Recommendations for the academic preparation of professional academic advisors

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Recommendations for the academic preparation of professional academic advisors

by

Jennifer L. Stacy

A thesis submitted to the graduate faculty in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

Department: Professional Studies in Education

Major: Education (Higher Education)

Major Professor: Larry H. Ebbers

Iowa State University
Ames, Iowa
1996
Graduate College
Iowa State University

This is to certify that the Master's thesis of

Jennifer L. Stacy

has met the thesis requirements of Iowa State University

Signatures have been redacted for privacy
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CHAPTER 1. INTRODUCTION

Academic advising in higher education is receiving renewed attention from both students and administrators. Trends such as student consumerism regarding advising services and the unstable job market reinforce the importance of providing directive, personalized advising services to students. Additional factors such as the increasing diversity of the student body and the expanding curriculum offerings in an increasingly technical world create difficulties for students. Presented with so many options, today's students seek out their advisors for suggestions and guidance.

Academic advisors may seek out their students as well. Besides providing student advising, advisors may have additional responsibilities including teaching, administration, orientation, counseling, residence hall management, career planning, admissions, and testing (Gordon et al., 1988). Administrators concerned with retention may demand new programs and services to reach out to students. The push for universities to provide increased services on down-sized budgets leaves advisors frustrated with heavy advising roles. Increasing demands for personalized, developmental advising requires time for and practice in training programs.

Given these issues, research needs to be conducted on the logistics of providing an advising training program for academic advisors. This study was designed to contribute to this research by collecting data from professional academic advisors at Iowa State University, the University of Iowa, and the University of Northern Iowa. Data collected were used to evaluate current advisor responsibilities and needs. Results were compiled on advisors' preparation and training for their current positions. Also obtained were data about daily advising responsibilities and advisor recommendations for helpful academic coursework.

This thesis adds to the existing, limited knowledge concerning advising as a profession. The overall goal of this document was to provide a foundation of information concerning academic advising preparation. Results should be useful to current faculty advisors who are designing graduate preparation programs. Professional academic advisors may incorporate the study results when planning professional development activities. Undergraduate and graduate students considering advising as a career option can use the recommendations when planning their academic and personal preparation.
Statement of Problem

Many individuals provide advising services in higher education institutions. Faculty, graduate students, and professional academic advisors are assigned the responsibility for providing accurate and personalized advising services. Faculty members perform the majority of advising at private or religiously-affiliated schools. Graduate students at larger institutions may advise as part of a practicum program or graduate assistantship. Professional academic advisors may focus on undecided students or those with a specific major. The number of individuals advising and the variation in their advising training leads to confusion and inaccurate services to students.

This study will focus on information received from professional academic advisors. Currently, national standards for advisor qualifications and training have not been mandated. This diversity of advisors’ preparation and training needs to be explored to identify the advising skills being utilized by advisors and the training needed in preparation programs.

Statement of Purpose

The purpose of this study is to obtain information about professional advisors’ academic preparation and their recommendations for coursework and skills needed by academic advisors. Descriptive and statistical data were collected from advisors at Iowa State University, the University of Iowa, and the University of Northern Iowa.

Specifically, this study aims to 1) collect information concerning advisor responsibilities, 2) identify the academic preparation of and daily skills utilized by professional academic advisors, 3) identify recommended coursework and skills for advisors, and 4) identify the key issues pertaining to academic advisor preparation.

Research Questions

The following research questions were constructed to address advisor preparation and activities.

Research Question 1. Does the advisors' highest degree earned influence:
   a. which advising skills are used most often?
   b. which advising skills are thought to be most important for future advisors?
   c. which academic classes would be recommended for future advisors?
Research Question 2. Does the institution of employment influence:
   a. which advising skills are used most often?
   b. which advising skills are thought to be most important for future advisors?
   c. which academic classes would be recommended for future advisors?

Research Question 3. Does the number of full-time years of advising experience influence:
   a. which advising skills are used most often?
   b. which advising skills are thought to be most important for future advisors?
   c. which academic classes would be recommended for future advisors?

Research Question 4. Does the amount of time spent on various advising activities influence:
   a. which advising skills are used most often?
   b. which advising skills are thought to be most important for future advisors?
   c. which academic classes would be recommended for future advisors?

Using these research questions, the following hypotheses were generated.

Research Hypotheses
1) There is no significant difference according to level of degree earned and
   a) degree of frequency for skills utilized by advisors,
   b) degree of importance for skills for future advisors to possess, and
   c) coursework recommendations for future academic advisors.

2) There is no significant difference according to institutional location and
   a) degree of frequency for skills utilized by advisors,
   b) degree of importance for skills for future advisors to possess, and
   c) coursework recommendations for future academic advisors.

3) There is no significant difference according to number of years of full-time advising experience and
   a) degree of frequency for skills utilized by advisors,
   b) degree of importance for skills for future advisors to possess, and
   c) coursework recommendations for future academic advisors.
4) There is no significant difference according to percentage of time spent in advising activities and
   a) degree of frequency for skills utilized by advisors,
   b) degree of importance for skills for future advisors to possess, and
   c) coursework recommendations for future academic advisors.

Definitions
The following terms and their definitions were used throughout this study.

**Advising** - "Advising is concerned not only with a specific personal or vocational decision, but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills" (Crookston, 1972, p. 12).

**Academic Preparation for Advising**: Any activity that increases an individual's practical skills or knowledge base of academic advising (i.e., training, mentoring, or graduate coursework).

**Professional Academic Advisor** - A non-faculty person whose major role includes administration and avocation of advising services to students and their institution.

Significance of this Study
This study will provide basic information about current academic advisors along with their recommendations for training advisors. The results generated by this study will contribute to the knowledge concerning advising as a profession. In addition, the recommendations generated can be used to select beneficial coursework and training activities for individuals interested in advising as a profession.

Limitations
Three limitations of this study need to be addressed. First, the survey was distributed to advisors at the regent institutions in the state of Iowa. A study of advisors in a different state may yield different results.
Secondly, the advisors surveyed work at large, state-financed institutions. Advisors at private institutions, community colleges, schools with special affiliation, or smaller enrollment numbers may respond differently.

Finally, only professional academic advisors' responses were used in this study. Faculty advisors and administrators assisting with advising issues were not surveyed. Studies involving these additional groups may produce different results.
CHAPTER 2. REVIEW OF LITERATURE

Introduction

This chapter presents an overview of literature on preparation classes and programs for academic advisors. Topics that will be discussed include advising as a profession, functions of advisors, student theories applicable to advising, need for advisor training, topics for advisor training, delivery of advisor preparation programs, examples of graduate preparation classes, resources for training programs, and evaluation of training courses.

Advising as a Profession

The need for professional academic advisors in higher education is growing. Goetz and White (1986) suggest this is due to a decrease of faculty interest in advising because of the increased demand for research, publication, and teaching; the assumption that quality advising programs are a significant part of the school's retention efforts; the changing backgrounds of the student body; and the progression of academic advising from a routine to a complex process.

Crockett (1978) cites additional reasons why academic advising receives institutional attention. These ideas include

1. A recognition that academic advising is an integral and necessary part of the higher education process. 2. A concern for individual student growth and development. 3. An interest in increasing student retention. 4. Greater student choice of curriculum than ever before. 5. An increase in non-traditional students. 6. A growing concern by students in the linkage between academic preparation and the world of work. (p. 1.1)

Habley (1986), in an address to members of the National Academic Advising Association (NACADA), stated that one challenge advisors face is developing advising as a profession. Characteristics defining a profession include developing a commonly accepted set of standards for advisors; developing a conceptual base of concepts, theories, and practices; setting a solid core of learning experiences and core skills to prepare advisors; developing advisors who have long-term commitment to the profession and a significant understanding of the advising field;
and identifying a group of clients. While some of these characteristics are currently applicable to advising as a profession, Habley spoke of the need to further advising in the unmet challenges.

Habley also stated that most advisors entered into their positions either by performing high quality faculty advising leading to filling an advising administrative position, happening to be in the right place at the right time when a job opening occurred, or being required to perform advising duties as part of a job (personal communication, December 13, 1995).

In a survey of 1000 NACADA members, Gordon et al. (1988) measured advisors' satisfaction with their positions; 95% of respondents indicated they were very satisfied or satisfied with their jobs. Respondents also indicated that 43% of their institutions required advisors to possess a master's degree while 2% of the institutions required a doctorate degree. A master's degree in student affairs was preferred at 25% of the institutions although 19% of the institutions preferred a degree in the area advisors would be working (Gordon et al., 1988).

Functions of Advisors

The responsibilities and role of advisors varies among academic institutions. "Helping students identify, clarify, and prioritize their personal values and goals is an important task that take [sic] place within the advising relationship" (Gordon, 1984, p. 99). Crockett (1978) adds that academic advisors act as coordinators of students' educational experiences.

Vowell, Wachtel, Grites, and Rozzelle (1993) state that advisors operate in multiple roles that sometimes conflict. Advisors are expected to be many things: "curriculum expert, registrar, counselor, career counselor and planner, student development specialist, student advocate, educator, manager, administrator, broker, evaluator, researcher, specialist, friend, and mentor" (Gordon, 1992, pp. 170-171).

Advisors also act as agents of change. They can provide information to students and administration and work to change institutional policies to benefit both the school and its students (Kramer, 1990).

Ware (1995) states that goals of good advising should include assisting students in academic success, supporting and encouraging students, and assisting students in learning about themselves. Advisors should also encourage students to think about and identify academic and career goals.
Advisors may also have additional responsibilities such as teaching, administration, student affairs duties, retention, or admissions and testing (Gordon et al., 1988). Because of the diverse roles advisors work in, proper preparation and training is needed.

