	
Academic advising	7
Career counseling	3
Personal counseling	3
Psychiatric counseling	0
Placement	2
Other	0
Personnel Involved in Advising:	
Teaching faculty	7
Professional advisers	4
Professional counselors	2
Psychologists	0
Psychiatrists	0
Graduate students	3
Undergraduate students	2
Clerical/secretarial	5
Other	0
Present Status	
Have a formal evaluation system:	
Yes	2
No	5
Purposes for which information derived from formal evaluation system is used:	
Administrative decision-making within unit	
Budget allocations	1
Improvement of services	2
Professional development of staff	1

APPENDIX 4

TABLE 13 (cont'd).

Item	No. Responding
Justification of services to others	
Accountability to higher administrators	2
Accountability to clientele	1
Efforts to meet the needs of the clientele	
Satisfaction of clientele	2
Accuracy of staff	1
Adequacy of services	2
Future Status	
Interested in having a formal system?	
Yes or possibly	4
No	1
Always looking for improvement	1
No response	1
Purposes for which information from a formal evaluation system would be used:	
Administrative decision-making within the unit	
Budget allocations	3
Change in staffing patterns	2
Improvement of services	5
Promotion, salary increases, etc. for personnel	2
Termination of personnel	2
Professional development of staff	1
Justification of services to others	
Accountability to higher administrators	3
Accountability to governing board	1
Accountability to public	2
Accountability to clientele	3
Budget requests	3
Efforts to meet the needs of the clientele	
Satisfaction of clientele	5
Accuracy of staff	4
Scheduling practices	2
Promptness of services	3
Adequacy of services	4

APPENDIX 5

CHI-SQUARE ANALYSES OF SUBPURPOSES AND SIZE OF INSTITUTION

APPENDIX 5

TABLE 14

CHI-SQUARE ANALYSES OF SUBPURPOSES AND SIZE OF INSTITUTION

Enrollment	Budget Allocations Of Concern N	%	Not of Concern N	%	Total N	%
To 2000	12	30	28	70	40	37
2001-10,000	15	41	22	59	37	35
Over 10,000	16	53	14	47	30	28
	43	40	64	60	107	100

Chi-square = 3.886 df = 2 p < .20

Promotion, Salary Increases, Etc., for Personnel

To 2000	4	10	36	90	40	37
2001-10,000	12	32	25	68	37	35
Over 10,000	12	40	18	60	30	28
	28	26	79	74	107	100

Chi-square = 9.134 df = 2 p < .01

Termination of Personnel

To 2000	4	10	36	90	40	37
2001-10,000	6	16	31	84	37	35
Over 10,000	7	23	23	77	30	28
	17	16	90	84	107	100

Chi-square = 2.285 df = 2 p < .50

Accountability to Higher Administrators

To 2000	25	63	15	38	40	37
2001-10,000	22	59	15	41	37	35
Over 10,000	21	70	9	30	30	28
	68	64	39	36	107	100

Chi-square = .825 df = 2 p < .70

APPENDIX 5

TABLE 14 (cont'd).

Enrollment	Budget Requests: Of Concern N	Of Concern %	Not of Concern N	Not of Concern %	Total N	Total %
To 2000	8	20	32	80	40	37
2001-10,000	16	43	21	57	37	35
Over 10,000	14	47	16	53	30	28
	38	36	69	64	107	100
Chi-square = 6.798		df = 2		p < .05		
Accuracy of Staff						
To 2000	21	53	19	48	40	37
2001-10,000	20	54	17	46	37	35
Over 10,000	21	70	9	30	30	28
	62	58	45	42	107	100
Chi-square = 2.506		df = 2		p < .30		
Scheduling Practices						
To 2000	16	40	24	60	40	37
2001-10,000	14	38	23	62	37	35
Over 10,000	15	50	15	50	30	28
	45	42	62	58	107	100
Chi-square = 1.116		df = 2		p < .70		

APPENDIX 6

EVALUATION FORM FOR "SCHEDULING PRACTICES" AND "PROMPTNESS OF SERVICES"

APPENDIX 6

DIVISION OF UNIVERSITY STUDIES
Office of Academic Advising

Dear Student:

Your responses to the following questions are needed by the advising office to ensure that our scheduling practices are meeting your needs and that we are able to attend to those needs promptly. At the end of the questionnaire, under Comments, please give us any suggestions you may have for improvement in these two areas.

All your responses will be treated with the strictest confidentiality. It is important that you provide an answer to every item. Your cooperation on this matter would be very much appreciated.

Sincerely,

Harriet C. Seligsohn
Director, Academic Advising

1. Approximate number of times you have seen a Division of University Studies (DUS) adviser _____.

2. Do you attend classes only at night or on weekends? Yes_____ No_____

PLEASE ANSWER THE FOLLOWING ITEMS BY SELECTING THE NUMBER FROM THE FOLLOWING SCALE WHICH BEST REFLECTS YOUR FEELINGS:

0 = not applicable or no information
1 = rarely or never
2 = sometimes
3 = often
4 = usually or always

3. ____I have a difficult time making contact with my adviser.

