CLOSING THE GAP IN HIGHER EDUCATION:

AFRICAN AMERICAN MALE STUDENTS'

PERCEPTIONS OF ADVISING AT

A TWO-YEAR COLLEGE

by

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ABSTRACT

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The attrition of minority students is fast becoming a salient issue in higher education. Academic advising has long been viewed as a determinant of participation, persistence and success. Persistence focuses on retention. Participation and success are two objectives of the Texas Higher Education Coordinating Board's initiative "Closing the Gap."

This study used quantitative and qualitative methods to examine African American male college students' (AAMCSs) perceptions of advising center practices, advisor practices and affinity factors and their influence on participation and persistence. Data collected from a sample of 225 AAMCSs was analyzed to determine if academic advising was indeed a tool that facilitates participation and persistence. The findings suggest that there is a significant relationship between AAMCSs perceptions of advising center practices, advisor practices and affinity factors (family, peer, and social connections).

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CHAPTER 1

INTRODUCTION

1.1 Statement of the Problem

The attrition of college students has become a salient issue in the United States. One out of every four first year-students drops out of college. The higher education completion numbers are bad enough, but they are even worse for traditionally underrepresented students (Carey, 2004). Several studies present evidence that suggests the attrition rate of minority students is extremely high (JBHE, 2005, Carey, 2004 and Brigman et al, 1982). A report in the JBHE (2005) found that nationwide the graduation rate of African American students is approximately 42 percent. Less than half of African American students who enter college graduate. The graduation rates are more dismal for African American male college students (AAMCSs).

A universal problem at the federal, state and local levels is the attrition rate of AAMCSs. AAMCSs are less likely to graduate from college than White males and females, and African American females (Gardenhire-Crooks et al, 2010, JBHE, 2005 & Carey, 2004). AAMCSs are less likely to obtain college degrees than males of other races and ethnicities, except for Hispanic males.

Tinto (1993) remarked, "The consequences of this massive and continuing exodus from higher education are not trivial, either for the individuals who leave or for their institutions." Frost (1991) explained that institutions of higher education must eventually address problems of minority access. The United States will become more diverse over the next fifty years. Eventually, the white majority will not be available to fill the nation's colleges and universities. "California is already a majority minority state, but its flagship public institutions of higher education have embarrassing low participation rates among African American and Hispanic students. Texas,

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Florida and several other states host similar problems (Swain et al, 2003)." Addressing the attrition problem is essential to "Closing the Gaps."

1.2 Background of Problem Public Policy and Administration

Frontline administrators, who advocate for their constituents or clients, typically implement public policy. Michael Lipsky coined the terms "street-level bureaucrat" and "street-level bureaucracy" in 1980, to describe both the professionals and the processes that are on the frontlines of policy implementation. According to Lipsky (1980), street-level bureaucrats make policy in two related aspects; they exercise discretion and their actions add up to agency behavior. Lipsky (1980) argued that, in the end, policy implementation is in the hands of street-level bureaucrats. In his book titled *"Street-level Bureaucracy: Dilemmas of the Individual in Public Services,"* Lipsky (1980) demonstrated how street-level bureaucrats such as traffic cops, teachers, social workers and lower court judges use discretionary power when implementing policy. Agency behavior in this sense is reflected in the practices, reputation and actual mission of the agency.

Not only do street-level bureaucrats play an essential role in the public policy implementation process, but their actions, behaviors and decisions at the street-level are critical. Actions, behaviors and decisions of frontline workers have substantial and sometimes unexpected consequences, for the actual direction and outcome of public policies. Maynard-Moody and Musheno (2009) examined the accounts and stories of street-level bureaucrats or frontline administrators to discover when their actions, behaviors or the use of discretion influenced the lives of individuals. They found that although a considerable amount of front line or street-level work is routine and rule-bound there is the ever-present possibility of discretion. "Rules and procedures can never universally fit each case and every circumstance. Decisions must be made. In many circumstances, street-level workers must decide which rules and procedures to apply (Maynard-Moody and Musheno, 2009, p. 10)."

In higher education, the academic advisor is the "street-level bureaucrat" or front line administrator. Understanding the actions and behaviors of these front line administrators is important in understanding the dynamics of students' perceptions, participation, persistence and success. Advisor responsibilities include providing advising information throughout the academic year; providing support to students during the registration process; exploring various college major and career options and working to help improve the academic performance of students (Frost, 1991 and Schlosser et al, 2003).

