

DISSERTATION

PERCEPTION OF AFRICAN AMERICAN MALE COLLEGE STUDENTS'  
SATISFACTION WITH ACADEMIC ADVISING SERVICES AND THEIR INTENT  
TO REMAIN ENROLLED IN SCHOOL

Submitted by

Allen A. Thompson

School of Education

In partial fulfillment of the requirements

For the Degree of Doctor of Philosophy

Colorado State University

Fort Collins, CO

Fall 2008

UMI Number: 3346435

### INFORMATION TO USERS

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleed-through, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

**UMI**<sup>®</sup>

---

UMI Microform 3346435

Copyright 2009 by ProQuest LLC.

All rights reserved. This microform edition is protected against unauthorized copying under Title 17, United States Code.

ProQuest LLC  
789 E. Eisenhower Parkway  
PO Box 1346  
Ann Arbor, MI 48106-1346

© 2008 Allen A. Thompson

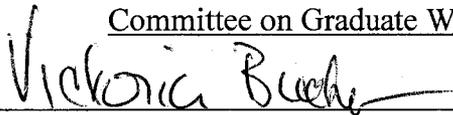
All Rights Reserved

COLORADO STATE UNIVERSITY

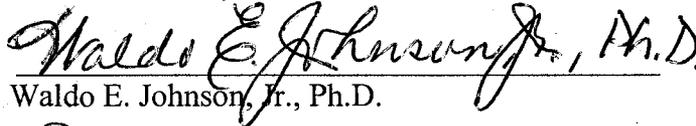
26 June 2008

WE HEREBY RECOMMEND THAT THE DISSERTATION PREPARED UNDER OUR SUPERVISION BY ALLEN A. THOMPSON ENTITLED AFRICAN AMERICAN MALE COLLEGE STUDENTS' SATISFACTION WITH ACADEMIC ADVISING SERVICES AND THEIR INTENT TO REMAIN ENROLLED IN SCHOOL BE ACCEPTED AS FULFILLING IN PART REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY.

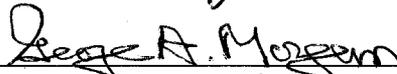
Committee on Graduate Work



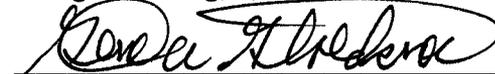
Victoria Buchan, Ph.D.



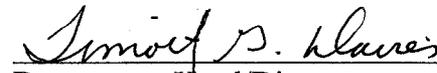
Waldo E. Johnson, Jr., Ph.D.



George A. Morgan, Ph.D.



Gene W. Gloeckner, Ph.D. (Advisor)



Department Head/Director

## ABSTRACT OF DISSERTATION

### PERCEPTION OF AFRICAN AMERICAN MALE COLLEGE STUDENTS' SATISFACTION WITH ACADEMIC ADVISING SERVICES AND THEIR INTENT TO REMAIN ENROLLED IN SCHOOL

The purpose of this study was to examine how academic advising services impact African American male undergraduate college students' rate of retention and the students' level of satisfaction. The sample included 48 undergraduate African American male college students attending one of two public universities in Norfolk, VA: Norfolk State University or Old Dominion University. Participants in the research study completed the Academic Advising Inventory (AAI).

Pearson correlation statistics determined relationships of students' satisfaction with academic advising and both the number of advising sessions attended and amount of time in sessions. Nonsignificant negative relationships were found. Independent *t*-tests found no difference in students' satisfaction with academic advising based on individual or group academic advising, class standing, or type of academic advising (prescriptive versus developmental) received. An additional Independent *t*-test found no difference in students' grade point average based on type of academic advising received.

Two by two factorial ANOVAs examined relationships between students' satisfaction with academic advising with their experienced academic advising type, first generation designation, class standing, and whether or not they were advised alone or in a group.

Results indicated students' satisfaction is unrelated to experienced academic advising type, first generation designation, class standing, and whether or not they were advised alone or in a group.

Additional 2x2 factorial ANOVAs examined relationships between students' grade point average with experienced academic advising type, first generation designation, class standing, and whether or not they were advised alone or in a group.

Results indicated students' grade point average was unrelated to experienced academic advising type, first generation designation, class standing, and whether or not they were advised alone or in a group.

Multiple regression statistics examined students' satisfaction with academic advising. Results indicated no combination of variables studied: grade point average, academic advising type, class standing, first generation designation, and amount of time in sessions predicted students' satisfaction.

Allen A. Thompson  
School of Education  
Colorado State University  
Fort Collins, CO 80523  
Fall 2008

## ACKNOWLEDGEMENTS

I first thank God for getting me through this program of study. Without the ability call upon him when times got rough, I would not have been able to come to this phase in life. Secondly, I thank my mother for all her words of wisdom, prayers, and believing in me when time got rough. A big thanks also to my dad for his words of wisdom and encouragement. Thanks to my grandmother for her payers and support as well.

I thank my advisor, Gene Gloeckner, for hanging in there with me for several years while I completed this project.

Additionally, thanks to all my family, friends, and colleagues who helped me along the way...I owe you!

## TABLE OF CONTENTS

CHAPTER 1: THE PROBLEM AND ITS CLARIFYING COMPONENTS	
Background/Significance of the Study .....	1
Purpose of the Study .....	3
Statement of the Research Problem .....	3
Research Questions .....	3
Delimitations .....	5
Limitations and Assumptions .....	6
Definition of Terms .....	6
Researcher's Perspective .....	7
CHAPTER 2: THE REVIEW OF RELEVANT LITERATURE	
Research in Areas of Academic Advising .....	12
Academic Advising Models	
The Counseling Liaison Model .....	15
The Engagement Student Approach .....	16
Prescriptive Advising .....	18
Developmental Advising .....	19
Integrated Advising .....	20
Intrusive Advising .....	22
Best Practices .....	23
Summary .....	27
CHAPTER 3: RESEARCH METHODOLOGY	
Research Approach .....	29
Subjects and Institutions .....	30
Process of Academic Advising at Norfolk State University .....	30
Process of Academic Advising at Old Dominion University .....	31
Recruitment of Participants .....	32
Instrument .....	33
Instrument Reliability and Validity	
Reliability .....	34
Validity .....	35
Procedure .....	37
Data Analysis .....	38
CHAPTER 4: RESULTS	
Participants .....	41

Descriptive Data	
Age.....	42
Class Standing.....	43
Class Standing (Recoded).....	43
Generation Designation .....	44
Amount of Time in Advising Session.....	44
Number of Sessions .....	45
Grade Point Average.....	45
Advising Type.....	46
Relationship of Experienced Academic Advising Type by First Generation Designation .....	46
Relationship of Experienced Academic Advising by Class Standing .....	47
Advising Environment.....	48
Advising Environment (Recoded) .....	48
Relationship of Experienced Academic Advising by Academic Advising Environment.....	49
Continuous Enrollment.....	50
Participants' Satisfaction with Academic Advising .....	50

Data Analysis	
Research Question 1 .....	50
Research Question 2 .....	51
Research Question 3 .....	51
Research Question 4 .....	52
Research Question 5 .....	52
Research Question 6 .....	53
Research Question 7 .....	53
Research Question 8a.....	54
Research Question 8b .....	55
Research Question 8c.....	57
Research Question 8d .....	58
Research Question 8e.....	60
Research Question 8f.....	61
Research Question 9a.....	63
Research Question 9b .....	64
Research Question 9c.....	66
Research Question 9d .....	67
Research Question 9e.....	68
Research Question 9f.....	70
Research Question 10 .....	72

## CHAPTER 5: DISCUSSION

Introduction.....	73
Findings.....	74
Limitations of the Findings.....	80
Summary of Discussion of Satisfaction and DPA Scores .....	82
Implications for Practice.....	83

Recommendations for Future Research.....	84
REFERENCES .....	87
APPENDIX A: A MODEL OF INSTUTIONAL DEPARTURE .....	91
APPENDIX B: NSU COURSE REGISTRATION WORKSHEET .....	93
APPENDIX C: OLD DOMINION UNVERSITY CURRICULM SHEET .....	94
APPENDIX D: ACADEMIC ADVISING INVENTORY.....	95
APPENDIX E: STATISTICAL ANALYSIS.....	101
APPENDIX F: APPROVAL FOR AAI USAGE.....	103
APPENDIX G: INSTITUTIONAL REVIEW BOARD APPROVAL.....	105

## CHAPTER I: THE PROBLEM AND ITS CLARIFYING COMPONENTS

This chapter provides an overview of the proposed research study, its purpose, and the research problem. Additionally, the chapter operationalizes the research questions, delimitations, limitations and assumptions, definition of terms, the significance of the study, as well as presents the researcher's perspective.

### *Background/Significance of the Study*

Within the African American community, a college degree is oftentimes viewed as ticket to middle and upper class social and economic standing (Freeman, 1998). In the 2004 academic year, African Americans made up the second largest ethnic group pursuing an undergraduate degree, 12% (U.S. Department of Education, 2006). During that same year, 136,122 African Americans received their bachelor's degree (U.S. Department of Education, 2006). This is due in large part to African American females' persistence in college. Most recent data shows that in 2005, African American males accounted for 33% of African American college graduates and 3% of all undergraduate degree recipients (U.S. Department of Education, 2006). This paper focuses on how American colleges and universities can improve the retention and graduation rates of their African American students, especially African American males. Providing access to academic advising intervention programs has yielded positive results for many institutions.

The current political environment is demanding that institutions of higher education make obtaining a college degree more accessible for minority students. Encompassing the goals of diversity, in 1974 a resolution was passed amending the charters of the University of California (UC), California State University (CSU) and Community College (CC) systems. It stated that the institutions' student body should mirror the racial, ethnic, and gender composition of the States' high school graduates (California State Legislature, as cited in Jewell, 2000). Three years following the resolution, affirmative action and race-based admissions were used to increase the number of minority students enrolled at the UC system institutions. The policies have been amended but the goals are still the same for California colleges and universities as well as institutions of higher education across the country. Government officials and college officials must work collaboratively to ensure the academic success of all students so that according to Stone (2002), once they complete their education they will "get good or satisfying jobs, be more productive workers, or be more informed citizens" (p. 93). Once they are equipped with these essential tools, they will be better contributors to the American society. This does not only mean increasing the number of minority students being offered admission to colleges and universities but ensuring that they are academically successful as well. A significant amount of research has been conducted on the effects of academic advising on minority students, but little has been done to single out African American males in this regard.

A study on the effects of academic advising on African American male college students is important for several reasons. First, data from this study may aid institutions of higher education in determining what makes for effective academic advising. Second,

the study also documents why some African American male students maintain continuous enrollment while others do not. Third, the study helps fill the gap in literature on the effects of academic advising on African American male college students. And fourth, the results of the study may help African American male college students better understand the importance of seeking academic advising to help them successfully matriculate through college.

### *Purpose of the Study*

The purpose of this study was to examine how academic advising services impact African American male undergraduate college students' rate of retention and the students' level of satisfaction.

### *Statement of the Research Problem*

The research problem was to investigate the relationship between African American male college students' participation in academic advising services and continuous enrollment in school. Additionally, the study measured the students' satisfaction with their college's academic advising program.

### *Research Questions*

1. Is there a correlation between the amount of time African American male college students spend in academic advising sessions and their satisfaction with the type of academic advising received?

2. Is there a correlation between the number of academic advising sessions African American male college students participate in and their satisfaction with the type of academic advising received?
3. Is there a difference between levels of class standing in regard to African American male college students' satisfaction with academic advising?
4. Is there a difference between the academic advising environment (individually, classroom, etc.) and African American male college students' satisfaction of academic advising?
5. Is there a difference between African American male college students who receive prescriptive academic advising versus developmental academic advising in regard to their satisfaction with academic advising?
6. Is there a difference between African American male college students who receive prescriptive academic advising versus developmental advising in regard to their grade point averages?
7. Is there a difference between first generation African American male college students vs. non-first generation African American male college students on advising satisfaction?
8. Are there interactions between all 2x2 combinations of (a) academic advising type, (b) class level, (c) academic advising environment, and (d) first generation designation on academic advising satisfaction of African American male college students?
9. Are there interactions between all 2x2 combinations of (a) academic advising type, (b) class level, (c) academic advising environment, and (d)

first generation designation, on grade point average of African American male college student students?

10. Is there a combination of (a) type of academic advising, (b) academic standing, (c) age, (d) amount of time spent in academic advising sessions, (e) number of academic advising sessions, (f) first generation designation, and (g) grade point average that predict African American male college students' satisfaction with academic advising?

### *Delimitations*

The study selected students who identified themselves as African American males attending one of two selected public Virginia universities: Norfolk State University or Old Dominion University. These two universities were chosen because of their percentages of bachelor degree seeking African American students.

Another delimiting factor was the grade level of students included in the sample. Students in their first academic semester of study did not have a chance to fully utilize the schools' academic advising services; therefore, only African American male college students who had completed at least one semester of coursework were selected for the study.

Finally, only students attending public universities were included in the study. Students attending private or proprietary institutions were excluded from the research project.

### *Limitations and Assumptions*

The first limitation of this study was the response rate to the quantitative questionnaire used. Though the instrument was administered in a controlled setting, the researcher could not control the number of surveys completed and returned.

Another limitation was the size of the sample. While the sample may be considered by some researchers to be small, the number of African American male college students was relatively large in comparison to other ethnic groups on the college campuses to be studied.

Geography was also a limitation due to the fact that the schools included in the study are located in the Mid-Atlantic region of the United States and the findings will not be generalizable to other regions of the country.

### *Definition of Terms*

*Academic Advising* is the process of providing academic guidance and counseling to students outside of the classroom.

*African American* is defined by the United States Census Bureau as follows,

“A person having origins in any of the Black racial groups of Africa. It includes people who indicate their race as ‘Black, African American, or Negro,’ or provide written entries such as African American, Kenyan, Nigerian, or Haitian.” United States Census Bureau. (n.d.). 2000 census of population, public law 94-171 redistricting. Retrieved February 27, 2006, from <http://quickfacts.census.gov/qfd/meta/long-68176.htm>

*Continuous Enrollment* is defined by students being registered for courses for a minimum of two complete semesters without taking a break in between.

*Developmental Advising* has been defined as a “systematic process based on a close student-advisor relationship...” (Ender, Winston, and Miller, 1984). The advisor and the student work together to determine the best path for the student

*First Generation College Student* is defined as a student who is the first in his family to attend college; neither parent sought a college degree.

*Mentoring* is the process of providing personal support to students to aid them in achieving a goal.

*Minority Students*, according to the United States Department of Education’s Center for Education Statistics, “include American Indian (including Alaska Native), Asian/Pacific Islander (including Native Hawaiian), Black (including African American), and Hispanic (including Latino).”

*Persistence*, for the purpose of this study, is the registration status of students to be enrolled in classes until completing their degree program.

*Prescriptive Advising* relies heavily on the advisor to make academic decisions for the student rather than the two individuals working together to determine what is best for the student. The advisor is in control of the advising sessions (Crookston, 1972).

*Retention*, similar to persistence, this term is referred to as an institution of higher education maintaining the enrollment of its students throughout a prescribed period of time; i.e., a quarter or semester.

### *Researcher’s Perspective*

While seeking my bachelor’s degree, I partook in academic advising programs to aid me with my coursework and successful completion of my program of study.

Thinking back over my undergraduate experience, I realize that some of the programs were effective while others were not.

I have over ten years experience in higher education administration. In my first professional position I was a college admissions/minority recruiter for a public university in Georgia. Like me, many of the students I recruited were first in their family to attend college. Recognizing that these students were leaving behind family and friends often many miles away, I felt a personal obligation for their academic and personal success. Although I was not officially their advisor or mentor, oftentimes these students would visit my office to sit and talk about school or events occurring in their personal lives because there were no other campus administrators with whom they felt comfortable discussing these issues.

As an African American male, I feel it is important to do everything possible to keep African American males from dropping out of college. I believe that if these students are given the proper academic support and guidance, the graduation rates among this population will rise. In designing this study, I have attempted to be as neutral and open-minded as possible with regard to the development of research questions, selection of variables studied, the instrument used, and all other aspects of the research.

## CHAPTER II: THE REVIEW OF RELEVANT LITERATURE

The quality of interaction a student has with members of the faculty and staff on a college campus can play a major role in the students' academic and personal development (*see Appendix A*). It is believed that this relationship is even more important than the skills and abilities students possess prior to entry into college (Tinto, 1987).