Student Theories Applicable to Advising

Knowledge of the theories concerned with student development help advisors develop practical applications to use with students. Miller and McCaffrey (1982) state that developmental theory describes the student "as a dynamic entity who is associated with an institution designed to stimulate and guide people toward more advanced levels of knowledge, competence, skill, and personal well-being" (p. 20). Developmental advising as defined by Ender, Winston, and Miller (1984) is 1) a continuous developmental process for students rather than occasional, impersonal appointments, 2) advising concerned with the whole development of the person, 3) advising using student goals to direct purpose, 4) advising based on the development of a relationship between the advisor and the student, 5) advising where advisors serve as adult role models and mentors, 6) advising recognized as integrating both academic and student affairs, and 7) advising that utilizes all campus and community resources.

Crookston (as cited in Frost, 1993) differentiates between prescriptive advising where students rely on advisors for answers and supervision and developmental advising where students take an active role in the advising process. Frost (1993) states that while developmental advising is recommended by the literature and student personnel programs, prescriptive advising is more commonly used.

Seven areas of development faced by young adults are outlined by Chickering and Reisser (1993) in their book Education and Identity. These vectors are "developing competence, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, developing purpose, and developing integrity". They propose that development is facilitated by the exploration and challenges a student pursues. Many of these challenging situations are discussed directly or indirectly during advising sessions.

Perry's model of intellectual and ethical development outlines how a student often enters college with a dualistic (right vs. wrong) method of thinking and can progress through the stages of multiplicity (many options are seen to a problem),
relativism (examining problems as to how they fit into the whole picture), and commitment in relativism (establishing commitment based on his/her beliefs) (King, 1978). Advisors may need to assist students in each stage of development.

College students often seek help from their advisors when choosing a major and career. A model for career maturity designed by D. E. Super includes the following dimensions: planfulness, exploration, information, decision making, and reality orientation (Vowell et al., 1993). These stages include reflection on self and experiences and exploration of the world of work and education. Advisors can suggest options or make referrals to assist students in making decisions.

Holland (as cited in Gordon, 1992) proposed that personality types must match work environments for people to be satisfied with their career choice. These six types include realistic, investigative, artistic, social, enterprising, and conventional. Advisors may administer interest inventories to assist students in identifying their aptitudes and interests.

In addition to these theories, advisors working with special populations should be knowledgeable of theories specific to their students. Theories concerning non-traditional, honors, athletic, minority, international, transfer, graduate, and at-risk students may help advisors anticipate the concerns of their advisees.

**Need for Advisor Training**

Advising is performed by a variety of individuals in the college setting. Faculty members perform the majority of advising at private or religiously affiliated schools. Graduate students may advise as part of a practicum program or assistantship. Professional academic advisors may focus on students in specific majors. An advising course that appeals to faculty, staff, and students can be a very practical method for increasing awareness of advising issues as well as sharing knowledge among participants (Bonar, 1976).

Advisors are using new methods when advising. Advising techniques have evolved from traditional one-on-one advising meetings. Advisors now use student peers, computerized correspondence, group advising, or academic courses to assist large numbers of students in a small amount of time (Ware, 1995).

In a survey of 154 faculty from higher education and college student personnel preparation programs, only five courses offered by the respondents' programs were listed by title as academic advising courses (Goetz & White, 1986).
However, an advising practicum or internship experience was offered by 84% of the programs, and an independent study option was offered by 71% of the programs. Other relevant programs available to graduate students included student leader seminars addressing academic advising, advisor staff training, and career development and study skills seminars (Goetz & White, 1986).

Crookston (as cited in Ender & Winston, 1982) names five competencies that advisors need to develop to perform their diverse roles. He advocates that advisors need to develop oral communication skills and be able to establish productive relationships with their students. Advisors need to learn academic majors, required courses, and university procedures. Advisors should also learn student development theories and be able to apply them to a student's level of development. Advisors need to be prepared to teach students study skills, decision-making, and other developmental tasks. Finally to be able to make appropriate referrals, advisors need to be informed of campus and community services.

Gordon (1982) states that an advising course for beginning advisors can provide a general understanding of advising purposes, policies, and procedures, can foster positive attitudes and enthusiasm for advising as a profession, and can expose the myths and mysteries of advising and thus build advisor confidence. Before designing a training program, it is essential to survey or talk informally with current advisors. This will ensure that program outcomes are targeted to meet current advisor needs (Vowell et al., 1993).

Topics for Advising Training

The overall goal of a training program or class is to learn content knowledge and the advising process (Vowell et al., 1993). "Knowing everything is impossible; knowing where and how to find most things is possible" (Vowell et al., 1993, p. 25).

Expectations, goals, and outcomes should be addressed at the beginning of each training meeting. Statistical information such as student demographics, academic records, and academic curriculums should also be included to help advisors respond to the changing university. Legal and ethical issues should also be addressed (Vowell et al., 1993).

Kramer (1990) advocated learning and using computer technology to enhance the advising system. Kramer also addressed the fact that advisors are increasingly responding to issues regarding ethnic diversity, gender, non-
traditional students, and students with dysfunctional backgrounds. Factual information and discussion on these issues may increase advisor sensitivity to students.

According to Gordon (1982), future advisors may also benefit from discussing college organizational structures. University policies, procedures, curricula, and resources should also be addressed (Vowell et al., 1993). Advisors also need to be informed of methods for self and program evaluation.

Grites (1978) lists communication skills such as listening and feedback as important topics for training programs. These skills are often overlooked but essential for establishing a relationship between student and advisor.

Advisors need to be informed about campus resources to provide effective referrals for students; advisors should be trained directly by personnel in these services to learn current offerings and appropriate procedures (Kramer, 1990). For example, professionals from the Student Counseling Center can train advisors in decision-making strategies, self-esteem issues, and other skills that advisors may need when working with students.

Kramer (1987) states that gaining competence as an advisor develops from practical experience. Training situations where beginning advisors do not have enough information to initially solve problems themselves will encourage them to search for additional information. Practical experiences give advisors opportunities to apply their newly learned knowledge and skills. Vowell et al. (1993) would also discuss "advocacy/intervention strategies, challenging or confronting the student, problem-solving strategies, and supportive/encouragement strategies" (pp. 67-69).

In the NACADA survey mentioned above, respondents indicated that a definition of advising, counseling skills, use of information, interviewing skills, career counseling skills, and communication theory and techniques should be offered in a certificated/testing program (Gordon et al., 1988). Very few of the respondents recommended that research skills and knowledge be taught.

The third ACT National survey of academic advising asked respondents to rate the percentage of time their existing advising programs addressed the following skills: conceptual skills (concepts such as the definition and importance of academic advising), informational skills (facts such as regulations and campus services), and relational skills (behaviors such as counseling and decision-making skills). Survey respondents indicated information skills were most commonly
taught, and conceptual skills were discussed somewhat less frequently. Topics associated with relational skills were not emphasized (Habley & Crockett, 1988).

Delivery of Advising Preparation Programs

Vowell et al. (1993) suggest careful consideration of the advisors themselves when planning programs. The focus of these programs should be to involve advisors and acknowledge their needs and expectations. Consult the best advisors and, if possible, incorporate them as facilitators for the training sessions. Habley and Crockett emphasize that factors such as the individual skills of advisors, their experiences, and their willingness to participate in advisor training should be considered when designing and delivering an advising course (Keller, 1988).

Additional factors to consider include scheduling advantageous times for class sessions. For example, sessions held during busy times of the semester would have sparse attendance. Class topics should be scheduled according to relevance as well. Sessions discussing registration procedures would be more effective before registration time than afterwards (Vowell et al., 1993).

Finding a convenient meeting place for participants should also be addressed. Vowell et al. (1993) suggest a balance between utility, comfort, and accessibility.

Developing publicity geared toward prospective students is essential. Grites (1978) suggests offering incentives for participants including academic credit, financial rewards, credit towards tenure, providing meals, certification or awards.

Bonar (1976) suggests following a systems approach model to deliver a preparation course. His model consists of progression through seven steps:

1) clarifying the instructional problems and identifying intended recipients of the instruction and their entering characteristics, 2) formulating instructional goals and objectives, 3) designing evaluative measures for instructional goals and objectives, 4) determining instructional sequencing and method/s of presentation, 5) detailing topical presentations of content and writing and/or collating existing content sequences, 6) testing of trial instructional materials with selected personnel for revision purposes, and 7) evaluation of finished materials with advisor trainees for purposes of continued program revision. (p. 192)
Vowell et al. (1993) detail the importance of regular advising training. If budgetary funding threatens cancellation of development programs, other sources of funding such as vending accounts, interested alumni, and administrators should be explored.

Respondents from the third ACT survey indicated that a single day workshop and a series of short workshops throughout the year were the most common methods for providing advisor training (Habley & Crockett, 1988). If additional time is available, advisors should be encouraged to enroll and participate in coursework addressing advising.

Examples of Graduate Preparation Classes

The Ohio State University offers a training course for graduate students specifically addressing academic advising. This course prepares advisors to

1) understand the processes and tasks involved in academic advising,
2) understand the principles involved in college student development and how those can be integrated into the advising process, 3) understand the career-development process and the factors involved in education and vocational decision making, and 4) understand the nature and patterns of organizational functioning of the university and the resources necessary to academic advisement. (Gordon, 1980, pp. 335-336)

Included in the program are a lecture on the philosophy and functions of academic advising, a videotape showing typical advising sessions with critique provided afterwards, role playing on videotape with feedback, opportunities for participants to practice communication skills on real students, administration of the Myers-Briggs Type Indicator to give advisors insight about their personality styles, overviews of university organizational charts and resource manuals, and meetings with academic departments (Gordon, 1980).