Academic advisors are on the front lines of education policy implementation. Moreover, academic advising is a factor in influencing perceptions and one potential strategy that facilitates college student participation, persistence and success. From the public policy and public administration perspective, this paper focuses on the AAMCS as the recipient of public services, the academic advisor as the street-level bureaucrat or front line worker, and the public education policy of "Closing the Gap."

1.2.1 Closing the Gaps (Policy)

Since Texas educators implemented the "Closing the Gaps" initiative, academic advising programs have become of special interest. The goals of "Closing the Gaps" fall into four categories: 1) Participation, 2) Success, 3) Academic Excellence and 4) Research. The participation and success objectives of "Closing the Gaps" are to increase enrollments in Texas colleges and universities to 500,000 by the year 2015 (Texas Higher Education Coordinating Board, 2005). However, according to Texas legislators, enrolling more people is not enough; the students must graduate. Texas will not achieve the desired results if students of all races do not participate in college and succeed in their higher education endeavors. Academic excellence and research objectives involve improving academic rigor and excellence at the undergraduate and at the graduate levels (Texas Higher Education Coordinating Board, 2005). This study only focused of the "Closing the Gaps" objectives of participation and success using perceptions of AAMCS.

1.2.2 Closing the Gaps in Participation

The higher education participation rate in Texas is lower than the national average. According to the Texas Higher Education Coordinating Board (2005), only 5 percent of the Texas population has been enrolled in higher education in recent years, compared to the national average of 5.4 percent. "Closing the Gaps" in participation involves increasing the enrollment of underrepresented students, specifically African American and Hispanic. The participation target is to increase the higher education participation rate for the white, African American and Hispanic populations to 5.7 percent, by 2015. Participation strategies include making the recommended high school program the standard curriculum in Texas public schools, and recruiting, preparing and retaining well-qualified educators for elementary and secondary schools. Additional strategies consist of ensuring that all students and their parents understand the benefits of higher education and establishing an affordability policy (Texas Higher Education Coordinating Board, 2005).

President Obama's education plan focuses on improving college access and affordability. The President plans to support outreach programs that encourage people from low-income families to consider and prepare for college (Education Week, 2009). In addition, the Obama Education Plan supports college credit initiatives, creates the American Opportunity Tax Credit, and simplifies the Financial Aid application process (Education Week, 2009). Overall, "Closing the Gap" in participation focuses on increasing enrollment and removing barriers (i.e. academic deficiencies, finances and lack of information) that hinder underrepresented populations.

1.2.3 Closing the Gaps in Success

Although minorities have made significant accomplishments in education, the completion of a degree program is what defines success (Texas Higher Education Coordinating Board, 2005). In the 1970s and 1980s, public education policy focused mainly on access to higher education. Both federal and state legislation was geared at reducing barriers to higher education. In the 1990s, the discussion moved from issues of access to issues of affordability and choice.

Gaining entry into and being able to pay for college is a great accomplishment; however, what really matters is the completion of a degree program (Swain et al, 2003). "Closing the Gaps in Success," means increasing the number of degrees, certificates and other identifiable student successes by 50 percent by the year 2015 (Texas Higher Education Coordinating Board, 2005).

The path to success is marked by several transitions. Perna and Thomas (2006) explained that success indicators are demonstrated within four key transitions: college readiness, college enrollment, college achievement and post college attainment. The first is the transition from high school into college. Graduating from high school and being prepared for college are important indicators of success. High school students who engage in more rigorous high school coursework are more likely to go on to college and successfully graduate (Goldrick-Rab and Mazzeo, 2005). The second transition is college enrollment. The third transition is college achievement. Students who succeed academically (i.e. high grade point average) are more likely to complete a degree than poor academic performers. Finally, post college attainment has been identified as another success indicator. Individuals who are employed in their career field are viewed as having obtained success (Perna and Thomas, 2006).

Although the path to success is marked by several transitions, underlying preexisting social, political, educational and economic obstacles may prevent transitions from occurring. "Who students are, what they do prior to starting their postsecondary education, and where and how they attend college, can make a difference in their chances for obtaining a baccalaureate degree or another postsecondary credential (Kuh et al, 2006)."