Integration into social and intellectual life on campus are key factors in determining the probability that a student will leave college without obtaining a degree (p. 53). Figure 1 provides a conceptual reference for the direction of the literature review.

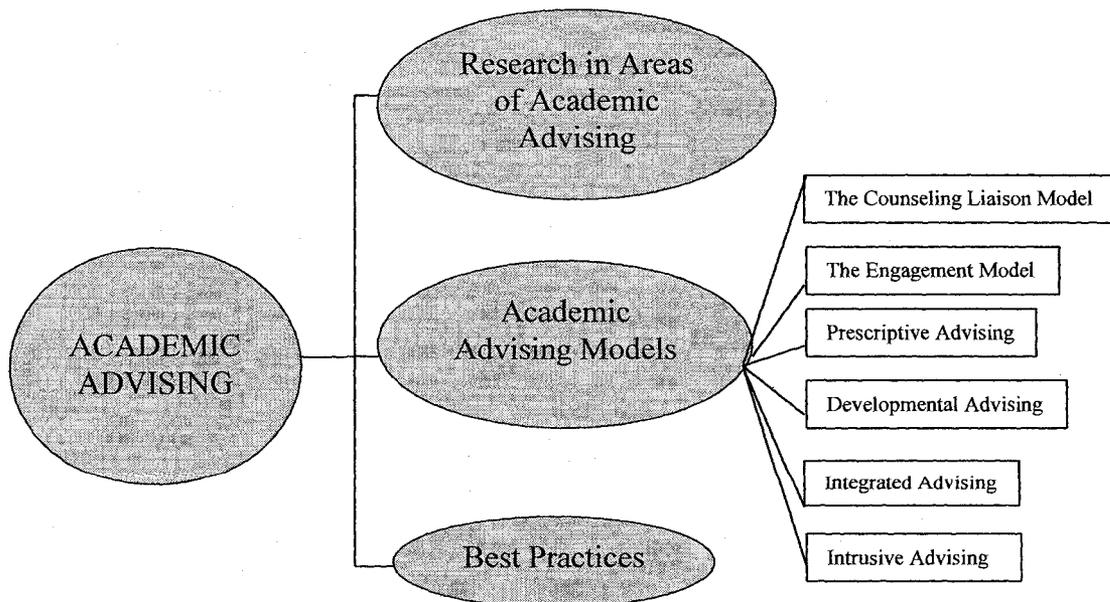


Figure 1. Schematic Outcome of the Literature Review

The first section of the review of literature is devoted to providing an overview of academic advising and detailing its history. It is followed by a discussion of some of the research findings scholars have contributed in the area of academic advising, followed by a review of several academic advising models academicians have shown to be effective. Finally, a section devoted to best practice discusses how an academic advising model has been effectively applied in working with African Americans in institutions of higher learning.

In a study of students by R.L. Husbands, it was justly noted that persisters had stronger relationships with faculty members, whereas students who voluntarily left the institution cited isolation from faculty members as instrumental in their departure (Tinto, 1987). Though this study was conducted at a small liberal arts college, one is left to wonder if similar conclusions may be drawn studying students at larger institutions.

According to Tinto,

It is of little surprise to discover that institutions with low rates of student retention are those in which students generally report low rates of student-faculty contact. Conversely, institutions with high rates of retention are most frequently those which are marked by relatively high rates of such interactions (p. 66).

This is especially true for minority students. Academic and social difficulties tend to be more problematic for these students than majority students (p. 72). To retain minority students, more specifically African American males, it is critical that institutions of higher learning devise formal academic advising programs to assist this population in achieving their educational goals.

The student service of post secondary academic advising began in the 1960's as a result of declining enrollments, decreased revenues, and increased intercollegiate

competition for college-bound high school freshmen (Monroe & Wiedow, 1990).

Advising moved beyond professors simply signing off on students' registration forms to trained helpers in the 1970's aiding students with very general academic assistance and counseling. In the early 1990's, academic advising began to take on a more defined purpose (Monroe & Wiedow, 1990). It includes exploration of life goals, explanation of career goals, selection of a program of study, and selection and scheduling of courses (p. 187).

In order to be successful, it has been determined that the academic advisor should hold a degree similar to that which the advisee seeks, be familiar with the academic catalog and the college's administration, be aware of any changes spelled out with the advisee's academic program, know of other students' successes and failures within the advisee's program, have experience interviewing individuals, and have an awareness of the personal commitment needed to see the advising process to its end (Yarborough, 2002).

While concise, Yarborough's qualification of a competent academic advisor does not take into account the added experience and training someone with a degree in counseling or similar field would be able to offer advisees. Additionally, Yarborough fails to take into account the added value someone with a graduate degree would offer students.

"Advisement offers multiple chances to develop a rapport with students and, more often than not, the occasion to discuss any prospects, goals, and personal issues that may be impeding their success" (Kadar, 2001). It is an opportunity for the institution to try to

save a student who may feel academically overwhelmed and ready to drop out of school due to lack of academic and/or social support.

### *Research in Areas of Academic Advising*

To examine the effects of academic advising on students, Furr & Elling (2002) surveyed 183 traditional age African American students attending a predominately white university. The students were given the “Freshman Climate Survey” towards the end of their first semester. The students were then tracked by the Office of Admissions to ascertain their academic success. The “Freshman Climate Survey” was later linked to the institution’s “Entering Freshman Survey” that is completed by all freshmen at the beginning of their freshmen year, (p. 191).

A Chi-square test was used to compare the rates of retention of African American and white students. The results showed that 96.7% of the African American students returned after one semester, 82.2% returned after two semesters, 76.5% returned after three semesters, 72.1% returned after four semesters, 65.6% returned after five semesters, and 65% returned after six semesters (p. 192). African Americans were retained at a significantly higher rate during the first semester as compared to white students; 92% of white students (versus 97%) were retained during the same period. However, the numbers began to reverse during the fourth semester in which 72% of the white students remained continuously enrolled at the institution.

There were many contributing factors to students’ decision to not return to college during years one and two. Some included low G.P.A. and participation in student activities. However, in year three, reasons cited amongst students who did continue in their college programs of study included working with faculty members on freshman

projects and the faculty members' availability outside the classroom during their freshman year.

Meeting with advisors outside the confines of an office enabled the students to become more comfortable with the overall campus environment (Mayo, Murguia, & Padilla, 1995). Furr & Elling (2002) suggested advisors take an intrusive stance on advising. This involves being proactive rather than reactive with advisees and entails the advisor being an active participant in the affairs of the student (Heisserer & Parette, 2002). Routine phone calls to the students to inquire about the progress of their studies is just one example of such positive intrusion. This type of intervention would allow the academic advisor the ability to assist the students to overcome potential obstacles before they surface. Garing (1993) studied student advising in two-year schools and found that intrusive advising works when special attention is given to students during their first semester. She referred to this as "check points early alert techniques" (p. 97). For Garing, advising may begin with students' admissions officers recommending involvement in academic advising programs based upon the students being underprepared for college level work. After the admissions process, it is key to assess students' competence in the areas of reading, writing, and mathematics. It is at this stage that advisors become "actively engaged in assessment" (p. 98) and then move to registration and advising, thus allowing for the establishment of future adviser-advisee meetings. According to the author, Sage Junior College in Albany, New York has used intrusive advising since 1984 and has seen their advising services satisfaction ratings with new students increase 85% or higher (p. 100).

While Garring found success providing students with intrusive type of academic advising, what is not mentioned is if this type of advising is beneficial for all students. Kramer (2000) suggested that students be academically advised according to their respective class level. Freshmen, he suggested, should be advised with more sensitivity than other class levels of students. Because these first year students are becoming familiar with the university, they expect their advisors to be “competent and caring” (p. 98). The “sophomore slump,” as Kramer called it, is a time when sophomore students begin to question their academic ability and academic future. To help students combat this self-doubt, Kramer aptly suggested advisors pay particular attention to the effective use of interpersonal communication and encouragement in advising sessions. It is the junior year when students’ confidence increases. Kramer further suggested these students be given leeway to make their own academic decisions and begin to make personal connections with other campus administrators to assist with future career development. In the senior year, the author urged rather than focusing on academic matters that advising sessions have a career focus.

#### *Academic Advising Models*

There are several academic advising models researchers have found to be effective. One such model is the Counseling Liaison model that involves members of the institution’s counseling and academic departments. Other models include the Student Engagement Approach, Perspective Advising, Developmental Advising, Integrated Advising, and Intrusive Advising.

*The Counseling Liaison model.* Utilizes professionals from at least two campus resources so that students sense that more than one campus department has a keen interest in his or her success (Kadar, 2001). This collaborative model has six interventions that help ensure it achieves its goals. (a) Each semester, counselors (advisors) should go into each freshman classroom for introduction, (b) counselors (advisors) should attend faculty meetings and be a mediator between students and faculty as needed, (c) counselors (advisors) should develop a career library in their offices allowing students the ability to research professional opportunities in their programs of interest, (d) counselors (advisors) communicate via letters, e-mail, phone calls, and requests for progress reports from their at-risk students, (f) counselors (advisors) should teach freshman orientation classes in their areas of expertise, and (g) counselors (advisors) can become involved in some of the students extracurricular activities, thus creating a memorable experience for the students (p. 176). What makes this model effective is that it encompasses both social and academic involvement between the student and the advisor. Two key components of this model are the advisor serving as both a mediator and outreach coordinator for students. While it is safe to suggest that all students should know how to speak up for themselves, due to social reasons, many African American students may feel intimidated talking to their instructors about their academic progress, especially if they are performing poorly. An advisor can be a middleperson between the two parties to aid in figuring out how the student can improve his/her academic performance. It should be the advisor's responsibility to make the initial contact with the student so that the student knows who he/she is and establishes expectations. To evaluate the effectiveness of the Counseling Liaison model, it is suggested that counselors (advisors) provide academic affairs

administration and chairpersons of academic departments with mid-year and end-year reports outlining the activities and progress of the students and counselors (p. 176). Such reports might include comments from students about how they feel the program has helped or hindered their performance at the institution. Direct quotes from the advisors can also assist the administration in determining the model's value. Simply supplying a list of yearly activities and student's progress reports does not determine success. Comments from participants enable one to single out effective components of the model.

*The Student Engagement Approach.* This model “assumes that the primary academic advisor is the frontline mentor in assisting the student-advisees in identifying and clarifying their personal academic goals and objectives,” (Yarbrough, 2002). This particular model has five primary assumptions: (a) The first is minimum academic standards, which says that a student's ability of proving pre-college competencies is evidence of his or her ability to be successful at the college level. (b) The second assumption, catalog introduction, assumes that the institution has supplied the student with specific information about the college via the college catalog, and that associated with assumption one, the student has the cognitive ability to comprehend the information presented therein. (c) Third, academic strength and weaknesses, presuppose that students entering an academic setting should know his or her academic capabilities and can use this judgment properly. (d) The fourth assumption, explored degree, implies that a student has researched his or her chosen major/minor before officially declaring that program of study as his or her degree goal. Personal priorities for success, the fifth and final assumption, presumes that the student has looked at the cost-benefits for completing

his or her personal goals. These objectives should be inline with the advisor's personal/professional goals (p. 64).

This model places more responsibility on the institution with regard to how the student can work with the institution to reach his/her goals more than the aforementioned Counseling Liaison model. However, it presupposes that every student is coming into the institution with the same level of preparedness, which is not generally the case. African American students who attended high school in lower socioeconomic communities may lack comparable amount of access to information held by their classmates from more financially-endowed high schools. These minority students might come into the institution lacking several of the assumptions outlined in the model. Therefore, these students will need more guidance than suggested.

An interesting component of the Engagement Approach is that if the advisor recognizes that the student has other priorities that may potentially hinder him/her from academic success, the advisor should recommend that the student withdraw from school, rather than trying to get the student to channel his/her energy in areas that would assure scholarly achievement. Stikes (1984) appropriately cautioned that doing so could increase an institution's attrition rate since many African American students who take time off from their studies do not return to complete their studies. However, should the advisor view the student as having the necessary tools to be successful in their program of study, and after completing the first three steps within the model, the duo then move to what Yarborough calls the "maintenance" phase. Here, the advisor closely monitors the academic performance of the student. It is also during this phase that both parties begin to recognize the strengths and weaknesses of the program, the student's learning style and

capabilities, and the advisor's strengths and weaknesses (p.67). It is this evaluation period that suggests that the student and the advisor make necessary changes to meet the goals of both parties, keeping in mind the student's goals first.

*Prescriptive Advising model.* While the Engagement Approach to academic advising focuses on a mutual sharing type of relationship building between the advisee and the advisor, Prescriptive Advising is more authoritarian. In this model, Heisserer & Parette (2002) made the advisor sound like a physician rather than an academician. The advisor offers a "diagnosis, prescribes a specific treatment for the student, and the student follows the prescriptive regimen." The advisor is in total control of the relationship. All decision-making and recommendations come from the advisor (p. 71). There is no sharing of ideas in this model. For example, if the advisor believes that the student has registered for the wrong class and shares with the student one that better suits his/her needs, then the student is expected to take the advisors recommendation without question because based on his/her professional experience, he/she knows what it is in the best interest of the student.

Because many students are unexposed to participatory or other forms of advising, they tend to appreciate the Prescriptive Advising model (Pardee, 1994). Heisserer & Parette believe that minority students especially tend to appreciate this model more than other students because they view the advisor as competent and able to share valuable information (p. 80). While this may indeed be true, little support was offered to strengthen this argument with such gross generalizations.

*Developmental Advising model.* In the middle of the advising continuum is Developmental Advising where the advisor assists in fostering the student's personal growth and independence. It also focuses on overall human development. Rather than spoon-feeding students with answers to all his/her questions, the advisor recommends that the student seek out answers to their questions. The advisor guides the student to the proper resources where answers can be obtained. Students must then hone and grow their decision-making and problem-solving skills. This model places a great deal of emphasis on student responsibility that can yield many positive results. It allows for students to mature and become self sufficient while also allowing them to understand that, if needed, help from the advisor is available. But what is not discussed is what happens once the student finds the answer to his/her question. Does the student report back to the advisor or just go with the information obtained? Additional criticism surrounding Developmental Advising comes from advisors opting to use this model due to the administration expecting them to increase their out-of-class participation, lack of incentives for faculty participation in the program, and institutions relying more heavily on part-time faculty to perform developmental advising (Ender, 1994). This model involves the least amount of time commitment required by advisors than most academic advising models. Thus, many faculty members might choose this model because the less they have to do, the better.

Developmental Advising is on going. It is ever changing depending upon the situation. For example, older nontraditional students may face similar situations they had as younger students but handle matters differently as more mature adults. It also takes into account the ecological traits of human development, recognizing students' external

(home environment) and internal (school environment) activities and how the two affect the advising process (King, 1993). To that end, research has focused very little on culture and its place in developmental advising. Issues such as socio-economic status, cultural background and racial/ethnic bias require attention when advising students of color. A reflection of one's own multicultural awareness is effective for advisors practicing this model (King, 1993). Further, inappropriate course selection and poor scheduling, low use of support services, faculty members with limited familiarity with the resources available on campus, inability to anticipate and adjust to the impact of personal life changes, and lack of a mandatory/comprehensive advising process are indicators of minority students' unsatisfactory progress (Raushi, 1993).

Grites & Gordon (2000) espouse that developmental academic advising should be viewed as a continuum alongside prescriptive academic advising in that the role of the advisor is to aid students in education, career, and personal matters and planning. The authors take a holistic look at academic advising and rightfully conclude that academic advisors should integrate many "theories, frameworks, and concepts" into the developmental advising process (p. 14).

*Integrated Advising model.* Integrated Advising encompasses components of both Prescriptive and Developmental advising models. Using these models, the parts that institutions find effective for their student body academic advising needs should be emphasized, thus creating an integrated advising model (p. 72). Although there may be value in selecting key components of each model, Heisserer & Parette fall short of suggesting which components work best together for successful integrated advising.

Greif, Hrabowski, and Maton (1998) stated that providing feedback, advising, and crisis intervention to African American students aids them in discovering their weaknesses, strengths and options. "For a university-based program, the more sources of positive motivation generated and the more sources of support generated to buffer students from stress or distraction, the greater the likelihood of student success." Students enter college with many influences that potentially affect their success inside and outside the classroom. Unfortunately, not all of the influences are of a positive nature. This is especially the case for African American males (p. 169). If when growing up they often reacted negatively to taxing circumstances then when they face similar stressful situations on campus they may react in the same manner and become uninterested in college.