Thomas Grites developed and taught an advising course at Stockton State College. The course, titled Developmental Academic Advisement Programs in Colleges and Universities, was a requirement for students obtaining a Doctor of Education degree in Higher Education. Issues addressed included the administration of advising programs, available resources that enhance advising programs, advising within the total institutional context, student and faculty
responsibilities in the process and assessment strategies for advising programs (Grites, 1991). Class assignments included completing an academic advising audit for their campus, completing the Council for the Advancement of Standards (CAS) Academic Advising Self-Assessment Guide, developing a research project dealing with any aspect of advising for a written and oral presentation, and numerous advising related readings.

Resources for Training Programs

Effective resource people and materials are needed to offer quality advising training. Both national and local resources should be utilized.

The Council for the Advancement of Standards for Student Services/Development Programs prints guidelines for establishing and monitoring higher education programs including academic advising programs (Kramer, 1990). These standards can be used by student affairs professionals to help with the planning, assessment and evaluation, self-study, and productivity of programming efforts (Bryan & Mullendore, 1993).

The National Academic Advising Association was established in 1979 to provide a "forum for discussion, debate and the exchange of ideas pertaining to academic advising in relation to other areas and activities of higher education" (NACADA, 1993, p. 2). NACADA sponsors national and regional conferences, publishes a journal and newsletter, sponsors advising scholarships and research awards, and provides a consultant bureau. NACADA also supported the development of a clearinghouse to provide information and bibliography materials on advising topics. This organization and its materials can significantly contribute to advisor development programs.

Local resources are often overlooked. Advisors need information describing services available for student and staff use. University libraries can be excellent sources of career exploratory information. Experienced advisors can provide practical insights. Speakers from campus offices can provide summaries of office services. University Institutional Research Offices can provide data from the current student body as well as provide technical support and advice for research studies. Existing advising handbooks, advising committee meeting notes and journal articles can serve as references for class discussions.

Handbooks can identify essential resources, policies, and procedures for advisors. Ford and Ford (1993) suggest organizing the handbook by table of
contents, letter of introduction/explanation, general research data, resource materials, department and campus regulations, bibliography, and appendixes. Revision is suggested annually and can be facilitated by handbooks maintained in three-ring binders or on-line. Sample handbooks in addition to many advising resources are available on the World Wide Web. Sample advising WWW sites are http://www.ksu.edu/nacada and http://volvo.gslis.utexas.edu/~acadres.

Evaluating Training Courses

Outcomes based assessment demands accountability from higher education. Evaluation of programming efforts can clarify and reinforce training accomplishments. Gordon (1984) states that in times of decreasing budgets, positive programming outcomes can help ensure the continuance of training programs. One method suggested by Vowell et al. (1993) involves developing training session goals through focus groups with advisors. Another method would be to use CAS self-assessment guides. These guides provide in-depth programming assessment relevant to CAS standards (Bryan & Mullendore, 1993). After the training is completed, advisors can evaluate each session based on prespecified goals.

A final method for evaluating advising training would be to individually test the participants. Bonar (1976) used a pretest, posttest, and unit test for measuring participants' mastery of skills in advising. At The Ohio State University graduate students were asked to evaluate their academic advisor training program after one month (Gordon, 1980).

Summary

Recognition and demand for advising services are growing. The responsibilities of advisors vary among institutions, but advisors are expected to fill many roles which sometimes conflict. Because advising is performed by a variety of individuals within the college setting and typically these advisors receive a varied amount of training for their duties, there is definite need to provide advisor training programs. These programs should address the necessary skills and information needed to assist individuals in becoming competent advisors. Examples of graduate advising classes were described as well as resources for development and evaluation of such programs.
CHAPTER 3. METHODOLOGY

Introduction
This section explains the methods used to collect and analyze the data from this study. In particular, this chapter describes the selection of subjects, independent and dependent variables used to calculate sample statistics, instrumentation, the procedure for collecting data, and the methods used for data analysis.

Subjects
All professional academic advisors at Iowa State University, the University of Iowa, and the University of Northern Iowa were surveyed. This yielded a total of 38 advisors from Iowa State University, 26 advisors from the University of Iowa, and 10 advisors from the University of Northern Iowa. Thirty-two advisors at Iowa State, 19 advisors at the University of Iowa, and 6 advisors at the University of Northern Iowa returned usable surveys. One survey was returned without university designation. These universities were selected because they are state supported and have a large student enrollment. Incentives and compensations were not offered for survey return. However, the researcher's address was made available to subjects desiring a summary of survey results.

Iowa State University maintains its land-grant heritage and responsibilities through its orientation to science and technology. Iowa State takes pride in its distinguished teaching, research, and outreach activities. Its colleges include Agriculture, Business, Design, Education, Engineering, Family and Consumer Sciences, Graduate, Liberal Arts and Sciences, and Veterinary Medicine. Iowa State has an enrollment of approximately 25,000 students.

The University of Iowa is a nationally known research university having a solid liberal arts foundation. The university strives to maintain a balance between scholarly research and teaching. University colleges include Liberal Arts, Business Administration, Dentistry, Education, Engineering, Law, Medicine, Nursing, Pharmacy, and Graduate. Its enrollment is approximately 27,000 students.

The University of Northern Iowa was established as a school for the instruction and training of teachers. Its mission includes teaching, research, and professional service. UNI's colleges include Business Administration, Education, Humanities and Fine Arts, Natural Sciences, and Social and Behavioral Sciences.
Graduate degrees are also available. The enrollment is approximately 13,000 students.

Independent and Dependent Variables

The independent variables utilized in this study were
1) level of degree earned,
2) institutional location,
3) number of years of full-time advising experience, and
4) percentage of time spent in advising activities.

Dependent variables that were measured include
1) degree of frequency for skills utilized by advisors,
2) degree of importance for skills for future advisors to possess, and
3) coursework recommendations for future academic advisors.

Combining these variables leads to the following hypotheses:

1) There is no significant difference according to level of degree earned and
   a) degree of frequency for skills utilized by advisors,
   b) degree of importance for skills for future advisors to possess, and
   c) coursework recommendations for future academic advisors.

2) There is no significant difference according to institutional location and
   a) degree of frequency for skills utilized by advisors,
   b) degree of importance for skills for future advisors to possess, and
   c) coursework recommendations for future academic advisors.

3) There is no significant difference according to number of years of full-time
   advising experience and
   a) degree of frequency for skills utilized by advisors,
   b) degree of importance for skills for future advisors to possess, and
   c) coursework recommendations for future academic advisors.

4) There is no significant difference according to percentage of time spent in
   advising activities and
a) degree of frequency for skills utilized by advisors,  
b) degree of importance for skills for future advisors to possess, and  
c) coursework recommendations for future academic advisors.

Instrumentation

A survey was developed for this study to obtain information from current advisors. Specifically this instrument was designed to collect information concerning advisor responsibilities, the academic preparation of and daily skills utilized by professional academic advisors, recommended coursework and skills for future advisors, and key issues pertaining to academic advisor preparation. Questions were developed utilizing the review of literature and the researcher's specific interests.

Before the survey was mailed, four academic advisors and an advising administrator at Iowa State University reviewed its content and format. Face validity was established through this critique. Revisions were made accordingly. The final survey draft was approved by the Iowa State University Human Subjects Review Committee in Spring 1996 (copy in Appendix A).

Questions were grouped into sections. Descriptive statistics were collected through open and closed questions. Advising skill usage was measured by a 6 point Likert scale for frequency from never to daily usage. Recommended advising skills for future advisors was measured by a 6 point Likert scale for importance from very unimportant to very important. Recommended coursework for future advisors was measured by a 6 point Likert scale for relevance from very irrelevant to very relevant.

Procedure

Final survey questions were categorized according to academic preparation, advisor functions, professional development/continuing education, and recommendations for future academic advisors. Questions were both open and close ended in format. The survey itself consisted of three backed sheets, so respondents could write directly on and return the instrument (copy in Appendix C).

The surveys and accompanying cover letter (copy in Appendix B) were mailed in Spring 1996 according to each university's list of academic advisors. Lists of university advisors were obtained from the Human Resources Department at Iowa State University and the University of Iowa, and an academic advisor at the
University of Northern Iowa. Subjects were asked to voluntarily return their completed surveys within three weeks.

Data Analysis

Returned surveys were entered and analyzed using StatView II v 1.04, a statistical software package for Macintosh. Descriptive statistics were computed to obtain information about the population.

Data were categorized according to independent variables: level of earned degree, institutional location, number of years of full-time advising experience, and percentage of time spent in advising activities. An analysis of variance (ANOVA) was computed for each research hypothesis. Scheffe's F-test was used to determine significance at the 0.05 level.

Summary

A survey was developed to measure the academic preparation of and daily skills utilized by professional academic advisors. This survey was mailed in Spring 1996. Fifty-eight of 74 advisors returned usable surveys (78% response rate). Descriptive statistics and analysis of variance tests were used for data analysis. The following chapter details the survey responses.
CHAPTER 4. RESULTS AND DISCUSSION

Introduction

This chapter reports the results of the study. In particular, the reader should be able to identify the academic preparation of and daily skills utilized by professional academic advisors. The recommended coursework and skills pertaining to future advisor preparation are discussed. Key issues defined by the advisors are presented.

Much of the data collected regarding advisor profiles and activities are presented via descriptive statistics. Research hypotheses and statistical results follow.

The initial purpose of this study was to collect information concerning advisor responsibilities and identify the academic preparation of professional academic advisors. Descriptive results were compiled and are reported as follows.