Social obstacles include cultural mores and norms, family, and the beliefs and values of the dominant group in society. Stanton-Salazar (2001) investigated the influence of social connectedness in his book "Manufacturing Hope and Despair: The School and Kin Support Networks of U.S.-Mexican Youth." Social connectedness refers to the number of connections and the types and of relationships individuals have with other people in their social circle of family, friends and acquaintances. "Family and community support are indispensible to an individual's

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educational aspirations, becoming college prepared, and persisting in college (Kuh et al, 2006)." Without family and community support, students are less likely to participate, persist and succeed in higher education (Herndon and Hirt, 2004). Kuh et al (2006) found students who find someone or something worthwhile to connect with in the postsecondary environment are more likely to achieve their educational objectives. Stanton-Salazar (2001) examined the concepts of embeddedness, social webs and social capital and their impact on students' educational options and aspirations. These concepts have an important bearing on the participation, persistence, and success of students.

Political obstacles, such as affirmative action have had a bearing on the persistence, participation and success of students. Since the late 1960s, colleges and universities have used affirmative action policies to increase the enrollment of minority students. These policies have paved the way for many minorities. However, political disagreements and struggles about the policy have halted the use of race-based admission. The Supreme Court's decision on Regents of the University of California v Bakke created a legal foothold by sanctioning race as one factor in the evaluation of applicants (Card and Krueger, 2005). However, a renewed effort that belies affirmative action came into fruition between 1996 and 1998. This political and legal attack resulted in the elimination of affirmative action in colleges and universities in California and Texas. In California, voters eliminated affirmative action with the passage of Proposition 209. The court's decision in Hopwood v Texas ended the practice of race-based admission in the state of Texas (Rose, 2005). As a result, at the states' elite public universities the rates of African American and Hispanic students declined by 30-50 percent (Card & Krueger, 2005).

A major educational obstacle is the lack of academic preparedness. No trend is more disturbing to faculty and advisors in higher education than the lack of academic preparedness of students (Gordon and Habley, 2000). "The trajectory for academic success in college is established long before students matriculate (Kuh et al, 2006)." The recommended high school curriculum was designed to prepare students of all races to succeed in college. Prepared

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students are more likely to develop connections that attribute to persistence, whereas, students who enter college unprepared are less likely to persist.

According to Ben Bernanke, "the best way to improve economic opportunity and to reduce inequality is to increase the educational attainment and skills of American workers (Bowen et al, 2009)." Economic obstacles that pressure and prevent students from pursuing higher education include lack of institutional resources, college affordability and socio-economic status (Gordon and Habley, 2000). Budget cuts and streamlining have resulted in a decline of institutional resources, which has resulted in a decline in resources available to students. Increasing tuition has resulted in fewer students enrolling in college. Another economic obstacle is the socio-economic status of an individual. Not having enough money or being responsible for a family places an economic hardship on students (Scott et al, 2006).

The population of the United States and more specifically the populations of Texas must receive and hold more degrees in all areas to meet the current workforce needs. In recent history, the United States has relied heavily on well-educated students from other countries to compensate for the lack of US citizens in science and engineering and other areas of acute shortages that included allied health, technology and education (Bowen et al, 2009).

The goal of the Texas Higher Education Coordinating Board is to increase the number of African American students completing certificates, associates and bachelors' degrees to 24,300 by 2015. Key success strategies for the state of Texas have been identified as recruiting, retaining and increasing the graduation rate of all students (Texas Higher Education Coordinating Board, 2005).

1.2.4 Advising (Administration)

Pivotal features of administration include the actions and behaviors of administrators and the use of discretion by frontline administrators. Academic advisors are on the frontlines of policy implementation. They are in position to influence perceptions, to make decisions about who gets information, and how individuals receive or use information. Maynard-Moody (2009) explained, "A

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worker judges a citizen often using mainstream beliefs about good and bad character, and acts to reinforce that judgment… Policies, rules and administration are depicted as barriers to reinforcing judgment about character and identity or as a tool for actualizing those judgments." The actions or uses of judgment or discretion by frontline administrators are often the catalyst that facilitates success or failure. Frontline administrators exercise discretion and make decisions that can possibly influence their clients' participation, persistence and success. More importantly, frontline administrators' actions influence student's perceptions.