For any type of academic advising to yield success, the advisor and advisee must to work together as a team. The advisee should go into the appointment with the advisor with the college catalog and progress reports in hand, mentally and emotionally prepared for the advising appointment, and with answers to potential questions posed by the advisor. Additionally, both students and advisors need to maintain accurate records of what's expected of the advisee. Secrecy should be avoided within the advising relationship, and sufficient time should be set aside for all advising appointments. In order to avoid mistrust, advisees need to follow through on actions promised during the academic advising session (Petress, 2000). Setting such standards should avoid any misunderstandings between the parties.

*Intrusive Advising model.* Students who are at risk of failing classes, being placed on academic probation or academic suspension oftentimes require an even more direct approach to academic advising. Intrusive academic advising takes into account developmental, prescriptive, and integrated advising models. In this model, academic advising begins with the advisor making contact with the student instead of advising being student driven (Jeschke, Johnson, & Williams, 2001) and the advisor takes scrupulous notes during each session and maintains a calendar of all advising sessions.

To study the effectiveness of intrusive academic advising, Jeschke, Johnson, & Williams (2001) conducted a comparative analysis of students receiving intrusive academic advising versus prescriptive advising to determine if there was a difference in their level of satisfaction with their advising experience. They also looked at differences in students' grade point average in regard to receiving intrusive academic advising. The authors found that students were more satisfied with an intrusive type of academic advising as opposed to prescriptive academic advising. Also interesting was that they found students spending more time in intrusive academic advising appointments had higher grade point averages than students spending more time in prescriptive academic advising appointments. However, there was no correlation indicating students receiving intrusive academic advising had higher grade point averages than their peers receiving prescriptive academic advising without any other variable as part of the comparison. It is justly suggested by Jeschke, Johnson, & Williams that while there were no significant findings in their study examining grade point average alone, intrusive academic advising experiences may lead to students' overall satisfaction with their college experience. This finding differs from Molina & Abelman's (2000) findings.

While Jeschke, Johnson, & Williams compared students based upon receiving either prescriptive or intrusive academic advising, Molina & Abelman studied at-risk (probation) students at an open-enrollment Midwestern university and found that students receiving intrusive academic advising experienced higher grade point averages and higher rates of retention than students who were not on probation, as well as students receiving moderate intrusive academic advising intervention. Intrusive academically advised students “were best positioned to understand and assume responsibility for the cause of their poor academic performance, engage in appropriate academic adjustments, and improve their academic performances and persistence rates” (p.13).

In discussing this particular model, Heisser & Parette (2002) identified five at-risk student populations who would benefit the most from intrusive academic advising; minorities, academically disadvantaged students, students with disabilities, low socio-economic students, and probationary students. They concluded that using this method of academic advising results in greater student retention and that students are more connected with the institution and their program of study.

### *Best Practices*

One of the key reasons why colleges and universities develop mentoring and advising programs is to increase the retention rate of their student bodies (Furr & Elling, 2002). This section is devoted to introducing and describing effective programs at three different institutions.

Kutztown University, a majority, midsized institution located in eastern Pennsylvania piloted what they call the Adventor Program in the fall of 1995. The program was developed specifically to retain their students of color.

The term adventor comes from the stem of advising and the root of mentoring. The program was designed for students of color because history has proven that this group of students has traditionally underutilized support services, and because proactive interventions are needed for them to reach their potential (Schultz, Colton, & Colton, 2001).

Faculty volunteers receive student mentees based upon the students declared major and the faculty member's area of interest. Faculty receive extensive training to facilitate their relationship building skills to ensure their ability to exhibit a trusting and nonjudgmental attitude. Also, they go through exercises that enable them to confront biases, attitudes, and cultural sensitivity. Finally, faculty volunteers receive academic advising training from the institution's director of academic advising (p. 210).

The Adventor program requires that faculty contact student participants prior to their arrival on campus, and that student participants meet with advisors/mentors on a weekly basis either in person, via telephone, e-mail, and/or letters during the entire academic year. "Ongoing responsibilities of faculty participants include providing sound academic advisement, assisting students with goal setting, creating familiarity with institutional policy and protocol, intervening academically as needed, and lending a friendly ear" (p. 13).

Faculty members in the Adventor Program have been known to conduct informal advisement and counseling sessions with students at times and in areas of the campus

where students feel most comfortable. Some of these locations have included the residence dining halls, student cafeteria, or in the student union over a soda or meal either before or after class. This occurs as a result of the personal contact and relationship established between the Adventor faculty member and the student (p. 14).

At midsemester during both the fall and spring semesters, Adventor faculty members meet to discuss any concerns that may have arisen and share their experiences. A formal evaluation takes place at the end of the school year. Students and faculty members complete a questionnaire detailing their involvement in the program. Statistics are also run at years' end on the persistence rate of involved students. In the 1995-1996 academic school year there were 19 student and 15 faculty participants. Sixty percent of the students were African American, and 40% Mexican American. Of those responding to the questionnaire, 8 students and 11 faculty, 80% of the students and 91% of the faculty report that they enjoyed their experience (p. 14). The Kutztown University Adventor Program is credited with retaining 77% of the students in the Adventor program for their sophomore year, compared to 67% of the control group.

As a result of these findings, Shultz hypothesizes that the Adventor program's proactive, student-faculty advising/mentoring focus has positive implications for colleges to increase the retention rates of its students of color.

Within the Department of Affirmative Action, the Office of Minority Mentoring Programs at the University of Florida, the job description of Mentor reads,

Meet regularly with students. Assist in the development of skills necessary for minority students to succeed in college. Monitor academic

performance of assigned students. Evaluate and document experiences of assigned students. Assist students in developing realistic career/academic goals and expectations. Provide leadership to enhance minority students' adaptation and integration to the campus environment. Ensure that assigned students are informed of the college's support services designed to enhance retention. Perform other duties as required.

This position is similar in scope to other mentoring/advising programs except for the fact that it is a paid position. Most other institutions of higher learning rely on faculty and staff volunteers to perform such services for their students. "The most important factors influencing retention of students (of color) are their involvement and their grades...anything that can be done to enhance students' academic performance will tend to reduce attrition. In particular, involvement with the faculty will encourage student retention," says Stikes (1984).

At Colorado State University's Pueblo campus, students have the advantage of participating in the institution's First Year Program (2008). While this program is required for all incoming freshmen, its advising component extends beyond the first year experience and aids in the retention African American students. First year CSU Pueblo students are contacted by a staff member in the First Year Center during the summer prior to the students' enrollment in classes to prepare them for the advising experiences they will receive. Black (2007) suggested that this type of pre-first semester contact is critical in establishing a good rapport between the student and advisor. Once on campus,

first year students are enrolled in a 1 credit hour freshman experience seminar and are assigned to one of eight professional staff first year advisors. CSU Pueblo follows the intrusive model to advise first year students, and students see their advisor four or five times during their first year on campus. Placing first year students in freshman seminar classes allows colleges to advise students in group settings and enables the instructors to engage with students as teacher and mentor (King, 2000; Hunter, Henschied, & Mouton, 2007).

According to the university's website, after successful completion of their freshman year, CSU Pueblo students are then assigned to a faculty advisor in their major and must see their advisor prior to each registration period. If the student is either an undeclared or business major then he/she must seek the academic advising services of the Associate Director of Student Academic Services. Utilizing the developmental style of advising, students are counseled on all academic matters and referred to other campus resources when necessary, similar to the learning communities Hunter, Henschied, & Mouton, (2007) discussed. However, in their discussion of the first-year seminar experience, Hunter, Henschied, & Mouton proposed that many of the students needs can be addressed in the freshman seminar class itself if "center-learner" educators collaborate with other administrators and offices on campus to assist in developing and advising first year students.

### *Summary*

There are many factors that related to colleges' ability to retain African American males. One that has proven successful is academic advising. The review of literature

shows that minority students, African American males in particular, benefit most from this type of preventive programming. The key factors to good advising are a commitment between all parties involved in the process, the ability of the advisor/mentor to establish trust with students, structure within the program, and a thorough evaluation process. If any of these key components are missing then the programs run the risk of failing many participants.

The academy should be particularly concerned about the plight of the African American college male. Most research conducted in areas of minority advising focuses on African American students in general. There is a gap in the literature focusing solely on African American males and programs to increase the retention and graduation rates of this population. More research needs to be conducted in this area to find out how the academy can better assist these students to achieve their educational goals.

## CHAPTER III: RESEARCH METHODOLOGY

### *Research Approach*

The primary focus of this study was to investigate the relationship that exists among African American male students and their advisers, the association between African American male students' GPA's and academic advising as well as their satisfaction with the type of academic advising received.

The research methodologies selected for this study were descriptive, associational, and ex-pos-facto or after the fact quantitative methods. Some research questions used in this dissertation was anticipated to help predict African American male college students' success as well as provide information to help direct changes that can help increase the probability of success for this population. This type of design was necessary because some of the independent variables are attribute and participants were not randomly selected or assigned to groups. Further, for this non-experimental associational and comparative study, the independent variables were not controlled by the investigator (Gliner & Morgan, 2000).

### *Subjects and Institutions*

The participants in this study were students conveniently selected from the student bodies of Norfolk State and Old Dominion Universities. Both of the public institutions are located in Norfolk, Virginia.

### *Process of Academic Advising at Norfolk State University*

All Norfolk State University (NSU) undergraduate students must be professionally advised prior to registering for classes. Each student is required to have his/her academic advisor sign his/her Course Registration Worksheet (*see Appendix B*). This is an intrusive method of advising, according to the university's electronic website. By advising students, the university seeks:

- 1) To help students clarify their values and goals
- 2) To lead students to better understand the nature and purpose of higher education
- 3) To provide accurate information about educational options, requirements, policies and procedures
- 4) To plan educational programs consistent with students' interests and abilities
- 5) To assist students by continued monitoring and evaluating of their educational progress, and
- 6) To integrate the many resources of the institution to meet the special educational needs and aspirations of students.

It is the advisors' responsibility to see that students are: enrolled in the proper courses, follow sequential course selection and scheduling, meet curricula requirements, and receive ongoing academic and mentoring tracking.

Utilizing a one-on-one method to advise students, academic advisors in the Department of Mass Communication and Journalism at NSU expect students to come to advising sessions prepared to take an active role in selecting courses. Prior to meetings, advisees must have their prerequisite/evaluation sheet available, as well as a tentative schedule so that advisors may alert them of any potential course registration problems. And if students do not agree with the courses their advisor recommends, the advisor has them sign a statement assuming responsibility for all courses registered.

#### *Process of Academic Advising at Old Dominion University (ODU)*

Similar to NSU, ODU students are required to have an academic advisor or faculty advisor approve his or her registration prior to enrolling in any courses. The difference between the two institutions is that at NSU, students must seek advisor registration approval each semester; whereas, at ODU, advisors may grant students approval to register for several semesters during one advising session (Old Dominion University, 2002). Utilizing a Curriculum Sheet (*see Appendix C*), departmental faculty and academic advisors in the Office of Advising and Transfer Programs aid students in academic matters but refer students to other campus resources for other issues. Within the Office of Advising and Transfer Programs, a division of University College, the seven professional academic advisors and interns employ a triad advising method to advise their students. This method uses an academic success advisor working with at-risk

populations, specific college advisors working with students in their particular major department, and career advisors working with students on issues related to post undergraduate employment, all of which use a combination of developmental and prescriptive advising. "These practices are in keeping with the core values of the National Academic Advising Association (NACADA)" (Old Dominion University, 2002).

According to the researcher's contact at ODU, one-on-one academic advising typically is used at ODU; however, success groups are used throughout the semester to assist students in academic difficulty. These help groups are facilitated by trained graduate students. Additionally, for students in serious jeopardy of being dismissed from school, very intrusive academic advising is used, as suggested by Heisser & Parette (2002).

### *Recruitment of Participants*

The students were recruited through personal and professional contacts the researcher had at each institution. Students were presented with the instrument during a predetermined time in class. Most recent demographic data, 2006 academic school year, showed that African American male students comprise 47.07% of the undergraduate student body at Norfolk State. Likewise, in 2005-2006, the institution conferred a total of 688 bachelor degrees of which 170 or 25% went to African American males (Enrollment Management Office, 2006).

During the 2007 academic year at Old Dominion University (ODU), African American male students made up 6% of the total student body (Office of Institutional

Research and Assessment SAS System, 2008). Additionally, the office's fall 2007 data show African American males entering ODU in fall 1999 and graduating within 4 years at 22 percent, within 5 years at 42 percent, and within 6 years the total increases to 49 percent. Both institutions graduate African American males above the national average. These rates are similar to white students' graduation rates.

Gliner & Morgan (2000) suggest that a sample size should consist of enough participants to produce adequate power. The authors further state that a sample size of at least 30 participants is the standard minimum sample size used in research to allow researchers the ability to detect significant findings. The final sample size for the study was 48.

### *Instrument*

The instrument used in this study was a modified version of the *Academic Advising Inventory (AAI)* (see Appendix D). R. B. Winston and J. A. Sandor developed the *AAI* in 1983 to "determine the nature of advising relationships, frequency of activities taking place during advising sessions, and student satisfaction with advising" (Winston & Sandor, 2002).

The *AAI* is divided into three parts. The first part examines the contrast between developmental advising and prescriptive advising and consists of 14 questions. A continuum scale is used to reflect the participant's answers. There are three subscales associated with part one: Personalizing Education (PE), Academic Decision-Making (ADM), and Selecting Courses (SC). Eight questions related to PE focus on the student's complete development both on campus and off campus. ADM data are gathered using

data from four statements in section one. ADM is concerned with who is the primary person responsible for students' academic decision making. Finally, SC focuses on students' course planning. There are two questions related to SC (Winston & Sandor, 2002, p. 11).

For each question in part one, participants were given two scenarios depicting the type of advising received. Each statement was designed to be either developmental or prescriptive. Based on the participant's perception of advising sessions, each student had to first select which statement was believed to best describe the advising sessions, and then the participant had to determine the strength of their belief in that statement (*see Appendix D*).

Five summated questions related to students' satisfaction made up part two of the *AAI*. Part three of the instrument asked students demographic information so that descriptive statistics could be run on this population for comparative purposes.

#### *Instrument Reliability and Validity*

*Reliability.* The measurement of internal consistency (Brown, 2002), was determined using a Cronbach alpha statistic. Tests were run to determine the reliability of the part one of the instrument, Development-Prescriptive Advising Scale (DPA). Winston & Sandor, 2002 (p. 15) found the scale overall to be reliable with a .78 alpha coefficient. Further, each subscale was analyzed for reliability. Personalizing Education (PE) had an alpha of .81, Academic Decision Making (ADM) had an alpha of .66, and Selecting Courses (SC) had an alpha of .42 (p. 15).

Using the Pearson r statistic, the authors also found that the subscale variables were also relatively independent. Table 3.1 identifies these scores.

Table 3.1

*Intercorrelations Between Subscales for Students*

Subscale	ADM	SC	DPA
Students ( <i>n</i> = 464)			
PE	.24	.02	.87
ADM		.39	.64
SC			.42

Note. From *Evaluating Academic Advising: Manual for the Academic Advising Inventory* (p. 15), by Winston and Sandor, 2002, Athens: National Academic Advising Association. Copyright 2002 by the Student Development Associates. Reprinted with permission.

*Validity of the Academic Advising Inventory.* The determination that the AAI as a measurement leads to valid conclusions (Trochim, 2006) was established comparing two contrasting groups of students at the University of Georgia, regularly-admitted students and students admitted into the developmental studies program. Each group received a different type of academic advising. Developmental studies students met twice per week with assigned advisors in their area of study in a class setting. Meetings also sometimes took place in a more private atmosphere. Conversely, regularly-admitted students, met once per quarter for twenty to thirty minutes with a general advisor. The advisor was typically someone outside of the students' academic major or department and was employed part time at the institution. It was discovered that students admitted into the

university's developmental program perceived their advising to be more developmental.

The scores for each group of students are identified on Table 3.2.