Descriptive Statistics

Academic Preparation

Thirty-nine of the advisors had obtained a master's degree. Eleven advisors had earned a doctoral degree while seven advisors reported having earned a bachelor's degree.

Twenty-four of the advisors earned their highest degrees in liberal arts. Twenty advisors earned their degrees in higher education or counselor education. Engineering degrees were held by six advisors, and two advisors earned business degrees. Six advisors had degrees in other academic majors.

Of the 58 advisors responding in the study, 16 are currently working towards another degree. Four are studying engineering, four are studying higher education or counselor education, four are studying liberal arts, and four are studying other majors.

To be hired at their current positions, 43 advisors were required to hold a master's degree. Fifteen positions required a bachelor's degree. None of their positions required a doctoral degree.

Advisors received a varying amount of orientation/training when starting their current positions. Twenty advisors received 0-4 training hours, six advisors received 5-8 training hours, four advisors received 9-12 training hours, and 27 advisors received more than 13 training hours.
Fifty-three of the respondents were Caucasian. One African American, two Hispanic/Latino, and two multi-racial advisors also responded. None of the respondents indicated Native American ethnicity.

The population consisted of 16 male and 40 female advisors.

**Advisor Functions**

The number of students advised ranged from 80-900. The mean number of students advised was 290; the standard deviation was 162. The median was 250 students.

Most advisors work with varied student majors. Thirty-two advisors work with undecided students, 35 work with pre-professional students, and 41 work with curriculum majors. Eleven advisors reported working with other types of students.

The percentage of time spent in personal advising, group advising, and administrative work will be reported in the statistical results section.

Means were computed for the frequency of advising skills used. The skills reported by advisors as used on a daily basis (means ranged from 5.5-6.0) include human relations/communication skills, computer/internet technology skills, and counseling skills. Skills used on a weekly basis (means ranged from 4.5-5.4) include administration and management, psychology/human development theory, advising practicum/experiential learning experiences, and experience with diversity issues. Skills used on a monthly basis (means ranged from 3.5-4.4) include knowledge of legal issues. Skills used a few times a semester (means ranged from 2.5-3.4) include research skills. Table 1 lists skills according to highest frequency of use.

Advising skills that were utilized daily all had standard deviations of less than 1. This suggests that there is less variation among the usage frequency of human relations/communication skills, computer/internet technology skills, and counseling skills than other skills.

Means were then computed for skills perceived as important for future professional advisors to possess. Skills that were rated as very important (means ranged from 5.5-6.0) for future advisors include human relation/communication skills and counseling skills. Skills that were rated as important (means ranged from 4.5-5.4) include advising practicum/experiential learning experiences, psychology/human development theory, computer/internet technology skills, experience with diversity issues, and administration and management skills. Skills rated as somewhat important (means ranged from 3.5-4.4) include knowledge of
Table 1. Rank order means for frequency of advising skills utilized by advisors

<table>
<thead>
<tr>
<th>Skill</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human relations/communications skills</td>
<td>58</td>
<td>5.94</td>
<td>0.23</td>
</tr>
<tr>
<td>Computer/internet technology skills</td>
<td>58</td>
<td>5.82</td>
<td>0.50</td>
</tr>
<tr>
<td>Counseling skills</td>
<td>58</td>
<td>5.59</td>
<td>0.67</td>
</tr>
<tr>
<td>Administration and management skills</td>
<td>58</td>
<td>5.15</td>
<td>1.07</td>
</tr>
<tr>
<td>Psychology/human development theory</td>
<td>58</td>
<td>4.90</td>
<td>1.35</td>
</tr>
<tr>
<td>Advising practicum/experiential learning experiences</td>
<td>55</td>
<td>4.61</td>
<td>1.76</td>
</tr>
<tr>
<td>Experience with diversity issues</td>
<td>57</td>
<td>4.42</td>
<td>1.41</td>
</tr>
<tr>
<td>Knowledge of legal issues</td>
<td>58</td>
<td>3.54</td>
<td>1.46</td>
</tr>
<tr>
<td>Research skills</td>
<td>53</td>
<td>3.08</td>
<td>1.30</td>
</tr>
</tbody>
</table>

(1-never, 2-a few times a year, 3-a few times a semester, 4-monthly, 5-weekly, 6-daily)

The skills used most frequently are the skills which advisors recommend as most important for future advisors. Survey results were consistent with the literature previously cited. Grites (1978) lists communication skills such as listening and feedback as important for training programs. Results of a NACADA survey of advisors showed that few advisors recommended teaching research skills and knowledge (Gordon et al., 1988).

To compare the frequency of use and the recommended importance of advising skills, Table 3 lists the rank order of the skill means. The spearman rank correlation for frequency and importance was found to be 0.75. This emphasizes that the skills that are utilized frequently are also perceived as important for future advisors.

**Professional Development/Continuing Education**

The most prevalent professional organization for advisor memberships was the National Academic Advising Association (NACADA) with 30 members. Two
Table 2. Rank order means for perceived importance of advising skills for future advisors

<table>
<thead>
<tr>
<th>Skill</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human relations/communication skills</td>
<td>58</td>
<td>5.89</td>
<td>0.39</td>
</tr>
<tr>
<td>Counseling skills</td>
<td>58</td>
<td>5.53</td>
<td>0.73</td>
</tr>
<tr>
<td>Advising practicum/experiential learning experiences</td>
<td>56</td>
<td>5.16</td>
<td>0.98</td>
</tr>
<tr>
<td>Psychology/human development theory</td>
<td>58</td>
<td>5.06</td>
<td>1.10</td>
</tr>
<tr>
<td>Computer/internet technology skills</td>
<td>58</td>
<td>5.05</td>
<td>0.86</td>
</tr>
<tr>
<td>Experience with diversity issues</td>
<td>57</td>
<td>5.04</td>
<td>0.96</td>
</tr>
<tr>
<td>Administration and management skills</td>
<td>57</td>
<td>4.82</td>
<td>1.14</td>
</tr>
<tr>
<td>Knowledge of legal issues</td>
<td>58</td>
<td>4.30</td>
<td>1.26</td>
</tr>
<tr>
<td>Research skills</td>
<td>57</td>
<td>3.68</td>
<td>1.15</td>
</tr>
</tbody>
</table>

(1-very unimportant, 2-unimportant, 3-somewhat unimportant, 4-somewhat important, 5-important, 6-very important)

advisors are members of American College Personnel Association (ACPA), two are members of their State Personnel Association (i.e.-ISPA), one is a member of the National Association of Student Personnel Administrators (NASPA), and one is a member of the Association for the Study of Higher Education (ASHE). Twelve advisors are members of other organizations.

Twenty-six advisors frequently read the NACADA Journal, twenty-one read the Chronicle of Higher Education, and five read the Journal of College Student Development. None of the advisors reported reading the NASPA Journal. Seven advisors frequently read other publications.

Of the respondents' who reported that their college/department sponsors a training/orientation program for new advisors, 26 reported that the sessions were mandatory and 10 reported that the sessions were optional. Twenty advisors reported their college/department did not offer sessions to them.

Thirty-nine of the advisors attend weekly meetings discussing advising.
Table 3. Rank order mean comparison for frequency of use and perceived importance of advising skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Frequency of Use</th>
<th>Perceived Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human relations/communications skills</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Computer/internet technology skills</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Counseling skills</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Administration and management skills</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Psychology/human development theory</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Advising practicum/experiential learning experiences</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Experience with diversity issues</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Knowledge of legal issues</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Research skills</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

Advisors were asked how many hours per week they review/exchange information with other advisors (including meetings and conversations). Twenty-four advisors shared for 0-3 hours, 23 advisors shared for 4-6 hours, four advisors shared for 7-10 hours, and six advisors shared for over 11 hours.

Thirty advisors have conducted independent research related to advising since obtaining their current position. The survey did not ask for topics of research efforts.

Forty-seven advisors responded that their campus offers lectures/forums related to advising, and 39 responded that they attend such offerings. These lectures were sponsored by various groups.

The average number of conferences addressing advising which were attended within the previous year was 1.3. The range of conference attendance was 0-3 conferences, with an outlier of 20.

Nine respondents thought that there was a need for professional certification for advisors. Twenty-five responded certification was not needed, and 24 advisors responded with maybe.
Advisors are interested in computer technology. Twenty-two are connected on a mailing list such as listserv or majordemo for advisors. Thirty advisors or their office have a World Wide Web page. Of those having access to their WWW page, 13 advisors personally use it and seven advisors indicated the page was interactive.

Recommendations for Future Professional Advisors

Means were computed for the perceived relevance of coursework for future advisors. None of the courses listed in the survey were rated as very relevant (means ranged from 5.5-6.0) for future advisors to study. Courses listed as relevant (means ranged from 4.5-5.4) include The College Student, Advising in Higher Education, Practicum in Advising, Issues and Ethics in Counseling, Career Guidance and Job Placement, Student Development in Higher Education, Occupational Choice and Development, Culturally Different in Diverse Settings, Student Personnel Services in Higher Education, and Foundations of Counseling. Courses that were rated as somewhat relevant (means ranged from 3.5-4.4) include Organization & Administration of Student Personnel Services, College Teaching, Higher Education in the United States, Educational Research, and Basic Educational Statistics. Table 4 lists recommended courses according to highest mean.

In the Goetz and White (1986) survey discussed earlier, 84% of the programs offered an advising practicum or internship experience. An independent study option was offered by 71% of the programs. Respondents in this study rated a practicum in advising relevant for future advisors.

According to the written comments, the following topics and experiences were recommended to be included in an academic advising preparation program. An intern/shadowing/practicum experience was cited by 14 advisors. Eleven advisors thought student development should be taught, 9 advisors thought counseling skills should be taught, and eight advisors thought listening, communication, and respect for students should be taught.