1.2.5 Advising Practices

The importance of accurate and comprehensive guidance for those attending colleges and universities is a determinant for success and should not be underestimated (Frost, 1991). Most college students confer with their advisor at certain times throughout the year, usually before the beginning of a semester. These meetings were more often than not superficial and did not always provide students with the support necessary to succeed in college or career choice. Advising sessions often leave students frustrated and with a list of recommended classes. The primary purpose of academic advising is to assist students in the development of meaningful educational plans that are compatible with their career goals (Frost, 1991 and Metzner, 1989). An ideal model of advising would be student centered, personalized, and integrated. Advising should be developmental and not prescriptive.

> "Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor (NACADA, 2003)."

Ideally advising should be a collaborative relationship between the student and advisor that focuses on the students goals instead of prescribing a list of classes. Advising should be personalized with each advisor developing a relationship with the student (NACADA, 2003). Problem solving and goal setting strategies are important to students as they decide on academic

majors. Students seem to prefer advisors who assist not only with the selection of classes, but also with those who get to know them and allow them to make decisions. Moreover, students prefer advisors who are knowledgeable about all aspects of the institution (Winston and Sandor, 1984).

"High-quality academic advising is among the activities that help the most to ensure long-term success for both students and institutions (Frost, 1991)." Metzner (1989) explained, "high-quality advising can help students clarify their educational goals and relate these goals to the curriculum and to future careers." Additionally, high-quality advising can encourage academic success… facilitate referral to other services and programs at the institution; and establish a personal bond between a student and personnel of the college (Metzner, 1989 & Frost, 1991). The ultimate responsibility for making decisions about educational plans and career goals lie with the individual. However, the academic advisor should assist the student by helping to identify and evaluate alternatives and the consequences of decisions. A great advisor can instill ethics, drive and skill. Conversely, a poor advisor can have adverse effects on an advisee's academic and career future (Wrench and Punyanunt 2004). Research studies conducted by Brigman et al (1982) and Louis et al (1984) have found a positive relationship between participation, retention and the frequency and quality of advising.

1.3 Purpose of the Study

The purpose of this study was to examine AAMCSs' perceptions of academic advising. Academic advising was examined from the lens of the AAMCS to determine if academic advising contributed to an increase in participation, persistence and success as described by the Texas Higher Education Coordinating Board (2005). To address the issues of participation, persistence and success, student perceptions should be assessed regularly (Thompson et al, 2007) and the role of affinity factors should be examined. It was posited that advising programs "Close the Gaps" by increasing retention and subsequently improving the number of college graduates. When individuals do not receive advising, and/or advising is not required, retention decreases

(Frost, 1991 and Metzner, 1989). As a result, decreased retention subsequently leads to larger gaps in education, lower household incomes, and fewer individuals capable of participating as contributing citizens. "Crime rates and costs related to public welfare and private charity are much greater among those who have an inadequate education to allow them to succeed in today's society than for those with an adequate education (Burrup et al, 1988, p.62)." Education is one of surest ways to increase one's success, socio-economic-status and help overcome the barriers of poverty.

The main objective of the study was to bring attention to the ongoing African American male retention crisis in higher education. A second objective was to develop a framework that would ameliorate the relationship between AAMCSs and their college advisors and higher education institutions. The third objective was to develop education policy recommendations to improve the participation, persistence and success rates of African American males in higher education.

1.4 Hypotheses and Research Questions

1.4.1 Hypotheses

The following hypotheses were examined for the quantitative methodology:

Hypothesis 1: There is no significant relationship between AAMCSs' perceptions of academic advising and engaging in academic advising.

Hypothesis 2: There is no significant relationship between AAMCSs' perceptions of academic advising and the practices of the advising center.

Hypothesis 3: There is no significant relationship between AAMCSs' perceptions of academic advising and the practices of the advisor.

Hypothesis 4: There is no significant relationship between AAMCSs' perceptions of academic advising and the advice that they receive from family or from an advisor.

Hypothesis 5: There is no significant relationship between AAMCSs' perceptions of academic advising and affinity factors (family, peer and social connections).