Table 3.2

*Comparison of Developmental Studies vs. Regularly Admitted Freshmen on DPA and its Subscales*

<b>SCALE</b>	<b>Developmental Studies (<i>n</i>=53)</b>	<b>Regular Admit (<i>n</i>=74)</b>
<b>Developmental-Prescriptive Advising (DPA)</b>		
Mean	80.91	66.61
Standard Deviation	10.46	12.29
<i>t</i> = 6.57 ( <i>df</i> = 115, <i>p</i> < .001)		
<b>Personalizing Education (PE)</b>		
Mean	54.96	38.65
Standard Deviation	8.76	11.94
<i>t</i> = 8.36 ( <i>df</i> = 122, <i>p</i> < .001)		
<b>Academic Decision-Making (ADM)</b>		
Mean	22.25	22.85
Standard Deviation	6.24	5.29
<i>t</i> = 0.58 ( <i>df</i> = 123, <i>p</i> < .56)		
<b>Selecting Courses (SC)</b>		
Mean	12.32	10.44
Standard Deviation	3.35	3.32
<i>t</i> = 1.60 ( <i>df</i> = 125, <i>p</i> < .15)		

Note. From *Evaluating Academic Advising: Manual for the Academic Advising Inventory* (p. 20), by Winston and Sandor, 2002, Athens: National Academic Advising Association. Copyright 2002 by the Student Development Associates. Adapted with permission.

### *Procedure*

For the purpose of the proposed research study, the researcher made use of data obtained from students who attend either Norfolk State University or Old Dominion University. Both institutions had formal academic advising programs in which a significant number of African American male students participate. Access to students at Norfolk State University was facilitated by one of the academic advisors in the department of Mass Communication. The researcher had access to students at Old Dominion University via personal affiliation with the Assistant Director of Multicultural Student Services. Gaining access to the students at Old Dominion University was approved through the university's Institutional Research Office. Norfolk State University student participation approval came from the university's Institutional Review Board (IRB). Approval was also obtained from the Human Research Subjects Office (HRC) at Colorado State University.

As suggested by Winston and Sandor (2002), where possible, the *AAI* instrument was administered to participants in a controlled setting. The students were given the instrument during an allotted time in one of their classes. However, to increase the size of the sample, students were also selected for participation between class sessions in the campuses Student Centers. The researcher allowed each student 20-30 minutes to complete the instrument. Once all students had sufficient time to complete the questionnaire, the researcher collected all forms from students so that the data could be analyzed for statistical purposes.

### *Data Analysis*

Research questions stated in this study served as the foundation of the data analysis used for this study. Several statistical applications helped to provide answers to the questions.

Initial analysis of data collected from the *AAI* necessitated scoring responses to the instrument. Due to equipment limitations, scoring part one of the instruments required the researcher complete this task by hand. Winston and Sandor (2002) state that scoring the instrument using the hand method can be complex; therefore, extra time was allocated to complete this task. Because of the random placement of the items on the DPA scale, the items needed to be recoded to prevent the occurrence of a responsive set (p. 13).

Part two of the *AAI* allowed for frequency and means to be evaluated to determine students' satisfaction with the academic advising process. Descriptive statistics were used to compare demographics differences among the participants from questions asked in part three of the instrument.

Once the aforementioned analyses were performed, associative and comparative statistics were used to discover satisfaction with academic advising on the participatory group. These questions were:

1. Is there a correlation between the amount of time African American male college students spend in academic advising sessions and their satisfaction with the type of academic advising received?

2. Is there a correlation between the number of academic advising sessions African American male college students participate in and their satisfaction with the type of academic advising received?
3. Is there a difference between levels of class standing in regard to African American male college students' satisfaction with academic advising?
4. Is there a difference between the academic advising environment (individually, classroom, etc.) and African American male college students' satisfaction of academic advising?
5. Is there a difference between African American male college students who receive prescriptive academic advising versus developmental academic advising in regard to their satisfaction with academic advising?
6. Is there a difference between African American male college students who receive prescriptive academic advising versus developmental advising in regard to their grade point averages?
7. Is there a difference between first generation African American male college students vs. non-first generation African American male college students on advising satisfaction?
8. Are there interactions between all 2x2 combinations of (a) academic advising type, (b) class level, (c) academic advising environment, and (d) first generation designation on academic advising satisfaction of African American male college students?
9. Are there interactions between all 2x2 combinations of (a) academic advising type, (b) class level, (c) academic advising environment, and (d) first

generation designation, on grade point average of African American male college student students?

10. Is there a combination of (a) type of academic advising, (b) academic standing, (c) age, (d) amount of time spent in academic advising sessions, (e) number of academic advising sessions, (f) first generation designation, and (g) grade point average that predict African American male college students' satisfaction with academic advising?

The results of the above analysis may help college administrators determine the value of academic advising for African American male college students. Appendix E summarizes the type of variables and the selection for analysis.

## CHAPTER IV: RESULTS

This study consisted of African American male students attending either Norfolk State University or Old Dominion University during the fall 2007 semester. The purpose of this study was to examine and learn more about how academic advising services impact African American male undergraduate college students' rate of retention and the students' level of satisfaction.

### *Participants*

The population of the study was African American male students attending either Norfolk State University or Old Dominion University in Norfolk, VA. The sampling technique used in the study was convenience sampling.

Seventy instruments were distributed and 60 returned. Of the 60 returned instruments, 11 were deemed not valid because the students either filled out the instrument incorrectly or they returned it incomplete. One Norfolk State University student completing the instrument was just an entering student and had never received academic advising. Thus, 48 instruments were marked valid and used in the statistical analysis.

### *Descriptive Data*

Table 4.1 shows how age of the participants was distributed. The majority of participants (33 or 68.8%) were between the ages of 20 – 22. The two most frequent answers to the question of age at his last birthday were 20 years of age (12 or 25%) and 22 years of age (12 or 25%), followed by 21 years of age (9 or 18.8%), 23 years of age (5 or 10.4%), 19 years of age (4 or 8.3%), 25-30 years of age (3 or 6.2%), older than 30 years of age (2 or 4.2) and 24 years of age (1 or 2.1%). No students indicated they were 18 years of age or younger.

Table 4.1  
*Age Demographic of the Participants*

Age	Frequency	Valid Percent	Cumulative Percent
18 or younger	0	0	0
19	4	8.3	8.3
20	12	25.0	33.3
21	9	18.8	52.1
22	12	25.0	77.1
23	5	10.4	87.5
24	1	2.1	89.6
25-30	3	6.2	95.8
>30	2	4.2	100.0

Table 4.2 reflects class standing of the participants of the study. One student (2.1%) was a freshman (first year), 21 (43.8%) students reported their status as sophomore (second year), while 9 (18.8%) reported junior (third year). Thirteen (27.1%) indicated they were a senior, and 4 (8.3%) students indicated other.

Table 4.2  
*Class Standing Demographic of the Participants*

Class Standing	Frequency	Valid Percent	Cumulative Percent
Freshman	1	2.1	2.1
Sophomore	21	43.8	45.8
Junior	9	18.8	64.6
Senior	13	27.1	91.7
Other	4	8.3	100.0

The class standing data in Table 4.2 were recoded to reflect lower class (freshmen and sophomores) and upper class (junior and senior) standing (Table 4.3). Upper classmen were in the majority of the sample 26 (54.2%) while 22 (45.8%) students reported being lower classmen.

Table 4.3  
*Class Standing Demographic of the Participants(Recoded)*

Class Standing	Frequency	Valid Percent	Cumulative Percent
Lower Classman	22	45.8	45.8
Upper Classman	26	54.2	100.0

Table 4.4 displays results when students were asked to report if they were a first generation college student. The majority of students (27 or 56.2%) indicated they were not a first generation college student; meaning, at least one of his parents attended college.

Table 4.4  
*Generation Designation of the Participants*

Generation Designation	Frequency	Valid Percent	Cumulative Percent
First Generation	21	43.8	43.8
Not First Generation	27	56.2	100.0

Responding to the amount of time each student spent in their academic advising sessions (Table 4.5), the majority (33 or 68.8%) responded between 31 – 45 minutes while 8 (16.7%) spent 46 – 60 minutes in academic advising sessions. A total of 6 (12.5%) indicated they spent 15 – 30 minutes in academic advising sessions with one student stating he spent more than an hour in his academic advising sessions.

Table 4.5  
*Academic Advising Demographics of Participants*

Amount of Time in Sessions in minutes	Frequency	Valid Percent	Cumulative Percent
< 15	0	0	0
15-30	6	12.5	12.5
31-45	33	68.8	81.2
46-60	8	16.7	97.9
>than 1 hour	1	2.1	100.0

Students were asked to provide the number of academic advising sessions they have received since being enrolled at this institution, 11 (22.9%) indicated they had attended 4 sessions, 9 (18.8%) indicated 6 sessions, 9 (18.8%) indicated 2 sessions, 7 (14.6%) indicated 3 session. Nine or more sessions were attended by 4 (8.3%) students, 4 students attended 5 (8.3%) sessions, and 4 students (8.3%) attended only one session. No participants responded to none, seven or eight sessions (Table 4.6).

Table 4.6  
*Academic Advising Demographic of Participants*

Number of Advising Sessions	Frequency	Valid Percent	Cumulative Percent
None	0	0	0
1	4	8.3	8.3
2	9	18.8	27.1
3	7	14.6	41.7
4	11	22.9	64.6
5	4	8.3	72.9
6	9	18.8	91.7
7	0	0	0
8	0	0	0
9 or more	4	8.3	100.0

Table 4.7 displays that the majority of students 33 (70.2%) in the sample reported a grade point average of 2.0 – 2.9 followed by 10 (21.3%) students reporting 3.0 – 3.9. Three (6.4%) students reported they had a grade point average ranging between 1.0 – 1.9 followed by 1 (2.1%) student reporting a grade point average less than 1.0. One student in the sample did not provide his grade point average and no students reported a grade point average greater than 4.0.

Table 4.7  
*Grade Point Average of Participants*

Grade Point Average	Frequency	Valid Percent	Cumulative Percent
< 1.0	1	2.1	2.1
1.0-1.9	3	6.4	8.5
2.0-2.9	33	70.2	78.7
3.0-3.9	10	21.3	100.0
4.0 or greater	0	0	0
Missing System	1	2.1	

After scoring participants' answers on the Academic Advising Inventory (AAI), the majority (36 or 75%) received developmental advising. The remaining participants (12 or 25%) received prescriptive advising (Table 4.8).

Table 4.8  
*Advising Demographic of the Participants*

Advising Type	Frequency	Valid Percent	Cumulative Percent
Prescriptive	12	25.0	25.0
Developmental	36	75.0	100.0

By first generation designation, Table 4.12 displays the type of academic advising participants received. 4 (8.3%) students indicated they were a first generation college student and received prescriptive academic advising, 8 (16.7%) indicated they not a first generation college student and received prescriptive academic advising, 17 (35.4%) responded they were a first generation college student and received developmental academic advising, and 19 (39.6%) responded they were not a first generation student and received developmental academic advising.

Table 4.12  
*Relationship of Experienced Academic Advising Type by First Generation Designation*

Experienced Academic Advising Type (First Generation Designation)	Frequency	Valid Percent	Cumulative Percent
Prescriptive			
First Generation	4	8.3	8.3
Not First Generation	8	16.7	25.0
Developmental			
First Generation	17	35.4	60.4
Not First Generation	19	39.6	100.0

By class level, Table 4.11 displays the type of academic advising participants received. Six (12.5%) students indicated they were a lower classman (freshman/sophomore) and received prescriptive academic advising, 6 (12.5%) indicated they were an upper classman (junior/senior) and received prescriptive academic advising, 16 (33.3%) responded they were a lower classman and received developmental academic advising, and 20 (41.7%) responded they were an upper classman and received developmental academic advising.

Table 4.11  
*Relationship of Experienced Academic Advising Type by Class Standing*

Experienced Academic Advising Type (Class Level)	Frequency	Valid Percent	Cumulative Percent
Prescriptive			
Freshman/Sophomore	6	12.5	12.5
Junior/Senior	6	12.5	25.0
Developmental			
Freshman/Sophomore	16	33.3	58.3
Junior/Senior	20	41.7	100.0

Students were asked the type of environment in which they received academic advising (Table 4.9). Twenty two (45.8%) of students reported being advised individually by an assigned advisor at an advising center, 10 (20.8%) students were also advised individually but by any available advisor at an advising center, 6 (12.5%) students were advised individually but not through an advising center. Three (6.5%) students reported being advised with a group of students, while one person (2.1%) noted being advised by a peer (student) advisor. Two (4.2%) students indicated being advised in conjunction with a course in which he was enrolled, and one (2.1%) student reported

being advised in a manner other than the alternatives provided on the instrument. Three students did not answer the question.

Table 4.9  
*Advising Demographic of the Participants*

Advising Environment	Frequency	Valid Percent	Cumulative Percent
Advised Individually by Assigned Advisor at Advising Center	22	45.8	45.8
Advised Individually by any Advisor at Advising Center	10	20.8	66.7
Advised Individually, Not at Advising Center	6	12.5	79.2
Advised with a Group of Students	3	6.2	85.4
Advised by a Peer (student) Advisor	1	2.1	87.5
Advised in Conjunction with a Course of Enrollment	2	4.2	91.7
Advised in a Manner Other Than the Alternatives Described Above	1	2.1	93.8
Missing	3	6.2	100.0

The advising environment data in Table 4.9 were recoded to reflect two levels in Table 4.10; advised alone, and not advised alone (in conjunction with a class or a group of students). 32 (71.1%) responded they were advised alone and 13 (28.9%) reported not being advised alone. Three students did not answer the question.

Table 4.10  
*Advising Demographic of the Participants (Recoded Environment)*

Advising Environment	Frequency	Valid Percent	Cumulative Percent
Advised Alone	32	71.1	71.1
Not Advised Alone	13	28.9	100.0
Missing	3		

By academic advising environment, Table 4.12 displays the type of academic advising participants received. 8 (17.8%) students indicated they were a lower classman (freshman/sophomore) and advised alone, 4 (8.9%) indicated they were an upper classman (junior/senior) and not advised alone, 24 (53.3%) responded they were a lower classman and advised alone, and 9 (20%) responded they were an upper classman and not advised alone.

Table 4.12  
*Relationship of Experienced Academic Advising Type by Advising Environment*

Experienced Academic Advising Type (Advising Environment)	Frequency	Valid Percent	Cumulative Percent
Prescriptive			
Advised Alone	8	17.8	17.8
Not Advised Alone	4	8.9	26.7
Developmental			
Advised Alone	24	53.3	80.0
Not Advised Alone	9	20.0	100.0

Table 4.14 presents enrollment status of participants. Students were asked if they believe academic advising helped them to remain enrolled in school without taking a break between terms, excluding summer sessions. The majority of students in the sample agreed that academic advising helped them remain enrolled in school. Eighteen (35.4%) students responded they agree with the statement and 17 (35.4%) strongly agreed. Conversely, 8 (16.7%) responded they disagreed with the statement and 5 (10.4%) students strongly disagreed that academic advising helped them to remain enrolled in school without taking a break between sessions.

Table 4.14  
*Continuous Enrollment of the Participants*

Continuous Enrollment	Frequency	Valid Percent	Cumulative Percent
Strongly Agree	17	35.4	35.4
Agree	18	37.5	72.9
Disagree	8	16.7	89.6
Strongly Disagree	5	10.4	100.0

Table 4.15 presents participants' level of satisfaction with the academic advising received. The majority (77.1%) of the students in the sample were satisfied with the type of academic advising received. Four (8.3%) students' summated satisfaction scores show they strongly disagreed they were satisfied with the academic advising received, 7 (14.6%) show they disagree, 21 (43.8%) show they agree that they were satisfied with the academic advising received, and 16 (33.3%) show they strongly agree they were satisfied with the academic advising received.

Table 4.15  
*Participants' Satisfaction with Academic Advising*

Satisfaction with Academic Advising	Frequency	Valid Percent	Cumulative Percent
Strongly Disagree	4	8.3	8.3
Disagree	7	14.6	22.9
Agree	21	43.8	66.7
Strongly Agree	16	33.3	100.0

### *Data Analysis*

#### **Research Question #1**

Is there a correlation in the amount of time African American male college students spend in academic advising sessions and their satisfaction with the type of academic advising received?

## Research Question # 2

Is there a correlation in the number of academic advising sessions African American male college students participate in and their satisfaction with the type of academic advising received?

Table 4.12 investigated if there was a statistically significant association between amount of time in advising sessions, satisfaction with advising, and number of advising sessions. Pearson Correlations were calculated and the results showed that there was not a significant correlation between satisfaction with advising and amount of time in advising session ( $p = .185$ ). Number of advising sessions has a positive but not significant correlation with amount of time in advising sessions ( $p = .108$ ). There was also a negative but non-significant correlation with number of advising sessions and satisfaction with advising ( $p = .186$ ).