When asked to respond to the key issues in academic advising, the respondents cited that listening and modeling an attitude of empathy and honesty was key to working with students. Other issues frequently cited include helping students clarify their goals and assume responsibility for their own progress, staying current with university policies, and developing knowledge of the
Table 4. Rank order means for perceived relevance of coursework for future advisors

<table>
<thead>
<tr>
<th>Course</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College Student</td>
<td>58</td>
<td>5.31</td>
<td>0.99</td>
</tr>
<tr>
<td>Advising in Higher Education</td>
<td>57</td>
<td>5.30</td>
<td>1.16</td>
</tr>
<tr>
<td>Practicum in Advising</td>
<td>56</td>
<td>5.22</td>
<td>1.28</td>
</tr>
<tr>
<td>Issues and Ethics in Counseling</td>
<td>58</td>
<td>5.09</td>
<td>0.90</td>
</tr>
<tr>
<td>Career Guidance and Job Placement</td>
<td>57</td>
<td>5.08</td>
<td>0.96</td>
</tr>
<tr>
<td>Student Development in Higher Education</td>
<td>56</td>
<td>5.06</td>
<td>1.12</td>
</tr>
<tr>
<td>Occupational Choice and Development</td>
<td>58</td>
<td>4.99</td>
<td>0.76</td>
</tr>
<tr>
<td>Culturally Different in Diverse Settings</td>
<td>57</td>
<td>4.97</td>
<td>1.04</td>
</tr>
<tr>
<td>Student Personnel Services in Higher Education</td>
<td>58</td>
<td>4.87</td>
<td>1.19</td>
</tr>
<tr>
<td>Foundations of Counseling</td>
<td>58</td>
<td>4.83</td>
<td>1.07</td>
</tr>
<tr>
<td>Organization &amp; Administration of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Personnel Services</td>
<td>58</td>
<td>4.34</td>
<td>1.27</td>
</tr>
<tr>
<td>College Teaching</td>
<td>58</td>
<td>4.28</td>
<td>1.06</td>
</tr>
<tr>
<td>Higher Education in the United States</td>
<td>58</td>
<td>4.03</td>
<td>1.29</td>
</tr>
<tr>
<td>Educational Research</td>
<td>55</td>
<td>3.84</td>
<td>1.23</td>
</tr>
<tr>
<td>Basic Educational Statistics</td>
<td>57</td>
<td>3.69</td>
<td>1.30</td>
</tr>
</tbody>
</table>

(1-very irrelevant, 2-irrelevant, 3-somewhat irrelevant, 4-somewhat relevant, 5-relevant, 6-very relevant)

curriculum that students will take. Also mentioned were the heavy advising loads and concerns about advisor accessibility and contact time. In addition, advisors were also concerned about developing an advising identity with respect and cooperation from both the faculty and the administration.
Research Hypotheses

A second purpose of this study was to determine whether the variables identified in the research questions had significant interactions. Using Scheffe's F-test, each hypothesis was tested at the 0.05 level of significance.

**Research Hypothesis 1a.** There is no significant difference according to level of degree earned and degree of frequency for skills utilized by advisors.

Using Scheffe's F-test, a significant difference (p=0.0273, F=3.5458) was found between advisors who earned a master's degree and advisors who earned a doctorate degree in frequency of human relations/counseling skills usage. Advisors with a master's degree reported using human relations/counseling skills more frequently than those with a doctorate. One explanation could be that advisors with a doctorate may obtain positions emphasizing administrative more than human relations/counseling duties. Table 5 shows data results.

The bachelor's mean was higher than both the master and doctorate means. The small sample size may contribute to this high mean and zero standard deviation. It is important to note that all the means ranged from 5.77 - 6.00 for this skill. The small difference in range indicates agreement among advisors that human relations/counseling skills are used on a daily basis.

Table 5. Effects of level of degree earned on usage of human relations/communication skills

<table>
<thead>
<tr>
<th>Degree</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>7</td>
<td>6.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Masters</td>
<td>39</td>
<td>5.97*</td>
<td>0.16</td>
</tr>
<tr>
<td>Doctorate</td>
<td>11</td>
<td>5.77*</td>
<td>0.41</td>
</tr>
</tbody>
</table>

p<.05*; (1-never, 2-a few times a year, 3-a few times a semester, 4-monthly, 5-weekly, 6-daily)
Research Hypothesis 1b. There is no significant difference according to level of degree earned and degree of importance for skills for future advisors to possess.

No significant differences were measured for this hypothesis. These results suggest that the level of degree earned did not influence which skills were thought to be important for future advisors to possess.

Research Hypothesis 1c. There is no significant difference according to level of degree earned and coursework recommendations for future academic advisors.

No significant differences were measured for this hypothesis. These results suggest that the level of degree earned did not influence the perceived relevancy of academic coursework for future advisors.

The only significant difference measured according to the level of degree earned was the frequency of human relations/communication skill usage. Advisors with a master's degree reported more frequently using these skills than advisors with a doctorate degree. The advisors' level of earned degree did not seem to influence the importance of skills and relevancy of coursework recommended for future advisors.

Research Hypothesis 2a. There is no significant difference according to institutional location and degree of frequency for skills utilized by advisors.

Using Scheffe's F-test a significant difference (p=0.0263, F=3.4747) in frequency of usage was found between the University of Iowa and University of Northern Iowa's use of diversity skills. Advisors at the U of I reported more frequent use of diversity skills than the UNI advisors. One possible explanation is a greater amount of academic courses within the U of I academic curriculum. Table 6 shows data results.

A significant difference (p=0.0179, F=3.5382) was found in frequency of psychology/human relations skills usage between the ISU and U of I advisors. Advisors at U of I reported a higher frequency of psychology/human relation theory usage than advisors at ISU. This may be attributed to the scientific nature of the ISU curriculum. Table 7 shows data results.

A significant difference (p=0.0419, F=3.3703) between institution and frequency of skill usage was found for advising practicum/experiential learning experiences. Advisors at ISU reported a higher use of advising
Table 6. Effects of institutional location on usage of diversity skills

<table>
<thead>
<tr>
<th>Institution</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISU</td>
<td>32</td>
<td>4.25</td>
<td>1.48</td>
</tr>
<tr>
<td>UNI</td>
<td>6</td>
<td>3.33*</td>
<td>1.51</td>
</tr>
<tr>
<td>U of I</td>
<td>18</td>
<td>5.00*</td>
<td>0.97</td>
</tr>
</tbody>
</table>

p<.05*; (1-never, 2-a few times a year, 3-a few times a semester, 4-monthly, 5-weekly, 6-daily)

Table 7. Effects of institutional location on usage of psychology/human relations skills

<table>
<thead>
<tr>
<th>Institution</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISU</td>
<td>32</td>
<td>4.44*</td>
<td>1.56</td>
</tr>
<tr>
<td>UNI</td>
<td>6</td>
<td>5.50</td>
<td>0.84</td>
</tr>
<tr>
<td>U of I</td>
<td>19</td>
<td>5.42*</td>
<td>0.69</td>
</tr>
</tbody>
</table>

p<.05*; (1-never, 2-a few times a year, 3-a few times a semester, 4-monthly, 5-weekly, 6-daily)

practicum/experiential learning experiences than UNI advisors. This difference could be attributed to the opportunities available at a larger campus and advising center. Table 8 shows data results.

Research Hypothesis 2b. There is no significant difference according to institutional location and degree of importance for skills for future advisors to possess.
Table 8. Effects of institutional location on usage of advising practicum/experiential learning experiences

<table>
<thead>
<tr>
<th>Institution</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISU</td>
<td>29</td>
<td>4.98*</td>
<td>1.64</td>
</tr>
<tr>
<td>UNI</td>
<td>6</td>
<td>3.00*</td>
<td>2.28</td>
</tr>
<tr>
<td>U of I</td>
<td>19</td>
<td>4.58</td>
<td>1.61</td>
</tr>
</tbody>
</table>

p<.05*; (1-never, 2-a few times a year, 3-a few times a semester, 4-monthly, 5-weekly, 6-daily)

A significant difference (p=0.0006, F=8.516) was found between institution and degree of importance for future advisors in administration and management skills. Advisors at ISU reported a higher importance for administration and management skills than advisors at the U of I. This could be a result of the administrative structure of advising programs at each institution. Table 9 show data results.

Table 9. Effects of institutional location on perceived importance of administration and management skills for future advisors

<table>
<thead>
<tr>
<th>Institution</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISU</td>
<td>31</td>
<td>5.27*</td>
<td>0.91</td>
</tr>
<tr>
<td>UNI</td>
<td>6</td>
<td>4.83</td>
<td>0.75</td>
</tr>
<tr>
<td>U of I</td>
<td>19</td>
<td>4.05*</td>
<td>1.22</td>
</tr>
</tbody>
</table>

p<.05*; (1-very unimportant, 2-unimportant, 3-somewhat unimportant, 4-somewhat important, 5-important, 6-very important)
A significant difference (p=0.0119, F=4.1119) was found between institution and degree of importance for computer/internet technology skills. Advisors at ISU reported a higher importance for computer/internet technology skills for future advisors than U of I advisors. This may be due to the ISU push for becoming a leader in technology and the increasing usage of computers in the ISU curriculum. Table 10 shows data results.