4. ____I find it easy to set up an appointment with my adviser.

5. ____I can drop in to see my adviser anytime I have an advising problem.

6. ____If I make an advance appointment with my adviser in person, I am given a reminder notice of the appointment.

7. ____When I call for an advance appointment, I am reminded of it by phone or mail.

8. ____My adviser seems rushed in dealing with my advising problems.

APPENDIX 6

RESPONSE KEY:

0 = not applicable or no information
1 = rarely or never
2 = sometimes
3 = often
4 = usually or always

9. ____I have to wait beyond my appointment time to see an adviser.

10. ____I did not have enough time to ask questions or discuss problems with my adviser.

11. ____My adviser is too busy to see me when I have made a definite appointment.

12. ____There is a need for more academic advisers.

13. ____My adviser's hours are clearly posted.

14. ____The only time I try to see my adviser is just before registration.

15. ____My adviser is not there to see me when I have made an appointment.

16. ____My adviser is on time in keeping appointments with me.

17. ____When I arrive promptly for an appointment with my adviser, I have to wait more than ten minutes to see him/her.

18. ____I have experienced difficulties due to errors made in filing, posting information on my records, or unavailability of current information.

19. ____My adviser has my advising records on hand when I show up for an appointment.

20. ____My adviser tends to give me the "run-around."

21. ____Each time I see my adviser on a particular matter, I am able to resolve the matter in no more than two visits.

22. ____The advising office responds to my mail inquiries promptly.

23. ____I know I can depend on my adviser to be in his/her office during scheduled office hours.

Comments:

PLEASE TURN IN AT RECEPTION DESK IN FAO 126.

DUS
10/76

APPENDIX 7

INSTRUCTIONS TO AND REPLIES OF "EXPERT JUDGES"

APPENDIX 7

MEMORANDUM

October 13, 1976

TO: Jim Dickinson

FROM: Harriet Seligsohn

SUBJECT: My Dissertation

Thanks for agreeing to serve as an "expert judge" in the area of student personnel services to assist me with my dissertation. In particular, I would like you to review Chapters I - III to become familiar with what I have done and why. I need your judgment on how adequately I have represented the purposes for which an evaluation of a student service might be conducted (Table 7). In addition, I would like your professional opinion on how adequately I have sampled the domain of objectives for the purposes and subpurposes specified (Chapter IV).

Attached is a draft copy of the first four chapters. Please call me at extension 2646 if you have any questions and when you have some feedback for me.

APPENDIX 7

UNIVERSITY OF SOUTH FLORIDA
TAMPA • ST. PETERSBURG • FORT MYERS • SARASOTA

COLLEGE OF EDUCATION
TAMPA, FLORIDA 33620
813: 974-2100

November 16, 1976

Ms. Harriet Seligsohn
Division of University Studies
University of South Florida

Subject: Reaction to the list of objectives, Chapter IV

Dear Ms. Seligsohn:

I have read carefully your proposed objectives for an academic advising service and have concluded that you have produced a comprehensive list of characteristics which can be used to describe an academic advising service. It is my impression that your descriptions are in most instances reasonably free of ambiguity. I have made note of my questions in the margins of the copy you provided me so that you can see which items still confuse me.

I think the item list you have produced constitutes a reasonably sound beginning point for developing strategies to evaluate an academic advising service. As I mentioned to you, the matter of balancing an item's contribution to an evaluative judgment is as much a function of the theoretical or philosophical model as it is a statistical judgment. A visible weighting of each item would offset the appearance of content bias in the item list which now seems to be influenced by the number of items in a given category. Clearly each descriptor is not equally valuable or essential to an advising service's quality.

If there are other matters related to your list of objectives which I should address, please let me know.

Sincerely,

James C. Dickinson, Professor
Psychological Foundations

THE UNIVERSITY IS AN AFFIRMATIVE ACTION EQUAL OPPORTUNITY INSTITUTION.

APPENDIX 7

Essence of verbal instructions given to Dr. Edward Caldwell:

I'd appreciate your reviewing the first four chapters of my dissertation to see what I have done and why, and then examine Chapter V in detail according to the role I have allocated to you on p. 7: "to evaluate the items of data and measurement techniques."

APPENDIX 7

UNIVERSITY OF SOUTH FLORIDA
Testing and Advanced Placement

November 16, 1976

M E M O R A N D U M

TO: Harriet Seligsohn

FROM: Edward Caldwell E Caldwell

RE: Evaluation of Measurement Techniques for Advisors

I have reviewed the items requested in your dissertation. Individual notations were entered in a number of cases dealing with suggested revisions or minor questions.

In general, I found that the items cover every conceivable fact of the advising function. I don't believe anything could have escaped. While many people, including myself, would consider some of the items to be of questionable importance, the contribution of having a large pool of them in one collection should be kept in mind. They can be very helpful to those who might use only a sampling.