Table 4.12  
*Intercorrelations Between Amount of Time in Advising Sessions, Satisfaction with Advising, and Number of Advising Sessions*

Subscale	<i>N</i>	Amount of Time in Advising Sessions	Satisfaction with Advising	Number of Advising Sessions
Amount of Time in Advising Sessions	48	—	-.197	.235
Satisfaction with Advising	48		—	-.196
Number of Advising Sessions	48			—

## Research Question # 3

Is there a difference between levels of class standing in regard to African American male college students' satisfaction with academic advising?

#### Research Question #4

Is there a difference in the academic advising environments (individually, classroom, etc.) on African American male college students' satisfaction of academic advising?

#### Research Question #5

Is there a difference between African American male college students who receive prescriptive academic advising vs. developmental academic advising in regard to their satisfaction with academic advising?

Table 4.13 summarized the results to questions 3, 4 and 5 and shows that lower classmen (freshmen and sophomores) did not differ significantly from upper classmen (juniors and seniors) on satisfaction with academic advising ( $p = .916$ ). Likewise, students advised individually did not differ significantly from students not advised individually ( $p = .750$ ). Students experienced advising type did not differ significantly on academic advising ( $p = .579$ ).

Table 4.13  
*Comparison of Satisfaction with Advising and Class Standing, Advising Environment, First Generation Designation, and Experienced Academic Advising Type*

Satisfaction with Advising	<u>M</u>	<u>SD</u>	<i>t</i> -value	<i>df</i>	<i>p</i> -value
Freshman/Sophomore	13.14	4.324	-.106	46	.916
Junior/ Senior	13.27	4.341			
Advised Individually	13.36	5.104	.321	30	.750
Not Advised Individually	12.80	3.120			
Prescriptive Advising	12.58	3.579	-.558	46	.579
Developmental Advising	13.39	4.537			

### Research Question #6

Is there a difference between African American male college students who receive prescriptive academic advising versus developmental advising in regard to their grade point average?

Table 4.16 showed that using the equal variances not assumed results, students receiving prescriptive advising vs. developmental advising did not differ significantly ( $p = .057$ ) with regard to their grade point average. However, it should be noted that this difference was approaching the 0.05 level of significance. The effect size for this analysis is .57, typical according to Cohen (1988). With a larger sampling this test would likely reach significance.

Table 4.16

*Comparison of Grade Point Average with Experienced Advising Type*

Grade Point Average	<u>M</u>	<u>SD</u>	<i>t</i> -value	<i>df</i>	<i>p</i> -value
Prescriptive Advising	2.92	.289	-1.950	44.822	.057
Developmental Advising	3.23	.808			

### Research Question #7

Is there a difference between first generation African American male college students versus non-first generation African American male college students on advising satisfaction?

Table 4.18 showed that first generation African American male college students and non-first generation African American male college students did not differ significantly with regard to their satisfaction with academic advising ( $p = .622$ ).

Table 4.18

*Comparison of Satisfaction with Academic Advising with First Generation Designation*

Satisfaction with Advising	M	SD	<i>t</i> -value	<i>df</i>	<i>p</i> -value
First Generation	12.86	3.798	-.496	46	.622
Not First Generation	13.48	4.685			

To analyze research question 8, a series of 2x2 ANOVAs were calculated. Thus, research question 11 is divided in 6 parts providing results for each pairing.

**Research Question # 8a**

Is there an interaction between the experienced academic advising type and first generation designation on academic advising satisfaction of African American male college students?

A 2x2 factorial ANOVA (Table 4.19) examines the relationship of advising type (prescriptive vs. developmental) and first generation designation (first generation vs. not-first generation) to satisfaction with academic advising. There was no statistical significance for the main effect of the two levels of experienced academic advising type for this study,  $F(1, 44) = .209, p = .650$ . There was no main effect of first generation designation as related to satisfaction of academic advising  $F(1, 44) = .027, p = .871$ . There was no statistical significance for the interaction of advising type and first generation designation,  $F(1, 44) = .327, p = .570$ . The results of the ANOVA showed that African American male college students' satisfaction with academic advising was unrelated to their experienced academic advising type and whether or not they were a first generation designation college attendee.

Table 4.19  
*2 x 2 Factorial ANOVA (Between-Subjects) for Satisfaction with Academic Advising as a Function of Experienced Advising Type and First Generation Designation*

Source	SS	df	MS	F	p
Experienced Advising Type	4.006	1	4.006	.209	.650
First Generation Designation	.512	1	.512	.027	.871
Experienced Advising Type * First Generation Designation	6.287	1	6.287	.327	.570
Error	845.293	44	19.211		

The means and standard deviation of the design condition are displayed in Table 4.20. The standard deviation was higher for first generation students receiving developmental academic advising versus students receiving prescriptive academic advising. Likewise, non-first generation students receiving developmental academic advising showed a higher standard deviation than students receiving prescriptive academic advising.

Table 4.20  
*Means and Standard Deviations for Satisfaction with Academic Advising as a Function of Experienced Academic Advising Type and First Generation Designation*

Experienced Advising Type	First Generation		Not First Generation	
	M	SD	M	SD
Prescriptive	13.00	2.160	12.37	4.241
Developmental	12.82	4.142	13.95	4.893
Total	12.86	3.798	13.48	4.685

### Research Question # 8b

Is there an interaction between the experienced academic advising type and class standing on academic advising satisfaction of African American male college students?

A 2x2 factorial ANOVA was used in Table 4.21 to examine the relationship of experienced academic advising type (prescriptive vs. developmental) and class standing (upper classman vs. lower classman) to satisfaction with academic advising. There was no statistical significance for main effect of the two levels of advising type for this study,  $F(1, 44) = .327, p = .570$ . There was no main effect of class standing as related to satisfaction of academic advising  $F(1, 44) = .054, p = .818$ . There was no statistical significance for interaction of advising type and class standing,  $F(1, 44) = .112, p = .740$ . The results of the ANOVA showed that African American male college students' satisfaction with academic advising was unrelated to their experienced academic advising type and class standing.

Table 4.21  
*2x2 Factorial ANOVA (Between-Subjects) for Satisfaction with Academic Advising as a Function of Experienced Academic Advising Type and Class Standing*

Source	SS	df	MS	F	p
Experienced Academic Advising Type	6.356	1	6.356	.327	.570
Class Standing	1.047	1	1.047	.054	.818
Experienced Academic Advising Type * Class Standing	2.169	1	2.169	.112	.740
Error	855.383	44	19.441		

The means and standard deviation of the design condition are displayed in Table 4.22. The standard deviation was higher upper classmen receiving developmental academic advising versus students receiving prescriptive academic advising. Additionally, lower classmen receiving developmental academic advising showed a higher standard deviation than students receiving prescriptive academic advising.

Table 4.22

*Means and Standard Deviations for Satisfaction with Experienced Academic Advising as a Function of Experienced Academic Advising Type and Class Standing*

Experienced Academic Advising Type	<u>Lower Classman</u>		<u>Upper Classman</u>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Prescriptive	12.17	2.994	13.00	4.336
Developmental	13.50	4.761	13.35	4.452
Total	13.14	4.324	13.27	4.341

### **Research Question # 8c**

Is there an interaction between class standing and academic advising environment on academic advising satisfaction of African American male college students?

A 2x2 factorial ANOVA was used to examine the relationship of class standing (lower classman vs. upper classman) and environment (advised alone vs. not advised alone) to satisfaction with academic advising (Table 4.23). There was no statistical significance for main effect of the two levels of class standing for this study,  $F(1, 41) = .190, p = .665$ . There was no main effect of environment as related to satisfaction of academic advising  $F(1, 41) = .245, p = .623$ . There was no statistical significance for interaction of class standing and environment,  $F(1, 41) = .476, p = .494$ . The results of the ANOVA showed that African American male college students' satisfaction with academic advising was unrelated to their class standing and the environment in which they are advised.

Table 4.23  
*2x2 Factorial ANOVA (Between-Subjects) for Satisfaction with Academic Advising as a Function of Class Standing and Environment*

Source	SS	df	MS	F	p
Class Standing	3.864	1	3.864	.190	.665
Environment	4.986	1	4.986	.245	.623
Class Standing * Environment	9.677	1	9.677	.476	.494
Error	834.329	41	20.349		

The means and standard deviation of the design condition are displayed in Table 4.24. The standard deviation was higher for lower classmen advised alone than students advised in a group setting. Conversely, upper classmen advised in a group showed a slightly higher standard deviation than students advised alone.

Table 4.24  
*Means and Standard Deviations for Satisfaction with Academic Advising as a Function of Class Standing and Environment*

Advising Environment	Lower Classman		Upper Classman	
	M	SD	M	SD
Advised Alone	13.00	4.640	13.43	4.553
Advised in a Group	15.00	1.732	13.10	4.630
Total	13.29	4.372	13.29	4.486

### Research Question # 8d

Is there an interaction between first generation designation and academic advising environment on academic advising satisfaction of African American male college students?

A 2x2 factorial ANOVA was used to examine the relationship of first generation designation (first generation vs. non-first generation) and environment (advised alone vs. not advised alone) to satisfaction with academic advising (Table 4.25). There was no

statistical significance for main effect of the two levels of generation designation for this study,  $F(1, 41) = .334, p = .567$ . There was no main effect of environment as related to satisfaction of academic advising  $F(1, 41) = .600, p = .443$ . There was no statistical significance for interaction of environment and first generation designation,  $F(1, 41) = .890, p = .351$ . The results of the ANOVA showed that African American male college students' satisfaction with academic advising was unrelated to whether or not they are first generation college attendees and the environment in which they are advised.

Table 4.25  
*2x2 Factorial ANOVA (Between-Subjects) for Satisfaction with Academic Advising as a Function of First Generation Designation and Environment*

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
First Generation Designation	6.710	1	6.710	.334	.567
Environment	12.063	1	12.063	.600	.443
First Generation Designation * Environment	17.902	1	17.902	.890	.351
Error	824.642	41	20.113		

The means and standard deviation of the design condition are displayed in Table 4.26. There was only one first generation student academically advised in a group setting; therefore, the standard deviation was not calculated for this category. However, non-first generation students advised in a group showed a lower standard deviation than students academically advised alone.

Table 4.26

*Means and Standard Deviations for Satisfaction with Academic Advising as a Function of Advising Environment and First Generation Designation*

Advising Environment	First Generation		Not First Generation	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Advised Alone	12.76	3.993	13.67	5.178
Advised in a Group	17.00		13.25	4.202
Total	13.19	4.533	13.54	4.156

### Research Question # 8e

Is there an interaction between experienced academic advising type and academic advising environment on academic advising satisfaction of African American male college students?

A 2x2 factorial ANOVA was used to examine the relationship of type of academic advising (developmental vs. prescriptive) and environment (advised alone vs. not advised alone) to satisfaction with academic advising (Table 4.27). There was no statistical significance for main effect of the two levels of experienced academic advising type for this study,  $F(1, 41) = .558, p = .459$ . There was no main effect of environment as related to satisfaction of academic advising  $F(1, 41) = .007, p = .933$ . There was no statistical significance for interaction of experienced academic advising type and environment,  $F(1, 41) = .152, p = .698$ . The results of the ANOVA showed that African American male college students' satisfaction with academic advising was unrelated to the type of academic advising received and the environment in which they were advised.

Table 4.27  
*2x2 Factorial ANOVA (Between-Subjects) for Satisfaction with Academic Advising as a Function of Experienced Academic Advising Type and Environment*

Source	SS	df	MS	F	p
Experienced Academic Advising Type	11.332	1	11.322	.558	.459
Environment	.146	1	.146	.007	.933
Experienced Academic Advising Type * Environment	3.094	1	3.094	.152	.698
Error	832.472	41	20.304		

The means and standard deviation of the design condition are displayed in Table 4.28. The standard deviation was higher for students advised in a group and receiving prescriptive academic advising versus students advised alone. Moreover, students receiving developmental academic advising alone showed a higher standard deviation than students academically advised in a group setting.

Table 4.28  
*Means and Standard Deviations for Satisfaction with Academic Advising as a Function of Experienced Academic Advising Type and Environment*

Advising Environment	Prescriptive Advising		Developmental Advising	
	M	SD	M	SD
Advised Alone	12.75	3.059	13.33	4.975
Advised in a Group	12.25	3.919	14.11	3.919
Total	12.58	4.664	13.55	4.664

### Research Question # 8f

Is there an interaction between first generation designation and class standing on academic advising satisfaction of African American male college students?

A 2x2 factorial ANOVA was used to examine the relationship of class standing (upper classman vs. lower classman) and first generation designation to satisfaction with

academic advising (Table 4.29). There was no statistical significance for main effect of the two levels of class standing for this study,  $F(1, 44) = .028, p = .868$ . There was no main effect of first generation designation as related to satisfaction of academic advising  $F(1, 44) = .285, p = .596$ . There was no statistical significance for interaction of class standing and first generation designation,  $F(1, 44) = .437, p = .512$ . The results of the ANOVA showed that African American male college students' satisfaction with academic advising was unrelated to their class standing and whether or not they were first generation college attendees.

Table 4.29  
*2x2 Factorial ANOVA (Between-Subjects) for Satisfaction with Academic Advising as a Function of Class Standing and First Generation Designation*

Source	SS	df	MS	F	p
Class Standing	.543	1	.543	.028	.868
First Generation Designation	5.503	1	5.503	.285	.596
Class Standing * First Generation Designation	8.447	1	8.447	.437	.512
Error	850.712	44	19.334		

The means and standard deviation of the design condition are displayed in Table 4.30. The standard deviation was lower for first generation upper classmen versus first generation lower classmen. However, upper class non-first generation students showed a higher standard deviation than lower classmen.

Table 4.30  
*Means and Standard Deviations for Satisfaction with Academic Advising to Advising Environment and First Generation Designation*

Class Standing	<u>First Generation</u>		<u>Not First Generation</u>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Lower Classman	12.30	4.785	13.83	4.975
Upper Classman	13.36	2.767	13.20	5.308
Total	13.14	4.324	13.27	4.341

To analyze research question 9, a series of 2x2 ANOVAs were calculated. As a result of such pairings, research question 12 is divided in 6 parts providing results for each pairing.

#### **Research Question # 9a**

Is there an interaction between first generation designation and class standing on grade point average of African American male college student students?

A 2x2 factorial ANOVA was used to examine the relationship of first generation designation (first generation vs. non-first generation) and class standing (lower classman vs. upper classman) to grade point average (Table 4.31). There was no statistical significance for main effect of the two levels of first generation designation for this study,  $F(1, 43) = 3.457, p = .070$ . There was no main effect of class standing as related to grade point average,  $F(1, 43) = .504, p = .482$ . There was no statistical significance for interaction of first generation designation and class standing,  $F(1, 43) = .053, p = .819$ . The results of the ANOVA showed that African American male college students' grade point averages were unrelated to whether or not they were a first generation college attendee and their class standing.

Table 4.31  
*2x2 Factorial ANOVA (Between-Subjects) for Grade Point Average as a Function of First Generation Designation and Class Standing*

Source	SS	df	MS	F	p
First Generation Designation	.667	1	.667	3.457	.070
Class Standing	.019	1	.019	.504	.482
First Generation Designation * Class Standing	.019	1	.019	.053	.819
Error	15.062	43	.350		

The means and standard deviation of the design condition are displayed in Table 4.32. The standard deviation was higher for lower class, non-first generation students versus first generation students. Non-first generation upper classmen students' standard deviation was very similar to first generation students.

Table 4.32  
*Means and Standard Deviations for Grade Point Average as a Function of First Generation Designation and Class Standing*

First Generation Designation	Lower Classman		Upper Classman	
	M	SD	M	SD
First Generation	3.20	.422	3.36	.674
Not First Generation	2.92	.515	3.00	.679
Total	3.05	.486	3.16	.688

### Research Question # 9b

Is there an interaction between first generation designation and academic advising environment on grade point average of African American male college student students?

A 2x2 factorial ANOVA was used to examine the relationship of first generation designation (first generation vs. non-first generation) and environment (advised alone vs. not advised alone) to grade point average (Table 4.33). There was statistical significance for main effect of the two levels of first generation designation for this study,  $F(1, 40) =$

4.141,  $p = .049$ . Surprisingly, those students who had parents who had been to college previously, had lower grade points than first generation students. There was no main effect of environment on grade point average  $F(1, 40) = 1.069, p = .307$ . There was no statistical significance for interaction of first generation designation and environment,  $F(1, 40) = 1.723, p = .197$ . The results of the ANOVA showed that African American male college students' grade point averages were unrelated to whether or not they were a first generation college attendee and the environment in which they were advised.