Table 10. Effects of institutional location on perceived importance of computer/internet technology skills for future advisors

<table>
<thead>
<tr>
<th>Institution</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISU</td>
<td>32</td>
<td>5.33*</td>
<td>0.71</td>
</tr>
<tr>
<td>UNI</td>
<td>6</td>
<td>4.67</td>
<td>1.03</td>
</tr>
<tr>
<td>U of I</td>
<td>19</td>
<td>4.66*</td>
<td>0.88</td>
</tr>
</tbody>
</table>

p<.05*; (1-very unimportant, 2-unimportant, 3-somewhat unimportant, 4-somewhat important, 5-important, 6-very important)

**Research Hypothesis 2c.** There is no significant difference according to institutional location and coursework recommendations for future academic advisors.

No significant differences were measured for this hypothesis. These results suggest that the institutional location does not influence the relevancy of academic coursework for future advisors.

The institution of employment did seem to influence the frequency of advising skills and the importance of skills for future advisors. Significant differences were found for the frequency of usage of diversity skills, psychology/human development theory, and advising practicum/experiential learning experiences. Significant differences were also found in the importance of administration and management skills and computer/internet technology skills.
Significant differences were not found in coursework recommendations for future advisors according to institutional location.

**Research Hypothesis 3a.** There is no significant difference according to number of years of full-time advising experience and degree of frequency for skills utilized by advisors.

No significant differences were measured for this hypothesis. These results suggest that the number of years of full-time advising experience does not influence how frequently skills are used.

**Research Hypothesis 3b.** There is no significant difference according to number of years of full-time advising experience and degree of importance for skills for future advisors to possess.

A significant difference (p=0.0132, F=3.0162) was found between number of years of full-time advising experience and the degree of importance for skills for future advisors to possess. Results indicate that advisors with eleven+ years of experience rated knowledge of legal issues more important than advisors with 0-3 years of experience. Concerns about advising confidentiality and an increase in lawsuits in recent years may influence experienced advisors' recommendations for knowledge of current legislation and advisor rights. Table 11 lists data results.

Table 11. Effects of number of years of full-time advising experience on perceived importance of knowledge of legal issues for future advisors

<table>
<thead>
<tr>
<th>Years Experience</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero-three</td>
<td>22</td>
<td>3.70*</td>
<td>1.45</td>
</tr>
<tr>
<td>Four-six</td>
<td>12</td>
<td>4.25</td>
<td>0.97</td>
</tr>
<tr>
<td>Seven-ten</td>
<td>7</td>
<td>5.00</td>
<td>0.82</td>
</tr>
<tr>
<td>Eleven+</td>
<td>16</td>
<td>4.88*</td>
<td>1.02</td>
</tr>
</tbody>
</table>

p<.05*; (1-very unimportant, 2-unimportant, 3-somewhat unimportant, 4-somewhat important, 5-important, 6-very important)
Research Hypothesis 3c. There is no significant difference according to number of years of full-time advising experience and coursework recommendations for future academic advisors.

Significant differences (p=0.034, F=2.8672) were found for the relevance of the Culturally Different in Diverse Settings course. Results indicate that advisors with eleven+ years of experiences rank a course on cultural differences more relevant than advisors with zero-three years of experience. The increasing diversity of the student body in recent years may contribute to the idea that advisors should be knowledgeable about and sensitive to diversity issues. Current job descriptions often ask for coursework or experience dealing with cultural differences. Advisors with more experience may see the increased diversity in their students' backgrounds and recognize the importance of diversity skills. Table 12 shows data results.

Table 12. Effects of number of years of full-time advising experience on perceived relevance of a Culturally Different in Diverse Setting course for future advisors

<table>
<thead>
<tr>
<th>Years Experience</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero-three</td>
<td>22</td>
<td>4.57*</td>
<td>1.20</td>
</tr>
<tr>
<td>Four-six</td>
<td>12</td>
<td>4.92</td>
<td>1.00</td>
</tr>
<tr>
<td>Seven-ten</td>
<td>7</td>
<td>5.29</td>
<td>0.95</td>
</tr>
<tr>
<td>Eleven+</td>
<td>15</td>
<td>5.53*</td>
<td>0.52</td>
</tr>
</tbody>
</table>

p<.05*; (1-very irrelevant, irrelevant, 3-somewhat irrelevant, 4-somewhat relevant, 5-relevant, 6-very relevant)

The number of years of full-time experience did not seem to influence the frequency of advising skills. However, the number of years of experience did seem to influence the importance of skills and relevancy of coursework recommendations for future advisors. Significant differences were found in the importance of
knowledge of legal issues. Significant differences were also measured for the relevance of a Culturally Different in Diverse Settings course.

While this section has focused thus far on the significant differences between variables, it is important to note the number of hypotheses not showing significant differences. Of the 99 hypotheses tested, 91 did not have significant differences. This indicates an overall consistency among advisors in their use of skills and their recommendations. A factor which may contribute to this consistency is the uniform mandates for state schools by the Iowa Board of Regents.

For many of the hypotheses, the standard deviation of the means overlapped. However, a normal distribution was assumed for each hypothesis test. Additional ANOVA tables for the hypotheses measuring significant differences are shown in Appendix D.

The research hypotheses based on percentages of advisors' time spent in personal advising, group advising, and administrative work will be reported for informational purposes only. Insufficient representation within groups made statistical analysis impractical. The following tables show the amount of time spent in advising activities.

**Personal Advising**

Table 13 illustrates that 73% of the advisors spend over half their working time advising students through personalized services. The classes and skills needed by these advisors would have a strong human relations component and counseling emphasis. This is consistent with the daily skills used and recommended by the advisors. It was interesting that advisors frequently used computer/technology skills, but they rated other skills as more important for future advisors. Coursework discussing student development and methods for working with students rated highest in this study. Because the majority of time is spent in personalized advising, it seems logical that the advisors would recommend skills and courses to increase their effectiveness.

**Group Advising**

Table 14 illustrates that most advisors spend less than 25 percent of their time advising students through group activities such as freshman orientation classes and academic courses. The College Teaching course, designed to educate on theories, methods, and strategies for improving college instruction, was rated as somewhat relevant according to this study's respondents.
Table 13. Percentage of time advisors spend in personal advising activities

<table>
<thead>
<tr>
<th>Time (%)</th>
<th>N</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>26-50</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>51-75</td>
<td>33</td>
<td>57</td>
</tr>
<tr>
<td>76-100</td>
<td>9</td>
<td>16</td>
</tr>
</tbody>
</table>

Table 14. Percentage of time advisors spend in group advising activities

<table>
<thead>
<tr>
<th>Time (%)</th>
<th>N</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25</td>
<td>54</td>
<td>93</td>
</tr>
<tr>
<td>26-50</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>51-75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>76-100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Administrative Work

Table 15 illustrates the amount of time advisors spend attending meetings and keeping records. Thirty-nine of the advisors reported attending weekly meetings to discuss advising. Administrative work may not be listed in advisors’ job descriptions; however, advisors reported spending a substantial amount of time in these activities.

Summary

This chapter has presented the descriptive and statistical results measured in this study. Conclusions and recommendations based on these results can be found in the following chapter.
Table 15. Percentage of time spent in administrative work

<table>
<thead>
<tr>
<th>Time (%)</th>
<th>N</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25</td>
<td>37</td>
<td>64</td>
</tr>
<tr>
<td>26-50</td>
<td>19</td>
<td>33</td>
</tr>
<tr>
<td>51-75</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>76-100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
CHAPTER 5. CONCLUSIONS AND RECOMMENDATIONS

Summary
The purpose of this study was to obtain information about professional advisors' academic preparation and their recommendations for coursework and skills needed by future academic advisors. Descriptive and statistical data were collected and summarized for advisors at Iowa State University, the University of Iowa, and the University of Northern Iowa. This chapter will detail conclusions and recommendations based on the results of the study.

Conclusions and Recommendations
Those planning advising courses/programs will be interested in the results of this study. Advisors indicated that counseling, human relations/communication, and computer/internet technology skills were most frequently used in their advising functions. Serving in multiple roles such as registrar, counselor, and student development specialist require advisors to use human relations/communication skills on a daily basis. Counseling skills would be utilized when addressing student concerns. Computer/internet technology skills are becoming more important as advisors move toward computerized records and e-mail communications. Developing these skills was cited by respondents as a key issue for academic advising. It is recommended that teaching and practicing these skills in training programs would be beneficial for future advisors.

Results also suggested that the advising skills most frequently utilized were generally the same skills that were most frequently recommended for future advisors. It is logical that the skills used most often would be the skills that advisors would recommend to other advisors.

Respondents indicated using research skills a few times a semester, and these skills were rated as somewhat important. Educational research and basic educational statistics ranked the lowest of the recommended coursework in this study. The descriptive statistical results showed that 30 advisors have conducted independent research since obtaining their current positions. As advisors seek to adapt to the changing student body, research on student needs and advising technique effectiveness is essential. Future studies should investigate topics such as these.
This study addressed the academic preparation of professional academic advisors and their recommendations. Other types of advisors may have similar or different experiences. A survey of faculty advisors may recommend different skills and coursework based on their experiences. Additional research should be conducted to identify the differences in recommendations among advisor types.

It is important to emphasize the number of research hypotheses not showing significant differences. Of the 99 hypotheses tested, 91 were rejected. This indicates an overall consistency between advisors in their use of skills and their recommendations. Institutional location was a variable in five of the eight significant differences. This suggests that institutional location has a greater impact on advisor responses than the level of degree earned or the number of years of advising experience. Future research should be conducted to identify differences in advisors' recommendations based on geographical location, institution enrollment size, and institutional funding sources.

Because of the increasing role demands placed on advisors, standardized academic curriculums for future advisors would be beneficial. Using the recommended coursework from this study, a training program could be designed with the goal of enhancing advisor performance. This should not be misconstrued as a recommendation to restrict the diversity of those providing advising services. The racial ethnicity of this study's respondents reaffirms the need to increase diversity within advising personnel. Whether program standards are nationally or locally determined, providing a common foundation would benefit all types of beginning advisors.