APPENDIX 8

RESULTS OF EVALUATION OF "SCHEDULING PRACTICES" AND "PROMPTNESS OF SERVICES"

APPENDIX 8

TABLE 15

EVALUATION OF "SCHEDULING PRACTICES"

Objective	Item of Data	Responses* 0	1	2	3	4	Mean
There should be a simple appointment system for students to set up appointments with advisers.	I have a difficult time making contact with my adviser.	3	0	0	6	19	
	I find it easy to set up an appointment with my adviser.	3	3	3	5	14	3.48
There should be time allocated for students who prefer to drop in rather than make appointments in advance.	I have a difficult time making contact with my adviser.	3	0	0	6	19	
	I can drop in to see my adviser any time I have an advising problem.	10	3	7	3	5	3.18
	I know I can depend on my adviser to be in his/her office during scheduled office hours.	10	3	2	5	8	
There should be a system for reminding students of appointment times, particularly if appointments are made more	If I make an advance appointment with my adviser in person, I am given a reminder notice of the appointment.	9	3	0	2	14	2.78

* 0 refers to responses indicating not applicable or no information. 1 through 4 represents the continuum from very negative to very positive after the conversions have been made from the original responses.

APPENDIX 8

TABLE 15 (cont'd).

Objective	Item of Data	Responses 0	1	2	3	4	Mean
than two or three days in advance.	When I call for an advance appointment, I am reminded of it by phone or mail.	19	7	1	0	1	
The allocated time for an appointment should be sufficient for the student to accomplish what he/she came to see the adviser about.	My adviser seems rushed in dealing with my advising problems.	1	0	1	9	17	
	I have to wait beyond my appointment time to see an adviser.	2	1	0	12	12	3.61
	I did not have enough time to ask questions or discuss problems with my adviser.	3	0	0	4	21	
There should be a sufficient number of advisers to accomplish the service's stated objectives for all students assigned to the unit.	My adviser seems rushed in dealing with my advising problems.	1	0	1	9	17	
	I did not have enough time to ask questions or discuss problems with my adviser.	3	0	0	4	21	3.45
	My adviser is too busy to see me when I have made a definite appointment.	8	0	1	0	19	
	There is a need for more academic advisers.	13	7	4	3	1	

APPENDIX 8

TABLE 15 (cont'd).

Objective	Item of Data	Responses 0	1	2	3	4	Mean
The scheduling of appointments should be done in such a manner that the adviser is not interrupted when in conference with a student, but also that the student is not required to wait just to set up an appointment.	I find it easy to set up an appointment with my adviser.	3	3	3	5	14	3.20
The adviser's office hours should be clearly posted	My adviser's hours are clearly posted.	16	4	1	3	3	2.45
The advisers should schedule office hours appropriately to handle both peak and light traffic times.	The only time I try to see my adviser is just before registration.	Demographic item					
	My adviser seems rushed in dealing with my advising problems.	1	0	1	9	17	3.59
There should be accommodations made for students who attend classes nights or weekends only.	Do you attend classes only at night or on weekends?	Demographic item					
	I have a difficult time making contact with my adviser. (For students who respond "yes" to above item.)	Not applicable to this sample.					

APPENDIX 8

TABLE 16

EVALUATION OF "PROMPTNESS OF SERVICES"

Objective	Item of Data	Responses 0	1	2	3	4	Mean
Students who have appointments and who arrive promptly should not have to wait more than ten minutes beyond their appointment times to see an adviser.	My adviser is too busy to see me when I have made a definite appointment.	8	0	1	0	19	
	My adviser is not there to see me when I have made an appointment.	6	0	0	2	20	
	My adviser is on time in keeping appointments with me.	3	6	6	2	11	3.43
	When I arrive promptly for an appointment with my adviser, I have to wait more than ten minutes to see him/her.	4	2	1	8	13	
The needed records of students should be available at the time of the appointment.	I have experienced difficulties due to errors made in filing, posting information on my records, or unavailability of current information.	7	1	2	3	15	
	My adviser has my advising records on hand when I show up for an appointment.	7	5	3	4	9	3.16

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APPENDIX 8

TABLE 16 (cont'd).

Objective	Item of Data	Responses 0	1	2	3	4	Mean
Advisers should try to meet the one-time needs of a student in a single visit, but not more than two visits.	My adviser tends to give me the "run-around."	2	0	0	4	21	3.52
	Each time I see my adviser on a particular matter, I am able to resolve the matter in no more than two visits.						
Responses to letters should be handled within one week to ten days.	The advising office responds to my mail inquiries promptly.	26	0	1	1	0	2.50
The adviser should be in his/her office during office hours and scheduled appointment times.	My adviser is not there to see me when I have made an appointment.	6	0	0	2	20	3.50
	I know I can depend on my adviser to be in his/her office during scheduled office hours.	10	3	2	5	8	