Table 4.33  
*2x2 Factorial ANOVA (Between-Subjects) for Grade Point Average as a Function of First Generation Designation and Environment*

Source	SS	df	MS	F	p
First Generation Designation	1.446	1	1.446	4.141	.049
Environment	.373	1	.373	1.069	.307
First Generation Designation * Environment	.602	1	.602	1.482	.197
Error	13.968	40	.349		

The means and standard deviation of the design condition are displayed in Table 4.34. The standard deviation was higher for first generation students academically advised alone versus non-first generation students. There were only one first generation student advised in a group setting; therefore, the standard deviation was not calculated.

Table 4.34  
*Means and Standard Deviations for Grade Point Average as a Function of First Generation Designation and Advising Environment*

First Generation Designation	Advised Alone		Not Advised Alone	
	M	SD	M	SD
First Generation	3.24	.562	4.00	
Not First Generation	3.00	.535	2.91	.701
Total	3.13	.554	3.00	.739

### Research Question # 9c

Is there an interaction between class standing and academic advising environment on grade point average of African American male college student students?

A 2x2 factorial ANOVA was used to examine the relationship of class standing (lower classman vs. upper classman) and environment (advised alone vs. not advised alone) to grade point average (Table 4.35). There was no statistical significance for main effect of the two levels of class standing for this study,  $F(1, 40) = .115, p = .736$ . There was no main effect of environment as related to grade point average  $F(1, 40) = .333, p = .567$ . There was no statistical significance for interaction of environment and class standing,  $F(1, 40) = .115, p = .736$ . The overall results of the ANOVA showed that African American male college students' grade point averages were unrelated to class standing and the environment in which they were advised.

Table 4.35  
*2x2 Factorial ANOVA (Between-Subjects) for Grade Point Average as a Function of Class Standing and Environment*

Source	SS	df	MS	F	p
Class Standing	.044	1	.044	.115	.736
Environment	.127	1	.127	.333	.567
Class Standing * Environment	.044	1	.044	.115	.736
Error	15.302	40	.383		

The means and standard deviation of the design condition are displayed in Table 4.36. The standard deviation was higher for lower classmen advised alone versus upper classmen. There were only three lower class students advised in group settings, and they had the same grade point average; therefore, the standard deviation calculated .000.

Table 4.36

*Means and Standard Deviations for Grade Point Average as a Function of Class Standing and Advising Environment*

Class Standing	Advised Alone		Not Advised Alone	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Lower Classman	3.06	.539	3.00	.000
Upper Classman	3.21	.579	3.00	.866
Total	3.13	.554	3.00	.739

### Research Question # 9d

Is there an interaction between experienced academic advising type and class standing on grade point average of African American male college student students?

A 2x2 factorial ANOVA was used to examine the relationship of type of academic advising (developmental vs. prescriptive) and class standing (lower classman vs. upper classman) to grade point average (Table 4.37). There was no statistical significance for main effect of the two levels of experienced academic advising type for this study,  $F(1, 43) = 1.504, p = .227$ . There was no main effect of class standing as related to grade point average  $F(1, 43) = .007, p = .933$ . There was no statistical significance for interaction of experienced academic advising type and class standing,  $F(1, 43) = .837, p = .365$ . The results of the ANOVA showed that African American male college students' grade point averages were unrelated to the type of academic advising received and their class standing.

Table 4.37  
*2x2 Factorial ANOVA (Between-Subjects) for Grade Point Average as a Function of Experienced Academic Advising Type and Class Standing*

Source	SS	df	MS	F	p
Experienced Academic Advising Type	.540	1	.540	1.504	.227
Class Standing	.003	1	.003	.007	.933
Experienced Academic Advising Type * Class Standing	.301	1	.301	.837	.365
Error	15.455	43	.359		

The means and standard deviation of the design condition are displayed in Table 4.38. There were six lower classmen students who received prescriptive academic advising; therefore, no standard deviation was calculated for this group. Upper classmen receiving developmental academic advising showed a higher standard deviation than lower classmen.

Table 4.38  
*Means and Standard Deviations for Grade point Average as a Function of Experienced Academic Advising Type and Class Standing*

Class Standing	Prescriptive Advising		Developmental Advising	
	M	SD	M	SD
Lower Classman	3.00	.000	3.06	.574
Upper Classman	2.83	.408	3.26	.733
Total	2.92	.289	3.17	.664

### Research Question # 9e

Is there an interaction between experienced academic advising type and academic advising environment on grade point average of African American male college student students?

A 2x2 factorial ANOVA was used to examine the relationship of type of academic advising (developmental vs. prescriptive) and environment (advised alone vs. not advised alone) to grade point average (Table 4.39). There was no statistical significance for main effect of the two levels of experienced academic advising type for this study,  $F(1, 40) = .553, p = .461$ . There was no main effect of environment as related to grade point average  $F(1, 40) = .035, p = .851$ . There was no statistical significance for interaction of experienced academic advising type and environment,  $F(1, 40) = .553, p = .461$ . The results of the ANOVA showed that African American male college students' grade point averages were unrelated to the type of academic advising received and the environment in which they were advised.

Table 4.39  
*2x2 Factorial ANOVA (Between-Subjects) for Grade Point Average as a Function of Experienced Academic Advising Type and Environment*

Source	SS	df	MS	F	p
Experienced Academic Advising Type	.205	1	.205	.553	.461
Environment	.013	1	.013	.035	.853
Experienced Academic Advising Type * Environment	.205	1	.205	.553	.461
Error	14.833	40	.371		

The means and standard deviation of the design condition are displayed in Table 4.40. There were four students who received prescriptive academic advising in a group setting; therefore, the standard deviation was not calculated. However, students receiving developmental academic advising in a group setting showed a higher standard deviation versus students academically advised alone.

Table 4.40  
*Means and Standard Deviations Grade Point Average as a Function of Experienced Academic Advising Type and Environment*

Environment	<u>Prescriptive Advising</u>		<u>Developmental Advising</u>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Advised Alone	2.88	.354	3.21	.588
Not Advised Alone	3.00	.000	3.00	.926
Total	2.92	.289	3.16	.677

**Research Question # 9f**

Is there an interaction between first generation designation and class standing on grade point average of African American male college student students?

A 2x2 factorial ANOVA was used to examine the relationship of type of academic advising (developmental vs. prescriptive) and environment (advised alone vs. not advised alone) to grade point average (Table 4.41). There was no statistical significance for main effect of the two levels of experienced academic advising type for this study,  $F(1, 43) = 2.338, p = .134$ . There was no main effect of first generation designation as related to grade point average  $F(1, 43) = .300, p = .586$ . There was no statistical significance for interaction of experienced academic advising type and first generation designation; though, at  $F(1, 43) = 3.273, p = .077$  the result warrants further scrutiny. The results of the ANOVA showed that African American male college students' grade point averages were unrelated to the type of academic advising received and the environment in which they were advised.

Table 4.41  
*2x2 Factorial ANOVA (Between-Subjects) for Grade Point Average as a Function of Experienced Academic Advising Type and First Generation Designation*

Source	SS	df	MS	F	p
Experienced Academic Advising Type	.751	1	.751	2.338	.134
First Generation Designation	.092	1	.092	.300	.586
Experienced Academic Advising Type * First Generation Designation	1.051	1	1.051	3.273	.077
Error	13.812	43	.321		

The means and standard deviation of the design condition are displayed in Table 4.42. There were 8 non-first generation students who received prescriptive academic advising who had the same grade point average; therefore the standard deviation calculated at .000. First generation students receiving developmental academic advising showed a lower standard deviation versus non-first generation students in the same academic advising type category.

Table 4.42  
*Means and Standard Deviations Comparing Satisfaction with Academic Advising as a Function of Experienced Academic Advising Type and First Generation Designation*

First Generation Designation	Prescriptive Advising		Developmental Advising	
	M	SD	M	SD
First Generation	2.75	.500	3.41	.507
Not First Generation	3.00	.000	2.94	.725
Total	2.92	.289	3.17	.664

### Research Question # 10

Is there a combination of academic advising type, class standing, age, amount of time spent in academic advising sessions, number of academic advising sessions, first generation designation, and grade point average that can predict African American male college students' satisfaction with academic advising?

Table 4.43 represents the ANOVA for multiple regression. The results of the simultaneous test indicate that there is no significant correlation between the predictors and the dependant variable ( $p = .378$ );  $R = .381$ .

Table 4.43  
*Analysis of Variance for the Regression Model*

Model	SS	df	MS	F	p
Regression	117.321	6	19.554	1.103	.378
Residual	691.635	39	17.734		

*Note.* Predictors: (Constant), Experienced academic advising type, class standing, number of academic advising sessions grade point average, first generation designation, amount of time in sessions.

Dependent variable: Satisfaction with academic advising

## CHAPTER V: DISCUSSION

### *Introduction*

This study examined African American male college students at two public institutions in Norfolk, Virginia and the students' satisfaction with the type of academic advising received. The study further examined if academic advising aided in the participants decision to maintain continuous enrollment. Interviews were conducted with academic advising staff at each institution to ascertain the perceived effectiveness of academic advising experiences of students. In addition to interviews, descriptive, associational, and comparative statistics were used in combination with answers provided by students on the Academic Advising Inventory (AAI).

This final chapter is divided into four sections. The first section discusses each research question in relation to the findings in Chapter 4, along with relevant literature discussions where appropriate. Section two summarizes findings of satisfaction and DPA (Developmental Prescriptive Advising) scores, and three discusses implications for practice. Finally, the study concludes with recommendations for future research.

## *Findings*

### Research Question #1

Research question 1 investigated whether there was a correlation in the amount of time African American male college students spend in academic advising sessions and their satisfaction with the type of academic advising received.

The results indicated no significant association between amount of time African American male college students spend in academic advising sessions and their satisfaction with the type of academic advising received. The findings in this study are inconsistent with others' research in the area of time in academic advising sessions and student satisfaction. Petress (2000) found that student satisfaction and effective academic advising are related to the amount of time students spend in academic advising each session. Petress further suggests advisees assert themselves if they feel more time is needed in such sessions. My findings may differ from Petress' due to the fact the African American male students in my study may not have realized the significance in the amount of time they spent in academic advising sessions and how it impacted their level of satisfaction with such academic assistance.

### Research Question #2

Research question 2 investigated the correlation of the number of academic advising sessions African American male college students participate in an academic year and their level of satisfaction with academic advising.

My findings indicate there was no relationship between number of academic advising sessions in which African American male college students participate and their

level of satisfaction with academic advising. These findings differ from Shultz, Colton, & Colton (2001); Kadar (2001); Heisserer & Parette (2002); Lowe & Toney, (2000); and Petress, (2000) who suggest that frequent contact with students for academic advising purposes are effective for students and their level of satisfaction with advising services. I assumed that my findings would be similar to previous related research. Perhaps a larger sample size would yield stronger power and such significance would become evident.

### Research Question #3

Research question 3 investigated the difference in African American male college students' class standing, i.e., lower classman and upper classman and their satisfaction with academic advising.

The findings indicate that there is no significant difference between class standing and satisfaction with academic advising for African American male college students. Lowe and Toney (2000) found the opposite result in their study of students. "...students are most satisfied when they are able to meet regularly with an advisor" (p. 105).

I assumed entering this study that I would have found differences. My initial assumption was that upper classmen would have higher levels of satisfaction with academic advising versus lower classmen because upper classmen would have had more interaction with their advisors and understand the value in such meetings. Whereas, lower classmen would have still been adjusting to such required meetings. Likewise, I also had the opposite assumption in that upper classman would have lower levels of satisfaction because they would feel as though they know how to successfully navigate through the academic system and find required academic advising sessions meaningless.

Frost (1995) shares similar sentiments and states that reliance on academic advisors decreases as students persist.

#### Research Question #4

Research question 4 investigated the environment in which African American male college students received academic advising and their satisfaction with academic advising.

The findings indicate that there is no significant difference in satisfaction with academic advising for African American male college students and the environment in which they are advised. These findings contrast with King (2000); Priest, & McPhee (2000) who state that advising students in groups increases retention and students' sense of belonging.

At the onset of the study, I assumed that students would prefer to be advised individually rather than with a group of classmates or in similar group situations. This assumption is also shared by Petress (2000) and further supported by the fact that 71.1 percent of participants of this study reported being advised alone. It might be anticipated that students would be apprehensive to share personal, sensitive academic information in group settings and may not receive the full benefits of academic advising sessions.

“Secrecy is the anathema to a good advising relationship” (p. 599).

#### Research Question #5

Research question 5 investigated the difference in the type of academic advising African American college students receive and their satisfaction with academic advising.

My findings indicate that there is no difference in the type of academic advising African American male college students receive and their satisfaction with academic advising. This finding was quite surprising. I anticipated finding that students would prefer prescriptive advising over developmental advising as previous research suggests (Pardee, 1994; Heisserer & Parette, 2002). Further expectancy stemmed from my belief that African American male students would rather work in conjunction with their advisor in completing an academic plan, which would be a more developmental approach as opposed to being given directions concerning their academic career with little to no input—prescriptive approach.

#### Research Question #6

Research question 6 explored the difference between African American male college students who receive prescriptive academic advising versus developmental advising in regard to their grade point averages.

No significant statistical difference was found between African American male college students' experienced advising type and their grade point average. This noteworthy result came very close to being significant at  $p = .057$ . This might be in part due to the large number of participants preferring developmental academic advising versus prescriptive advising. I presumed that African American students receiving developmental academic advising, being more engaged in the academic planning process, would have taken personal ownership with decisions made in the advising session; thus, translating into higher grade point averages. Moore's (2006) research on advising

students on grade point average concurs with this presumption. Further, it might be argued that a larger sample may possibly produce the significance these results approach.

#### Research Question #7

Research question 7 investigated the difference between first generation African American male college students versus non-first generation African American male college students on academic advising satisfaction.

The outcome of this research question indicated no statistical significance. Entering the study, it was assumed that first generation college students would display greater satisfaction with academic advising versus non-first generation African American male college students. This presumption stemmed from my belief that non-first generation college students would refer to family for advice in addition to academic advisors. Whereas, not having such support, first generation African American male college students would appreciate, to a greater extent, having someone to aid them with making important academic decisions and providing related support. These results are similar to Giancola, Munz, & Trares (2008) in that they, too, found no significant difference in first generation versus non-first generation college students' satisfaction with academic advising. The authors attribute their findings to life experiences of the non-first generation participants in their study.

### Research Question #8

Research question 8 investigated interactions between the academic advising type, class level, academic advising environment, first generation designation, and academic advising satisfaction of African American male college students.

Due to the fact that no one individual variable alone resulted in significant a mean effect, it was expected that I would find no significant interaction between the variables studied. No literature was found examining the combination of variables in this study; however, one might speculate that given a larger sample the results would reach a level closer to significance.

### Research Question #9

Research question 9 investigated interactions between the academic advising type, class level, academic advising environment, first generation designation, and grade point average of African American male college students?

Except for question 12d, my findings did not reveal significant interactions among the variables studied as related to grade point averages of African American male college students. This finding was not surprising since there were no main effects in the series of ANOVA statistics examining grade point average. I anticipated from the onset of the research that African American male college students' grade point averages would vary more than they did when considering interactions between academic advising type, class level, first generation designation, and academic environment.

I presume that these results are related to 70.2 percent of the participants' reporting grade point averages between 2.0 – 2.9. One might hypothesize that a greater

distribution of grade point averages would yield significance. No literature was found that examined the combination of variables I studied in this particular research question. The literature that does exist examines of variables individually but not in amalgamation.

#### Research Question #10

The final research question examined a combination of type of academic advising, academic standing, age, amount of time spent in academic advising sessions, number of academic advising sessions, first generation designation, and grade point average that could have predicted African American male college students' satisfaction with academic advising.

My findings did not reveal that a combination of the independent variables could predict African American male college students' satisfaction with academic advising. This result was surprising. I assumed that African American male college students' first generation designation and grade point average, and number of academic advising sessions would have been sufficient in combination to predict African American male students' satisfaction with academic advising. A search of the literature did not reveal any related studies investigating the combination of variables researched in this question.