Even with a comprehensive training program today, the demands of future students will require flexibility on the part of advisors. Current trends such as increasing computer technology and the changing population of the student body may require adaptation in advising services. Advisors are, therefore, encouraged to engage in professional development and training activities throughout their advising careers.

Thirty advisors indicated having a NACADA membership. This association provides a multitude of advising resources through conferences, publications, and memberships. All advisors should be encouraged to utilize this resource when planning training programs, research, or advising policies.

The key issues listed by advisors need to be addressed not only in training programs but within each institution. Concerns about advisor accessibility and
contact time should be examined within each academic setting. Developing a strong campus advising identity may help when addressing these issues.

Graduate programs in student affairs need to provide advising courses and practicums to their students. When courses specifically addressing advising are not feasible, graduate departments should incorporate advising issues into workshops or an overview of student affairs course. As student affairs professionals better understand advising services, they will be able to identify how students can best be served by their advisors and institution.
APPENDIX A. HUMAN SUBJECTS REVIEW COMMITTEE
Information for Review of Research Involving Human Subjects
Iowa State University
(Please type and use the attached instructions for completing this form)

1. Title of Project: Professional Academic Advisor Survey

2. I agree to provide the proper surveillance of this project to insure that the rights and welfare of the human subjects are protected. I will report any adverse reactions to the committee. Additions to or changes in research procedures after the project has been approved will be submitted to the committee for review. I agree to request renewal of approval for any project continuing more than one year.

Jennifer L. Stacy
Typed Name of Principal Investigator
1/17/96
Date

3. Signatures of other investigators

4. Principal Investigator(s) (check all that apply)
- Faculty
- Staff
- Graduate Student
- Undergraduate Student

5. Project (check all that apply)
- Research
- Thesis or dissertation
- Class project
- Independent Study (490, 590, Honors project)

6. Number of subjects (complete all that apply)
- # Adults, non-students
- # ISU student
- # minors under 14
- # minors 14 - 17
- other (explain)

7. Brief description of proposed research involving human subjects: (See instructions, Item 7. Use an additional page if needed.)

A. The purpose of this study is to obtain information about professional academic advisor's academic preparation and to obtain their recommendation for coursework and skills needed by future advisors. The research data collected will be used in a master's thesis. The attached survey instrument will be used to collect data. Specifically, this study aims to 1) collect information concerning advisor responsibilities, 2) identify the academic preparation and daily skills utilized by professional academic advisors, 3) identify recommended coursework and skills for future advisors, and 4) identify the key issues pertaining to academic advisor preparation.

B. Subjects selected for this study are non-faculty academic advisors at Iowa State University, the University of Northern Iowa, and the University of Iowa whose major roles include the administration and advocacy of advising services to students and their institution. Subject names and addresses were obtained from the Human Resources Department at Iowa State, the director of Academic Advising at Iowa, and an academic advisor at UNI. Age and sex of advisors were not considered for subject selection. (continued on back of page)

8. Informed Consent:
- Signed informed consent will be obtained. (Attach a copy of your form.)
- Modified informed consent will be obtained. (See instructions, item 8.)
- Not applicable to this project.
9. Confidentiality of Data: Describe below the methods to be used to ensure the confidentiality of data obtained. (See instructions, item 9.)

Surveys will be numbered, and a list will be established with corresponding advisor names. This list will be used for follow-up purposes only. This list will be kept separate from the survey results. The advisor list and survey data will be destroyed after completion of the study.

10. What risks or discomfort will be part of the study? Will subjects in the research be placed at risk or incur discomfort? Describe any risks to the subjects and precautions that will be taken to minimize them. (The concept of risk goes beyond physical risk and includes risks to subjects' dignity and self-respect as well as psychological or emotional risk. See instructions, item 10.)

No subject risk or discomfort is involved.

11. CHECK ALL of the following that apply to your research:

- A. Medical clearance necessary before subjects can participate
- B. Administration of substances (foods, drugs, etc.) to subjects
- C. Physical exercise or conditioning for subjects
- D. Samples (Blood, tissue, etc.) from subjects
- E. Administration of infectious agents or recombinant DNA
- F. Deception of subjects
- G. Subjects under 14 years of age and/or Subjects 14 - 17 years of age
- H. Subjects in institutions (nursing homes, prisons, etc.)
- I. Research must be approved by another institution or agency (Attach letters of approval)

If you checked any of the items in 11, please complete the following in the space below (include any attachments):

Items A–E Describe the procedures and note the proposed safety precautions being taken.

Items D–E The principal investigator should send a copy of this form to Environmental Health and Safety, 118 Agronomy Lab for review.

Item F Describe how subjects will be deceived; justify the deception; indicate the debriefing procedure, including the timing and information to be presented to subjects.

Item G For subjects under the age of 14, indicate how informed consent from parents or legally authorized representatives as well as from subjects will be obtained.

Items H–I Specify the agency or institution that must approve the project. If subjects in any outside agency or institution are involved, approval must be obtained prior to beginning the research, and the letter of approval should be filed.

7B cont. Subjects can voluntarily return their surveys within 3 weeks; reminder notices will be mailed to subjects halfway through response period. Incentives or compensations will not be offered for survey return. Subjects desiring a summary of research results are asked to contact principle investigator (as stated on cover letter).
Checklist for Attachments and Time Schedule

The following are attached (please check):

12. [□] Letter or written statement to subjects indicating clearly:
   a) purpose of the research
   b) the use of any identifier codes (names, #’s), how they will be used, and when they will be removed (see Item 17)
   c) an estimate of time needed for participation in the research and the place
   d) if applicable, location of the research activity
   e) how you will ensure confidentiality
   f) in a longitudinal study, note when and how you will contact subjects later
   g) participation is voluntary; nonparticipation will not affect evaluations of the subject

13. [□] Consent form (if applicable)

14. [□] Letter of approval for research from cooperating organizations or institutions (if applicable)

15. [□] Data-gathering instruments

16. Anticipated dates for contact with subjects:
   First Contact
   1/29/96
   Last Contact
   2/16/96

17. If applicable: anticipated date that identifiers will be removed from completed survey instruments and/or audio or visual tapes will be erased:
   5/10/96

18. Signature of Departmental Executive Officer
   Date 1/22/96
   Department or Administrative Unit
   Professional Studies

19. Decision of the University Human Subjects Review Committee:
   [X] Project Approved
   [□] Project Not Approved
   [□] No Action Required

   Patricia M. Keith
   Name of Committee Chairperson
   1/25/90
   Signature of Committee Chairperson
APPENDIX B. LETTER TO PROFESSIONAL ACADEMIC ADVISORS
Dear Academic Advisors:

The enclosed questionnaire is part of a study concerning the academic preparation of professional academic advisors. Specifically, this study aims to collect information about academic advisor responsibilities, the academic preparation of and daily skills utilized by professional academic advisors, and recommended coursework and skills for future advisors.

Your participation in this study is voluntary, but sincerely appreciated. All information you provide will be kept confidential. Individual responses will not be identified with your name in any way.

Please complete and mail this survey by 2/23/96 to Jennifer L. Stacy, 204 Engineering Annex, Iowa State University, Ames, Iowa 50011-2065.

If you have questions about this study or would like a summary of the survey results, please contact us at the phone numbers listed below. Thank you for your time and responses. We appreciate your help.

Sincerely,

Jennifer L. Stacy
Graduate Student
(515) 294-8419

Dr. Larry H. Ebbers
Professor, Higher Education
(515) 294-8067
APPENDIX C. SURVEY INSTRUMENT
PROFESSIONAL ACADEMIC ADVISOR SURVEY

This survey is designed to collect information and recommendations from professional academic advisors. Results from this survey will be used in a master’s thesis discussing advisors’ academic preparation. Your participation in this study is voluntary, but sincerely appreciated. Please return this form by 2/23/96.

Academic Preparation
1. What is your highest earned degree?
   BS/BA
   MS/MA/MAEd
   PhD, EdD

2. In what academic major did you receive your highest degree? __________

3. Are you currently working toward another degree? yes no
   if yes, what academic area are you studying? __________

4. What was the degree requirement for your current position?
   bachelors
   masters
   doctorate

5. Was advising experience required when you were hired at your current position? yes no don’t know

6. How many hours of advisor orientation/training did you receive when starting your current position?
   0-4
   5-8
   9-12
   13+

7. How many years of full-time advising experience do you have? (including this year)
   0-3
   4-6
   7-10
   11+

8. What is your ethnicity?
   Native American
   African American
   Caucasian
   Asian-Pacific American
   Hispanic/Latino
   Multi-racial
9. What is your gender?  
M  F

Adviser Functions
10. How many students do you advise? ________

11. What type of students do you advise?
   - undecided
   - pre-professional
   - curriculum major
   - other

12. What percentage of your time do you spend in the following tasks? (Please total answers to 100%.)
   - _____ personal advising (including in person and e-mail advising)
   - _____ group advising (including orientation and teaching)
   - _____ administrative work (including meetings and record keeping)

13. Please rate the following skills according to how frequently you use them in your advising functions. (1-never, 2-a few times a year, 3-a few times a semester, 4-monthly, 5-weekly, 6-daily)

   counseling skills  1 2 3 4 5 6
   administration and management skills  1 2 3 4 5 6
   research skills  1 2 3 4 5 6
   experience with diversity issues  1 2 3 4 5 6
   knowledge of legal issues  1 2 3 4 5 6
   psychology/human development theory  1 2 3 4 5 6
   human relations/communication skills  1 2 3 4 5 6
   advising practicum/experiential learning experiences  1 2 3 4 5 6
   computer/internet technology skills  1 2 3 4 5 6
14. Please rate the skills again according to how important each skill is for potential advisors to possess. (1-very unimportant, 2-unimportant, 3-somewhat unimportant, 4-somewhat important, 5-important, 6-very important)