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1.4.2 Questions

The questions guiding the study were grounded in studies that suggest that AAMCSs are not indifferent to academic advising. The study attempted to investigate the following research questions:

1.   What are AAMCSs' perceptions of advising?

2.   Does academic advising contribute to students continued participation?

      a.   To what extent are positive perceptions of advising more likely to contribute to AAMCSs participation or persistence in college?

      b.   Is academic advising helpful or meaningful to AAMCSs who are receptive to academic advising?

3.   To what extent are affinity factors more likely to contribute to AAMCSs participation or persistence (continued participation) in college? Affinity factors include family, peer or mentor relational linkages or causal connections that influence individuals to perform or engage in some process.

These questions pose a relationship between perceptions of AAMCSs, advising, participation or continued participation in college, and affinity factors.

A survey was distributed to 225 AAMCSs who attended a two-year college to investigate their perceptions of academic advising. In addition to the survey, eleven individual face-to-face interviews were conducted to obtain qualitative data that provided significant insight on the perceptions of AAMCSs, the problem of attrition and possible policy implications.

<u>1.5 Operational Definitions</u>

This section provides definitions of terms that will be used throughout the study.

1. AAMCSs refers to African American male college students.

2. Academic Advising refers to advice or academic advising/counseling received from a college or university advising/counseling center. It is a process of interaction between a

student and advisor; that provides information to the student and assists the student in identifying options and making decisions.

3. Achievement is measured by Grade Point Average (GPA) and the receipt of College Credit.

4. Affinity factors are family, peer or mentor relational linkages or causal connections that influence individuals to perform or engage in some process.

5. African American and Black: The Integrated Postsecondary Data Systems (IPEDS) uses African American, Black and non-Hispanic Black as descriptors for identifying individuals of African heritage.

    a. In this study, African American describes non-Hispanic black Americans of African descent.

6. Closing the Gap is a mandate to improve and increase student participation, success, academic excellence and research.

7. Discretion is the freedom to decide how to interpret policy, rules or regulations.

8. Participation refers to increasing the enrollment of students, specifically minority students in higher education.

9. Perception is the act or faculty of apprehending by means of the senses or of the mind; cognition; understanding.

10. Perspective is the state of one's ideas, the facts known to one, etc., in having a meaningful interrelationship.

11. Retention refers to students who are persistence and the continuing to enroll in college during subsequent semesters.

12. Success is defined as the completion of milestones.

    a. Several milestones are considered success indicators. They include:

        i. Graduating from high school

        ii. High School GPA

Enrolling in College

iv. College GPA

v. Going beyond the first of college

    b. From the "Closing the Gap" initiative success refers to the student actually graduating from college, or completing a certificate or degree.

1.6 Summary

A universal problem at the federal, state and local levels is the college attrition rate of AAMCSs. "Critics of community colleges have suggested that the system has neglected its minority students and turned the open door into a revolving door (Cuyjet et al, 2006)." An initiative governed by the Texas Higher Education Coordinating Board has been implemented in order to address the attrition problem. Two objectives included in the policy are "Closing the Gaps in Participation" and "Closing the Gaps in Success." "Closing the Gaps in Participation" involves increasing the enrollment and persistence of minority students. "Closing the Gaps in Success," implies increasing the number of degrees, certificates and other identifiable student successes. "Closing the Gaps" both in participation and success focuses on underserved African American and Hispanic populations.

Academic advising increases participation and helps to ensure long-term success for both students and higher education institutions. Advising decreases attrition and subsequently increases, the number of college graduates. Previous studies have found that academic advising is a necessary factor for AAMCSs (Metzner, 1989, Frost, 1991 & NACADA, 2003). Moreover, those who receive academic advising are more likely to participate, persist and complete milestones that eventually lead to success.

This study examined AAMCSs perceptions of advising and the role of advising in participation and persistence. Chapter 2 provides an in-depth literature review that focuses on student participation, advising practices, students' perceptions of college advising, and affinity factors was examined. Chapter 3 describes the research methodology and includes ithe following

sections: Research Design, Instrumentation, Sample and Participant Selection, Data Collection, Data Analysis, Study Limitations and finally Trustworthiness of the Study. Chapter 4 presents the analysis of the data and the results of the study. Chapter 5 provides the discussion, implications and conclusions.