#### *Limitations of the Findings*

There were multiple limitations of the study. The first limitation was the size of the sample used in the study. The sample size of 48 students was not large enough to produce enough power for possible significance. In the fall semester of 1997, Old Dominion University enrolled 1069 self-identified African American male undergraduate

students and Norfolk State University enrolled 1741 self-identified African American male undergraduate students. Not all of the African American male students were eligible to participate in the study because a large number were freshmen and had not received academic advising.

Gaining access to students via classroom participation further limited the number of participants in the study. Not all faculty members approached to administer the survey had enough African American male students in class the days the instrument was administered to make it practical to provide the survey during class, thereby reducing the number of participants in the sample.

The participant pool was further limited by African American males voluntarily opting out of being included in the study. Some African American male students simply did not want to be part of the study and refused to accept the instrument.

Additionally, it was assumed that the Academic Advising Inventory would accurately measure all students' satisfaction with academic advising. After summing several questions on the AAI to ascertain students' level of satisfaction, there was no significant finding in the resulting research question pertaining to African American male college students. I assumed the summation of responses would lead to an accurate measure of satisfaction.

Furthermore, some students found certain parts of the instrument confusing and responded to questions improperly or completely skipped certain items. As a result, the N value of some of the statistics was reduced because answers to the questions could not be used in the study.

Treatment fidelity was an additional limitation of the study. Were the two types of academic advising, prescriptive versus developmental, always appropriate for the participants at all times throughout their academic experience? Some students may have experienced academic advising with more than one advisor in the same academic year. Too, as students progressed from lower class standing to upper class standing, the type of academic advising they experienced may have changed; thus, their responses to the satisfaction questions on the instrument may be related to more than one academic advising experience.

A final limitation to the study is only two institutions were part of the research. These two institutions were public universities, one traditionally white and the other historically black, and results may differ including a broader range of institutions as well as other historically black institutions.

#### *Summary of Discussion of Satisfaction and DPA Scores*

The mean DPA (Developmental Prescriptive Advising) score for participants was 65.29. According to the instrument's scoring instructions, the range of scores that demark the dividing point for prescriptive academic advising is 14-56, and 57-112 for developmental academic advising. The 65.29 mean of the participants in the study show they perceived their academic advising experiences to be more developmental but were very close to the range of prescriptive academic advising. Winston and Sandor, the authors of the AAI, found African American students (males and females) sampled in their reliability measurement of the AAI show a 68.94 mean score on the DPA, just slightly higher than the population of African American males in this study.

The authors do not provide a mean score for satisfaction with academic advising; however, this study shows a satisfaction score of 13.21. The scale used to determine satisfaction consisted of summated scores on questions 15-19 on the AAI. A score of 0-5 correlated to strongly disagree; 6-10, disagree; 11-15, agree; and 16-20, strongly agree. Participants' reported mean score of 13.21 reveals that African American male college students were satisfied with their academic advising experience. Because the mean score on the DPA scale was close to prescriptive advising, I caution making a gross assumption that since the mean score of participants in this study show they received developmental academic advising that African American male college students are more satisfied receiving developmental academic advising versus prescriptive academic advising. Yet, 72.9 % of participants stated they believe receiving academic advising helped them to remain enrolled in school without taking a break, excluding summer sessions. For that reason, it can be concluded academic advising services, if implemented correctly, can lead to the retention and satisfaction of African American male college students.

### *Implications for Practice*

Colleges and universities should continue to ensure that they recruit and offer academic assistance for all its students of color, specifically African American males. As this group's enrollment and graduation numbers continue to decline, institutions of higher education must ensure that this population of students receives more than adequate academic support.

Seeing that there were no significant findings within this study for African American male college students with the use of the Academic Advising Inventory (AAI),

university administrators should be mindful of the assessment tools used to study the effects of academic advising on African American male college students. There are numerous assessments tools available for college administrators to use to determine the effectiveness of academic advising and the AAI doesn't seem to be the best tool to use for this special population.

Based on the participants' response to the question, "Academic advising helped me to remain enrolled in school without taking a break between terms," the majority of students overwhelmingly state this assistance aided in their continuous enrollment. If colleges find that African American male students display sporadic enrollment patterns, they should take a close look at their academic advising program and if participation is not mandatory, make participation compulsory.

Academic advisors must be sufficiently trained in the pedagogy of academic advising (Yarborough, 2002; Schultz, Colton & Colton, 2001; Kadar, 2001), especially in the area of advising African American males. As this study indicates, not all African American male college students require to be advised in the same manner. As such, advisors must know proper academic advising techniques to use in advising sessions and make appropriate adjustments as needed.

#### *Recommendations for Future Research*

Research in the area of academic advising has increased in recent years. However, research specifically on African American males remains almost nonexistent. The following recommendations are aimed at closing the gap in the literature on providing academic advising to African American male college students:

1. The Academic Advising Inventory may need improving so that it will lead to a clearer understanding of the needs of African American male college students. Winston & Sandor's (2002) original sample used to estimate the reliability of the AAI included a relatively large (77.8%) group of students who identified themselves as white. Including a more diverse group of students in further studies using this instrument is suggested.
2. Although the literature clearly distinguishes differences between the two types of academic advising examined in this study, prescriptive versus developmental, the answers to the research questions stated previously convey the opposite. As such, researchers should take a critical view in determining if differences really exist and if the AAI has the ability to distinguish between the two types of academic advising.
3. Replicating this study with a larger sample size and across other regions of the U.S. would eliminate the suspicion that non-significant findings are related to effect size. As noted earlier, Gliner & Morgan (2002) state that sampling at least 30 students per cell would have been sufficient; however, for replicating this study more participants should be sought. Too, because the numbers of African American males on most U.S. college campuses can be relatively small compared to other racial groups, enlarging the sample to include students from several geographic regions is further recommended.
4. Conduct qualitative research on African American male college students to determine their level of satisfaction with academic advising. While not

specifically identifying African American males, Priest & McPhee (2000) allude to the fact that academic advisors must make every effort possible to ensure that minority males are academically successful on campus which includes the academic advising experience. Further qualitative research on African American males coupled with quantitative research could lead to successful advising programs for this particular population.

5. Research on African American male college students to determine their perceptions of academic advising vs. the perceptions of their academic advisors. Oftentimes advisors think they are providing valuable information to students while the students themselves have a very different opinion about the advising that takes place (Lowe & Toney, 2000; Saving & Keim, 1998). Knowing exactly how effective African American male college students advising experience is may lead to greater satisfaction of the overall advising experience for both entities (Lowe & Toney, 2000).
6. Research to date has primarily focused on the type of academic advising students receive as a result of administrative directives and not student preferences'; therefore, practitioners should begin to focus research on the type of academic advising preferred by African American males college students to determine if there is any correlation between the type of academic advising African American male college students prefer and the satisfaction with the academic advising received and their earned grade point average.

## REFERENCES

- Black, J. (2007). Advising first-year students before enrollment. In M.S. Hunter, B. McCalla-Wriggins, & E.R. White (Eds.), *Academic advising: New insights for teaching and learning in the first year* (Monograph No. 46 [National Resource Center]; Monograph No. 14 [National Academic Advising Association]; pp. 87-97). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.
- Brown, J.D. (2002). Questions and answers about language testing statistics: The Cronbach alpha reliability estimate. *JALT Testing & Evaluation SIG Newsletter*, 6, 16-18.
- Cohen, J. (1988). *Statistical power and analysis for the behavioral sciences* (2<sup>nd</sup> ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Colorado State University, Pueblo (2008). *Student academic services*. Retrieved March 19, 2008, from <http://www.colostate-pueblo.edu/sas/AcademicAdvising.asp>
- Crookston, B.B. (1972). A developmental view of academic advising as teaching. *Journal of College Student Personnel*, 13, 12-17.
- Darling, R. & Smith, M.S. (2007). First generation college students: First-year challenges. In M.S. Hunter, B. McCalla-Wriggins, & E.R. White (Eds.), *Academic advising: New insights for teaching and learning in the first year* (Monograph No. 46 [National Resource Center]; Monograph No. 14 [National Academic Advising Association]; pp. 203-211). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.
- Ender, S.C. (1994). Impediments to developmental advising. *NACADA Journal*, 14, (2), 105-107.
- Ender, S.C., Winston, R.B., Jr., & Miller, T.K. (1984). Academic advising reconsidered. In R.B. Winston, Jr., T.K. Miller, S.C. Ender, & T.J. Grites (Eds.), *Developmental academic advising: Addressing students' educational, career, and personal needs*. San Francisco: Jossey-Bass.
- Freeman, K. (1998). *African American culture and heritage in higher education research and practice*. Westport: Praeger Publishers.

- Freeman, K. (1999). No services needed?: The case for mentoring high achieving African American students. *Peabody Journal of Education*, 74, (2), 12-27.
- Furr, S. & Elling T.W. (2002). African-American students in a predominately-white university: Factors associated with retention. *College Student Journal*, 36, (2), 188-203.
- Garing, M.T. (1993). Intrusive academic advising. *New Directions for Community Colleges*, 21, (82), 97-104.
- Giancola, J.K., Munz, D.C., & S. Trares (2008). First-versus continuing-generation adult students on college perceptions: Are differences actually because of demographic variance? *Adult Education Quarterly*. 28, (3), 214-228.
- Gliner, J.A, & Morgan, G.A. (2000). *Research methods in applied settings: An integrated approach to design and analysis*. Mahwah: Lawrence Erlbaum Associates.
- Greif, G.L., Hrabowski, F.A. & Maton, K.I. (1998). *Beating the odds: Raising academically successful African American males*. New York: Oxford University Press.
- Grites, T., Gordon, V.N. (2000). Developmental academic advising revisited. *NACADA Journal*, 20, (1). 12-15.
- Heisserer, D.L. & Parette, P. (2002). *Advising at-risk students in college and university settings*, 36, (1). 69-84.
- Horn, L., Peter, K., & Rooney, K. (2002). Profile of undergraduates in U.S. postsecondary education institutions: 1999-2000. *Education Statistics Quarterly*. Retrieved March 1, 2003, from [http://nces.ed.gov/pubs2003/quarterly/fall/4\\_1.asp](http://nces.ed.gov/pubs2003/quarterly/fall/4_1.asp) - 57.9KB.
- Hunter, M., Henscheid, J., & Mouton, M. (2007). Collaborations beyond the advising office. In M.S. Hunter, B. McCalla-Wriggins, & E.R. White (Eds.), *Academic advising: New insights for teaching and learning in the first year* (Monograph No. 46 [National Resource Center]; Monograph No. 14 [National Academic Advising Association]; pp. 203-211). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.
- Jecchke, M.P., Johnson, K.E., & Williams, J.R. (2001) A comparison of intrusive and prescriptive advising of psychology majors at an urban comprehensive university. *NACADA Journal*, 21, (1 & 2), 46-58.
- Jewell, J. O. (2000, Winter). An unfinished mission: Affirmative action, minority admissions, and the politics of mission at the university of california, 1868-1997. *Journal of Negro Education*, 69 (1/2), 38-48.

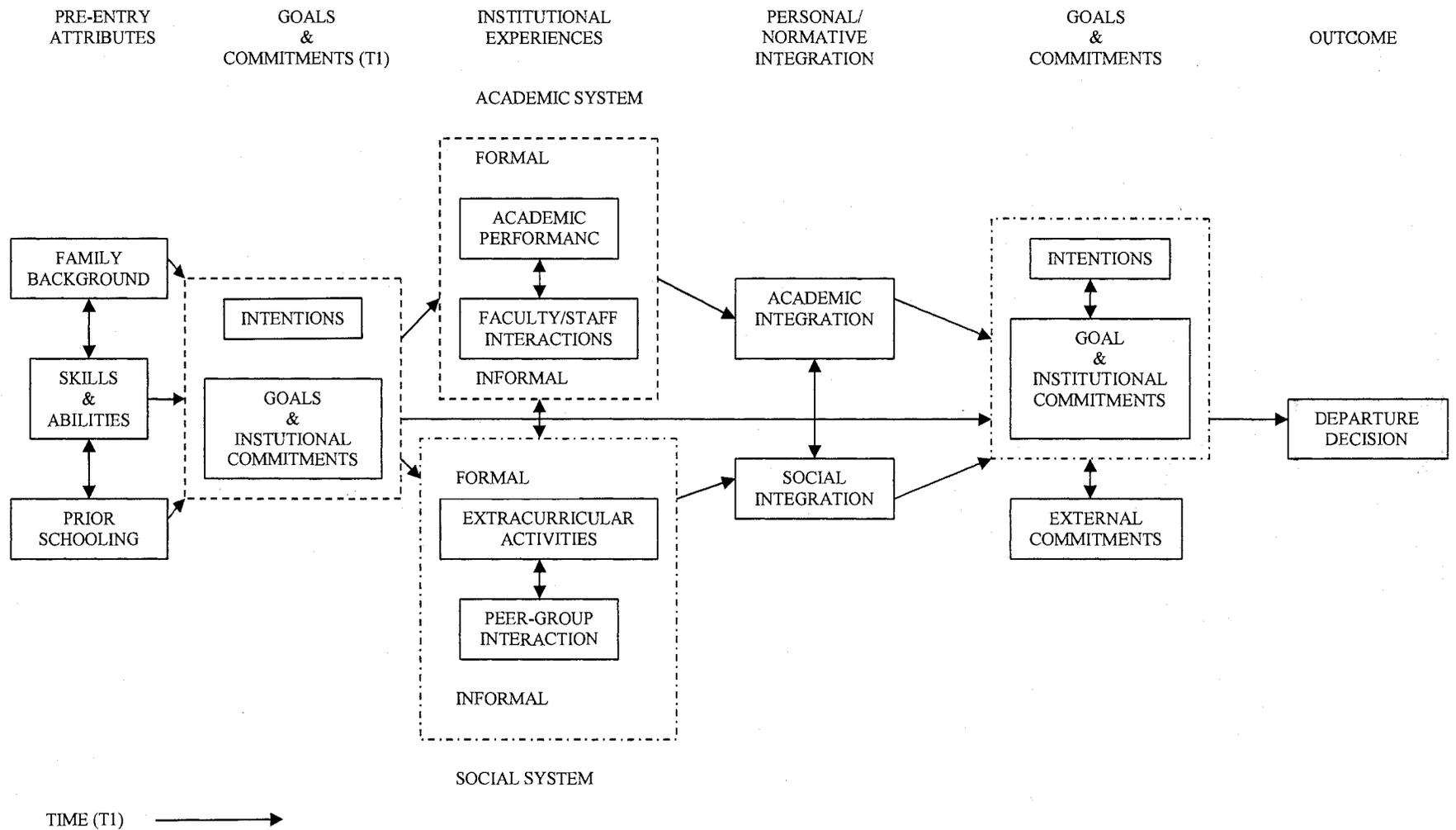
- Kadar, R.S. (2001). A counseling liaison model of academic advising. *Journal of College Counseling, 4*, (2), 174-179.
- King, M. C. (1993). *Academic advising: Organizing and delivering services for student success*. San Francisco: Jossey-Bass Publishers.
- King, N.S. (2000). Advising students in groups. . In V.N. Gordon & W.R. Habley (Eds.), *Academic Advising: A comprehensive handbook* (pp. 228-236). San Francisco, CA: Jossey-Bass.
- Kramer, G. (2000). Advising students at different educational levels. In V.N. Gordon & W.R. Habley (Eds.), *Academic Advising: A comprehensive handbook* (pp. 84-104). San Francisco, CA: Jossey-Bass.
- Lowe, A. & Toney, M. (2000). Academic advising: Views of the givers and takers. *Journal of College Student Retention, 2*, (2), 93-108.
- Mayo, J., Murguia, E., & Padilla, R. (1995). Social integration and academic performance among minority university students. *Journal of College Student Development, 36*, 542-552.
- Molina A. & Abelman, R. (2000). Style over substance in intervention for at-risk students: The impact of intrusiveness. *NACADA Journal, 20*, (2), 5-15.
- Monroe, D. & Wiedow, G. (1990). Academic advising. In R.L. Emans (Ed.), *Understanding Undergraduate Education* (pp. 227-239). Vermillion: University of South Dakota Press.
- Moore, W. K. (2006). Advising students about required grade-point averages. *NACADA Journal, 26*, (2), 39-47.
- Norfolk State University. (n.d.) *Advising students*. Retrieved March 19, 2008, from <http://www.nsu.edu/access/phprint/php>
- Norfolk State University. (2006). *Fact book*. Retrieved March 19, 2008, from [www.nsu.edu/enrollmentmanagement/](http://www.nsu.edu/enrollmentmanagement/)
- Old Dominion University. (2002). *Old Dominion University Self Study*. Retrieved March 19, 2008, from [www.odu.edu/al/sacs/oduselfstudy4.2.5%5B10.22.01%5D.doc](http://www.odu.edu/al/sacs/oduselfstudy4.2.5%5B10.22.01%5D.doc) - 2001-10-27
- Old Dominion University. (2008).
- Pardee, C.F. (1994). We profess developmental advising, but do we practice it?. *NACADA Journal, 14*, (2), 59-61.