- counseling skills
- administration and management skills
- research skills
- experience with diversity issues
- knowledge of legal issues
- psychology/human development theory
- human relations/communication skills
- advising practicum/experiential learning experiences
- computer/internet technology skills

15. Circle the professional organizations to which you belong.
- National Academic Advising Association (NACADA)
- American College Personnel Association (ACPA)
- National Association of Student Personnel Administrators (NASPA)
- Association for the Study of Higher Education (ASHE)
- State Student Personnel Association (i.e.-ISPA)
- other ___________

16. Circle the publications you frequently read.
- NACADA Journal
- Journal of College Student Development
- Chronicle of Higher Education
- NASPA Journal
- other ___________

17. Does your college/department sponsor training/orientation sessions for new advisors?
- yes, mandatory
- yes, optional
- no sessions offered

18. Do you attend weekly meetings to discuss advising?
- yes
- no
19. How many hours per week do you review/exchange advising information with other advisors? (include meetings and conversations)
   0-3
   4-6
   7-10
   11+

20. Have you conducted any independent research related to advising since obtaining your current position? yes no

21. Does your campus offer lectures/forums relevant to advising? yes no
   If yes, who sponsors these programs? _______
   If yes, do you attend these programs? yes no does not apply

22. How many conferences have you attended within the previous year where advising topics were addressed? _______

23. Do you feel there is a need for professional certification for advisors? yes no maybe

24. Are you connected on a mailing list (i.e.-listserv, majordomo) for advisors? yes no

25. Do you or your office have a World Wide Web page? yes no
   If yes, do you personally use it? yes no does not apply
   If yes, is the page interactive? yes no don't know

Recommendations for Future Professional Advisors
26. Part of the academic preparation for advisors may include coursework. Please rate the following courses according to how relevant you think the material would be to future academic advisors. (1-very irrelevant, 2-irrelevant, 3-somewhat irrelevant, 4-somewhat relevant, 5-relevant, 6-very relevant)

Higher Education in the United States 1 2 3 4 5 6
   Historical development; diversity, functions, and philosophies of colleges and universities; federal and state roles; general, liberal, technical, graduate, and professional education.

College Teaching 1 2 3 4 5 6
   Educational theory, methods, and strategies for the improvement of college instruction. Significance of adult learning styles, academic disciplines, and teaching styles in relation to college instruction.
(1-very irrelevant, 2-irrelevant, 3-somewhat irrelevant, 4-somewhat relevant, 5-relevant, 6-very relevant)

**Student Personnel Services in Higher Education** 1 2 3 4 5 6
An introduction to the field of student personnel work with a consideration of student activities, counseling services, financial aid, admissions, student conduct, academic advising, and residential programs, includes community college programs.

**Organization & Administration of Student Personnel Services** 1 2 3 4 5 6
Organization structures, role and function of student personnel staff; policies and decision-making for student personnel services.

**Student Development in Higher Education** 1 2 3 4 5 6
The student development approach to student personnel work. Theories of student development and their applications in student personnel programs, services, and activities. Implications of developmental theories in reference to current student issues such as career planning, academic programs, and moral development.

**Practicum in Advising** 1 2 3 4 5 6
Supervised on-the-job field experience in special areas.

**Educational Research** 1 2 3 4 5 6
Understanding the nature of quantitative and qualitative research; reviewing the literature, developing research problems and questions; research designs; data collection and analysis issues; evaluating research studies.

**Basic Educational Statistics** 1 2 3 4 5 6
Statistical concepts and procedures for analyzing educational data. Descriptive statistics, correlation, t tests, and chi square with computer applications.

**Foundations of Counseling** 1 2 3 4 5 6
Research theory and conditions that facilitate behavioral change in individuals. Professional roles and functions, professional organizations and associations, professional history and trends, ethical standards and legal issues, professional preparation standards, and professional credentials.

**Occupational Choice and Development** 1 2 3 4 5 6
Developmental and social factors influencing career choice. Theories, assessment instruments, classification systems, and informational sources used in career counseling.

**Issues and Ethics in Counseling** 1 2 3 4 5 6
Ethical standards and current issues concerning counseling in schools and agencies; emphasis on professional practice.
(1-very irrelevant, 2- irrelevant, 3-somewhat irrelevant, 4-somewhat relevant, 5-relevant, 6-very relevant)

The College Student

Psychological and sociological characteristics of college students; student developmental theories and implications for higher education.

Career Guidance and Job Placement

Prepares counselors to help people learn about, decide upon, and enter work roles; topics include career development concepts and theories, work environments, career guidance goals and objectives, exemplary methods and materials, and evaluation procedures.

Culturally Different in Diverse Settings

Problems in serving culturally different students in schools and social service settings; relevant research on the influence of a disadvantaged background on students' learning potential.

Advising in Higher Education

A broad introduction to academic advising as an integral part of higher education. Introduction to variety of organizational models and delivery systems. Introduction of techniques, skills, and resources necessary for effective advising.

In your opinion, what topics and experiences should be included in an academic advising preparation program?

In your opinion, what are the 3 key issues in academic advising? Please rank the most important first.
1.
2.
3.

Additional comments regarding preparation for advisors:

Please return by 2/23/96 to:
Jennifer Stacy
204 Engineering Annex
Iowa State University
Ames, IA 50011-2065
APPENDIX D. ANALYSIS OF VARIANCE TABLES
Table 16. Analysis of variance for human relations/communications skills usage by level of degree earned

<table>
<thead>
<tr>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F-ratio</th>
<th>F-prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>2</td>
<td>0.3789</td>
<td>0.1895</td>
<td>3.8516</td>
</tr>
<tr>
<td>Within groups</td>
<td>54</td>
<td>2.6562</td>
<td>0.0492</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>3.0351</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 17. Analysis of variance for experience with diversity issues usage by institutional location

<table>
<thead>
<tr>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F-ratio</th>
<th>F-prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>2</td>
<td>14.0238</td>
<td>7.0119</td>
<td>3.8982</td>
</tr>
<tr>
<td>Within groups</td>
<td>53</td>
<td>95.3333</td>
<td>1.7987</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>109.3571</td>
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</tr>
</tbody>
</table>
Table 18. Analysis of variance for psychology/human development theory usage by institutional location

<table>
<thead>
<tr>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F-ratio</th>
<th>F-prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>2</td>
<td>14.1338</td>
<td>7.0669</td>
<td>4.3362</td>
</tr>
<tr>
<td>Within groups</td>
<td>54</td>
<td>88.0066</td>
<td>1.6298</td>
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</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>102.1404</td>
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</tr>
</tbody>
</table>

Table 19. Analysis of variance for advising practicum/experiential learning experiences usage by institutional location

<table>
<thead>
<tr>
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<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F-ratio</th>
<th>F-prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>2</td>
<td>19.5946</td>
<td>9.7973</td>
<td>3.379</td>
</tr>
<tr>
<td>Within groups</td>
<td>51</td>
<td>147.8730</td>
<td>2.8995</td>
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<td>Total</td>
<td>53</td>
<td>167.4676</td>
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</table>
Table 20. Analysis of variance for importance of future administration and management skills by institutional location

<table>
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<th>Mean Squares</th>
<th>F-ratio</th>
<th>F-prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
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<td>17.5812</td>
<td>8.7906</td>
<td>8.5174</td>
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<tr>
<td>Within groups</td>
<td>53</td>
<td>54.7001</td>
<td>1.0321</td>
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<td>Total</td>
<td>55</td>
<td>72.2812</td>
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Table 21. Analysis of variance for importance of future computer/internet technology skills by institutional location

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<th>F-ratio</th>
<th>F-prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
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<td>6.2655</td>
<td>3.1327</td>
<td>4.8108</td>
<td>0.0119</td>
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<tr>
<td>Within groups</td>
<td>54</td>
<td>35.1643</td>
<td>0.6512</td>
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<tr>
<td>Total</td>
<td>56</td>
<td>41.4298</td>
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Table 22. Analysis of variance for importance of future knowledge of legal issues by years of advising experience

<table>
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<th>Mean Squares</th>
<th>F-ratio</th>
<th>F-prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
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<td>16.5476</td>
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<tr>
<td>Within groups</td>
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</tbody>
</table>

Table 23. Analysis of variance for relevance of Culturally Different in Diverse Settings Course by years of advising experience

<table>
<thead>
<tr>
<th></th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F-ratio</th>
<th>F-prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>3</td>
<td>9.0192</td>
<td>3.0064</td>
<td>3.1126</td>
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<tr>
<td>Within groups</td>
<td>52</td>
<td>50.2263</td>
<td>0.9659</td>
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<td>Total</td>
<td>55</td>
<td>59.2455</td>
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</tr>
</tbody>
</table>
BIBLIOGRAPHY


ACKNOWLEDGMENTS

I would like to acknowledge my major professor Dr. Larry Ebbers and members of my graduate committee Dr. Beverly Kruempel and Dr. Lester Wilson for their critique and support of this study. In addition, I would like to thank the individuals who reviewed the instrument’s content and format: J. D. Beatty, Ellen Holm, Jane Jacobson, Lynn Sandeman, and Mary Ellen Wishart.

A final thanks is extended to the National Academic Advising Association and its members. Their resources and personal assistance were greatly appreciated.