CHAPTER 2

LITERATURE REVIEW

<u>2.1 Introduction</u>

The purpose of this study was to determine the effectiveness of academic advising from the lens of AAMCSs. In this chapter, literature that focused on student participation, advising practices, students' perceptions of college advising, and affinity factors was examined. The literature review has been divided into five sections in order to examine the questions that guide the study.

The first section examined the Texas Higher Education Coordinating Board (2005) public initiative of "Closing the Gap," and literature related to student participation, persistence and success in higher education. Section two focused on literature that explored advising practices and retention strategies. An attempt was made to identify advising factors and retention strategies that influence participation, persistence and success. The third section, of the literature review, examined student perceptions of college advising. This section included literature that explores students' attitudes and beliefs about college advising. The fourth section was a review of literature that examined affinity factors and the connections between affinity factors and student participation, persistence (continued participation) and success. The fifth and final section, of the review, examined other related literature that ties student participation, persistence and success with other variables including advising practices and students' perceptions.

<u>2.2 Student Participation, Persistence and Success</u>

Participation and success have been identified as two of the four key objectives of the Texas Higher Education Coordinating Board initiative "Closing the Gaps." Participation, from the

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"Closing the Gap" perspective, involves recruiting, enrolling and retaining students, especially minority students. Persistence is determined by the perseverance of the student. Success is determined by the actual completion of milestones and eventually the completion of a college degree. The completion of milestones includes maintaining an average to above average high school and college GPA. Other milestones that indicate success include the completion of high school, the enrollment in college and the completion of the first year of college (Perna and Thomas, 2006, Corey, 2004). Adelman (1999) found that completing a rigorous curricular program appeared to be an important predictor of college persistence. This section focuses on "Closing the Gap" in higher education through student participation, retention and success. Articles related to student participation, persistence and success, including articles about the completion of certificates and degrees, graduation rates and other variables that relate to student success were reviewed. In addition, articles that examine recruiting and other variables that relate to increasing minority participation in higher education were reviewed for this section. Brief synopses of these articles are provided below.

Scott et al (2006) evaluated U.S. public and private colleges to find determinants of graduation rates. The goal of their paper was to determine whether public institutions were less effective than private institutions. The authors found that public institutions were either equivalent or more effective than private institutions. Public institutions were able to do more with less. With equivalent resources and student populations, public schools graduated a slightly larger percentage of students than private schools. Scott et al (2006) found that the current gap in graduation rates between public and private institutions is best explained by different academic, social and financial characteristics of students.

Perna and Thomas (2006) reviewed literature that examined 10 indicators of student success to identify a framework that would guide policy makers, practitioners and researchers. The 10 indicators were represented under four transitions. The four transitions included college readiness, college enrollment, college achievement and post college attainment. The first

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transition was measured by education aspirations and academic preparation. The second transition was measured by college access and college choice. The third transition included three indicators, which include academic performance, transfer and persistence. The fourth transition included Post-BA enrollment, income and educational attainment. Perna and Thomas's (2006) framework suggested that student success is a longitudinal process and that multiple theoretical approaches inform our understanding of student success. Moreover, student success was shaped by a multiplicity of reasons and no one policy or program will improve success for all students. Perna and Thomas (2006) explained that student success varies across groups moreover there are many different routes that lead to success.

Titus (2006) explored the extent to which college degree completion by socio-economic status (SES) was influenced by an institutions dependence on market based revenues and internal allocation of expenditures. The dependent variable in Titus' study was defined as having completed a bachelor's degree program within six years after first enrolling in the same four-year institution. The independent variables include measures of students' background characteristics and institutional-level variables that include measures of student peer, structural demographic and financial aspects of four-year institutions. The results demonstrated that a student's chance of college completion is not influenced by the percent of revenue derived from state appropriations, contracts, endowments and grants. Five conclusions can be drawn from Titus's (2006) study: 1) college completion was influenced by socio-economic-status (SES), 2) certain norms and values associated with higher SES may help to increase the odds of college completion, 3) college completion was positively influenced by demographic-structural characteristics, 4) college completion is positively related to financial aspects such as tuition revenue as a percent of total revenue and 5) students with lower SES are disproportionately enrolled in institutions with lower levels of financial resources and higher dependence on tuition as a source of total revenue.