- Petress, K. (2000). How to be a good advisee. *Education*, 120, (3), 598-600.
- Position Description, Affirmative Action. (n.d.) *Mentor*. Retrieved January 25, 2002, from <http://www.aa.ufl.edu/aaaffact/ummp/appendI.htm>
- Priest, R. & McPhee, S.A. (2000). Advising multicultural students: The reality of diversity. In V.N. Gordon & W.R. Habley (Eds.), *Academic Advising: A comprehensive handbook* (pp. 105-117). San Francisco, CA: Jossey-Bass.
- Raushi, T.M. (1993). Academic advising: Organizing and delivering services for student success. In M.C. King (Ed.), *Developmental Academic Advising* (pp. 5-19). San Francisco: Jossey-Bass Publications.
- Saving, K.A. & Keim, M.C. (1998). Student and advisor perceptions of academic advising in two Midwestern colleges of business. *College Student Journal*, 32, (4), 511-522.
- Schultz, E.L., Colton, G.M., & Colton, C. (2001). The adventor program: Advisement and mentoring for students of color in higher education. *Journal of Humanistic Counseling, Education & Development*, 40, (2), 208-219.
- Stikes, C.S. (1984). *Black students in higher education*. Carbondale: Southern Illinois University Press.
- Stone, D. (2002). *Policy paradox: The art of political decision making*. New York: W.W. Norton.
- Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: The University of Chicago Press.
- Trochim, W.M.K. (2006). *Introduction to Validity*. Retrieved August 28, 2006, from <http://www.socialresearchmethods.net/kb/introval.htm>
- U.S. Department of Education (2006, Fall). National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).
- Winston, R.B. & Sandor J.A. (2002). *Evaluating academic advising: Manual for academic advising inventory*. Athens: Student Development Associates, Inc.
- Yarbrough, D. (2002). *The engagement model for effective academic advising with undergraduate college students and student organizations*, 41, 61-68.

APPENDIX A

A MODEL OF INSTITUTIONAL DEPARTURE

### A MODEL OF INSTUTIONAL DEPARTURE (Tinto, 1987)



APPENDIX B

NORFOLK STATE UNIVERSITY COURSE REGISTRATION SHEET



APPENDIX C

OLD DOMINION UNIVERSITY CURRICULUM SHEET

**BACHELOR OF SCIENCE—Occupational Technical Studies**  
**Fashion Emphasis**  
**OLD DOMINION UNIVERSITY**  
**2006-2008 Catalog**

NAME: \_\_\_\_\_  
 UIN: \_\_\_\_\_  
 PHONE: \_\_\_\_\_

Students earning the AS, AA, or AA&S (or university parallel) degree from a Virginia Community College automatically satisfy the lower division general education requirements. **General Education courses marked with \* require a grade of C or better to transfer. The remaining lower division courses are automatically satisfied by the AS (including foreign language), regardless of the grade earned.** Additionally, courses in which a grade of AC-A or below were earned will not transfer. Therefore Community College degree holders who meet the General Education requirements may require additional credits to meet the 120 credit hour graduation minimum. (AS=Associate degree)

Entrance Writing Sample Placement Test: \_\_\_\_\_

**LOWER DIVISION GENERAL EDUCATION**

Written Communication

ENGL 110C \_\_\_\_\_ 3  
 ENGL 111C or 131C \_\_\_\_\_ 3

Oral Communication

COMM 101R, 103R, 112R \_\_\_\_\_ 3

Mathematics

MATH 101M, 102M, 162M or  
 STAT 130M \_\_\_\_\_ 3

Foreign Language

Proficiency through 102F \_\_\_\_\_ 0-6

Computer Skills

OTS 251D required \_\_\_\_\_ 3 \*

Fine and Performing Arts

ARTH 121A, ARTS 122A, MUSC 264A, DANC 185A,  
 THEA 241A, COMM/THEA 270A \_\_\_\_\_ 3

History

HIST 101H, 102H, 103H, 104H, or 105H \_\_\_\_\_ 3

Literature

ENGL 112L, 144L, or FLET 100L  
 Or GEN 101 \_\_\_\_\_ 3

Philosophy

PHIL 110P, 120P, or 150P \_\_\_\_\_ 3

Natural Science and Technology Two semester sequence  
 Natural Science-8 hours. Additional 3 credits hours satisfied  
 in the major by OTS 370T.

\_\_\_\_\_ 4 \_\_\_\_\_ 4

Social Science

Econ 200S \_\_\_\_\_ 3 \*

**Technical Content Courses (57 Hours)**

ACCT 201 Principles/Accounting \_\_\_\_\_ 3 \*  
 MGMT 325 Contemporary Org/Mt \_\_\_\_\_ 3  
 MKTG 311 Marketing Principles \_\_\_\_\_ 3  
 MKTG 402 Consumer Behavior \_\_\_\_\_ 3  
 OTS 309 Merchandise Retailing \_\_\_\_\_ 3  
 OTS 100 Sales Techniques \_\_\_\_\_ 3 \*  
 OTS 102 Advertising & Promotion \_\_\_\_\_ 3 \*  
 OTS 202 Supervision of Personnel \_\_\_\_\_ 3 \*

OTS 208 Buying \_\_\_\_\_ 3 \*  
 OTS 220 Fashion Industry \_\_\_\_\_ 3 \*  
 OTS 303 Social Aspects/Clothing \_\_\_\_\_ 3  
 OTS 370T Tech & Society (WI) \_\_\_\_\_ 3  
 OTS 402 Training Methods \_\_\_\_\_ 3  
 OTS 405 Directed Work Exper \_\_\_\_\_ 3  
 OTS 415 Adv Merchandising \_\_\_\_\_ 3  
 OTS 422 Fashion Design \_\_\_\_\_ 3  
 OTS 480 Sr. Prjt:Merchandise Ret. \_\_\_\_\_ 3  
 OTS 481 Occupational Career Tran \_\_\_\_\_ 3  
 OTED 400 Instr System Develop \_\_\_\_\_ 3

**Fashion Electives 16 credits**

Consult the departmental advisor for a list of courses used to satisfy this requirement.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**UPPER DIVISION GENERAL EDUCATION**

Option A. Approved Minor, 12-24 hours; also second degree or second major.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Option B. Cluster, 9 hours (3 hours may be in the major area of study.)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Requirements for graduation include a minimum cumulative grade point average of 2.00 overall and in the major, 123 credit hours, passage of the Exit Examination of Writing Proficiency, and completion of Senior Assessment.

APPENDIX D  
ACADEMIC ADVISING INVENTORY



conjunction with advising.

A-----B-----C-----D  
very                      slightly  
true                      true

- 4) My advisor shows an interest in my outside-of-class activities and sometimes suggests activities.

A-----B-----C-----D  
very                      slightly  
true                      true

- 5) My advisor assists me in identifying realistic academic goals based upon what I know about myself, as well as about my test scores and grades.

A-----B-----C-----D  
very                      slightly  
true                      true

- 6) My advisor registers me for my classes.

A-----B-----C-----D  
very                      slightly  
true                      true

- 7) When I'm faced with difficult decisions, my advisor tells me my alternatives and which one is the best choice.

A-----B-----C-----D  
very                      slightly  
true                      true

- 8) My advisor does not know who to contact about other-than-academic problems.

A-----B-----C-----D  
very                      slightly  
true                      true

- 9) My advisor gives me tips on managing my time better or on studying more effectively when I seem to need them.

E-----F-----G-----H  
very                      slightly  
true                      true

OR

My advisor does not know what I do outside of class.

E-----F-----G-----H  
very                      slightly  
true                      true

OR

My advisor identifies realistic academic goals for me based upon my test scores and grades.

E-----F-----G-----H  
very                      slightly  
true                      true

OR

My advisor teaches me how to register myself for classes.

E-----F-----G-----H  
very                      slightly  
true                      true

OR

When I'm faced with difficult decisions, my advisor assists me in identifying alternatives and in considering the consequences of choosing each alternative.

E-----F-----G-----H  
very                      slightly  
true                      true

OR

My advisor knows who to contact about other-than-academic problems.

E-----F-----G-----H  
very                      slightly  
true                      true

OR

My advisor does not spend time giving me tips on managing my time better or on studying more effectively.



## PART II

Considering the academic advising you have participated in at this college this year, respond to the following five statements accordingly:

**A=Strongly Disagree**  
**B=Disagree**

**C=Agree**  
**D=Strongly Agree**

15. I am satisfied in general with the academic advising I have received.  
A B C D
16. I have received accurate information about courses, programs, and requirements through academic advising.  
A B C D
17. Sufficient prior notice has been provided about deadlines related to institutional policies and procedures.  
A B C D
18. Advising has been available when I needed it.  
A B C D
19. Sufficient time has been available during advising sessions.  
A B C D
- 

## PART III

Please respond to the following questions. Continue marking your responses on this sheet.

20. What was your age at your last birthday?  
(a) 18 or younger (c) 20 (e) 22 (g) 24 (i) 31 or older  
(b) 19 (d) 21 (f) 23 (h) 25-30
21. What is your academic class standing?  
(a) Freshman (first year) (c) Junior (third year) (e) Other  
(b) Sophomore (second year) (d) Senior (fourth year)
22. Are you a first generation college student? **Answer yes if neither parent in your household has attended college.**  
(a) Yes (b) No

23. Which of the following **best describes** the majority of the academic advising you have received this year? *Select One*
- (a) Advised individually by assigned advisor at an advising center
  - (b) Advised individually by an available advisor at an advising center
  - (c) Advised individually, **not** through an advising center
  - (d) Advised with a group of students
  - (e) Advised by a peer (student) advisor
  - (f) Advised on conjunction with a course in which I was enrolled
  - (g) Advised in a manner other than the alternatives described above
  - (h) No Advising received
24. Approximately how much time was generally spent in each advising session?
- (a) Less than 15 minutes
  - (b) 15-30 minutes
  - (c) 31-45 minutes
  - (d) 46-60 minutes
  - (e) more than 1 hour
25. How many academic advising sessions in total have you had this academic year since being enrolled at this institution?
- (a) none
  - (b) one
  - (c) two
  - (d) three
  - (e) four
  - (f) five
  - (g) six
  - (h) seven
  - (i) eight
  - (j) nine or more
26. What is your cumulative grade point average as shown on your most recent academic transcript or grade report?
- (a) Less than 1.0
  - (b) 1.0 - 1.9
  - (c) 2.0 - 2.9
  - (d) 3.0 - 3.9
  - (e) 4.0 or greater
27. Academic advising helped me to remain enrolled in school without taking a break between terms (summer session excluded).
- (a) Strongly Agree
  - (b) Agree
  - (c) Disagree
  - (d) Strongly Disagree

**THANK YOU FOR COMPLETING THIS SURVEY!!!**

---

APPENDIX E  
STATISTICAL ANALYSIS

### Statistical Analysis

Question	Independent Variable	Dependent Variable	Statistical Analysis
Q1.	Time in sessions	Satisfaction	Descriptive Pearson Correlation
Q2.	Number of advising sessions	Satisfaction	Pearson Correlation
Q3.	Class standing (upper/lower )	Satisfaction	Independent <i>t</i> -test
Q4.	Environment	Satisfaction	Independent <i>t</i> -test
Q5.	Advising type	Satisfaction	Independent <i>t</i> -test
Q6.	Advising type	Grade point average	Independent <i>t</i> -test
Q7.	First generation Designation	Satisfaction	Independent <i>t</i> -test
Q8. a-e	(a)Type of advising, (b) class standing, (c) environment, (d) first generation designation	Grade point average	6 2x2Factorial ANOVAs
Q9. a-e	(a)Type of advising, (b) class standing, (c) environment, (d) first generation designation	Satisfaction	6 2x2Factorial ANOVAs
Q10.	Type of advising, academic standing, age, amount of time, number of sessions, first generation designation, and grade point average	Satisfaction	Multiple regression

APPENDIX F

APPROVAL FOR ACADEMIC ADVISING INVENTORY USAGE

Mr. Thompson:

You have permission to use the AAI in your doctoral research. I would recommend, however, that the you not alter the content or scoring process for the Developmental-Prescriptive scale that is the first section of the Inventory.

Roger Winston, Ph.D.  
Professor Emeritus  
The University of Georgia

=====  
----- Original Message -----

**From:** at06@netzero.net

**To:** rwinston@coe.uga.edu

**Cc:** ggloeckner@CAHS.Colostate.edu

**Sent:** Sunday, March 19, 2006 2:48 PM

**Subject:** Academic Advising Inventry

Mr. Winston,

I am a doctoral candidate at Colorado State University studying Education and Human Resource Studies. While researching my dissertation topic, "Academic Advising and African American College Males Students," I came across the "Academic Advising Inventory" you and Janet A. Sandor authored.

Many of the questions asked on the survey relate directly to my research. With your permission, I would like to use portions of the survey in my research. Please e-mail me your approval or disapproval to do so at [athompson@itt-tech.edu](mailto:athompson@itt-tech.edu). I can also be reached by telephone at (630) 803-6808.

Thank you for your time.

Allen A. Thompson

APPENDIX G

INSTITUTIONAL REVIEW BOARD APPROVAL



Office of Regulatory Compliance  
Office of Vice President for Research  
Fort Collins, CO 80523-2011  
(970) 491-1553  
FAX: (970) 491-2293

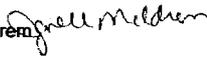
COPY

## Notice of Approval for Human Research

**Principal Investigator:** Gene Gloeckner, Education, 1588  
**Co-Principal Investigator:** Allen Thompson, Education, 1588

**Title:** African American Male College Students' Satisfaction with Academic Advising Services and their Intent to Remain Enrolled in School

**Protocol #:** 07-119H      **Funding Source:** n/a  
**Number approved:** Maximum of 150 participants  
**Committee Action:** **Approval Date:** June 8, 2007      **Expires:** May 22, 2008

**HRC Administrator:** Janell Meldrem 

### **Consent Process:**

Because of the nature of this research, it will not be necessary to obtain a signed consent form. However, all subjects must receive a copy of the approved cover letter printed on department letterhead. The requirement of documentation of a consent form is waived under § \_\_.117(c)(2).

**Condition of Approval:** IRB approval from Old Dominion and Norfolk State University must be obtained and submitted prior to recruitment.

### **Investigator Responsibilities:**

- It is the PI's responsibility to obtain consent from all subjects.
- It is the responsibility of the PI to immediately inform the Committee of any serious complications, unexpected risks, or injuries resulting from this research.
- It is also the PI's responsibility to notify the Committee of any changes in experimental design, participant population, consent procedures or documents. This can be done with a memo describing the changes and submitting any altered documents.
- Students serving as Co-Principal Investigators must obtain PI approval for any changes prior to submitting the proposed changes to the HRC for review and approval.
- The PI is ultimately responsible for the conduct of the project.
- A status report of this project will be required within a 12-month period from the date of review. Renewal is the PI's responsibility, but as a courtesy, a reminder will be sent approximately two months before the protocol expires. The PI will be asked to report on the numbers of subjects who have participated this year and project-to-date, problems encountered, and provide a verifying copy of the consent form or cover letter used. The necessary continuation form (H-101) is available from the RCO web page <http://portal.research.colostate.edu/RCO/>.
- Upon completion of the project, an H-101 should be submitted as a close-out report.
- If approval did not accompany a proposal when it was submitted to a sponsor, it is the PI's responsibility to provide the sponsor with the approval notice. This approval is issued under Colorado State University's OHRP Federal Wide Assurance 00000647.
- **Should the protocol not be renewed before expiration, all activities must cease until the protocol has been re-reviewed.**

Please direct any questions about the Committee's action on this project to me for routing to the Committee. Additional information is available from the Regulatory Compliance web site at <http://www.research.colostate.edu/rcoweb/>.

Attachment

Date of Correspondence: 6/28/07