An article in "The Journal of Blacks in Higher Education Foundation (JBHE)" (2005) examined the graduation rates of African American students in the nation's highest ranked colleges and universities. The findings suggested that nationwide, the African American student graduation rate remains at a dismally low 42 percent. An encouraging finding was the verity that over the past seven years the African American student graduation rate has improved at almost all of the US's highest-ranked institutions (JBHE, 2005). However, a more disturbing finding was the graduation rate of African American students at the nations historically black colleges and universities (HBCUs) tend to be much lower than the graduation rate for African American students at the nation's highest ranked institutions. Low graduation rates at black colleges are attributed to a number of reasons, including low-incomes, inadequate endowments and the inability to furnish sufficient financial aid packages (JBHE, 2005).

Maldonado et al (2005) conducted a case study to provide a better understanding of the philosophy and practices of student initiated retention projects (SIRPs). SIRP represents a unified effort among student organizations to develop programs and support structures that are student organized, student run and student funded. These programs primarily serve students of color; however, they are not limited to them. The central goal of SIRPs is to increase the retention and academic success of students.

The sample population consisted of 45 student organizers. The average age of the student organizers at the time of the study was 21.1 years. The primary objective of Maldonado et al (2005) study was to provide a better understanding of the philosophy and practice of SIRPs. A second objective involved applying such knowledge to the development of theoretical constructs believed to be helpful in retaining students of color. The findings of the study suggested that SIRPs focus on three essential concerns or themes: (a) developing necessary knowledge, skills and social networks; (b) building a sense of commitment to particular communities, including ethnic/racial communities; and (c) challenging oppressive social and institutional norms. SIRPs seek to advance knowledge and skills that students need to succeed in college. SIRPS also help

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students to connect with important social networks and systems of support. SIRPs place heavy emphasis of helping students develop knowledge, skills and the confidence to forge relationships with professors. These relationships help students expand social networks, thus enhancing their social capital (Maldonado et al, 2005).

Carey (2004) examined graduation rates in four-year colleges and universities and the implications of not graduating. He reported that too few college freshmen graduate, and that many colleges and universities lose more than one out of every four first year students. The completion numbers are even worse for minority students. A typical university in the United States has a graduation gap between white and African Americans of over 10 percentage points.

One in five adults' age 25-34 reported that they have some college, but no degree. "This is a huge national problem because as economies in other nations mature and evolve, external job pressure is creeping further and further up the income and skills ladder…In other words, the rest of the world has seen the great success of America's past investment in higher education, and is now catching up (Carey, 2004 p.3-4)." The U.S economy can no longer tolerate attrition and low graduation rates. Carey (2004) concluded by explaining that graduation rates at colleges can improve. Some institutions have already improved graduation rates. However, others can follow by being more accountable, improving alignment between K through 12 and higher education, improving access and affordability, increasing the quality of learning, changing the way public institutions are funded and investing in more and better information (Carey, 2004).

Swain et al (2003) explained that there are a number of factors related to retention. They include academic preparedness, campus climate, commitment, financial aid and social and academic integration. The first critical juncture to success in college is academic preparedness.

Bourdon and Carducci (2002) found that academic advising increases academic success, graduation rates, retention, and transfer rates among college students. Yarbrough (2002) concurs with this finding by stating, "The brief exchanges between adviser and advisee may have the greatest impact on the student's sense of self-efficacy in completing his or her

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degree requirements (p. 63)." Bourdon and Carducci (2002) continued to explain that advising gives the students the opportunities to ask questions and receive advice regarding academic policies, procedures and graduation requirements. They stated that while academic advising requires additional financial and human resources, it is still cost effective when considering retention rates.

Adelman (1999) conducted a study to find what factors contribute most towards long-term bachelor's degree completion of students who attend 4-year colleges. The longitudinal study followed a national cohort from the time the students were in the 10th grade in 1980 until roughly age 30 in 1993. The study presented several findings that relate to high school background, college attendance patterns and degree completion. The findings suggested the impact of a high intensity high school curriculum, and degree completion is a more positive indicator for African American and Latino students than any other pre-college indicator of academic resources. Another finding suggested that graduating from high school late does not influence bachelor's degree completion provided one enrolls in higher education immediately following the receipt of the diploma. Students who attend 4-year colleges and who earn fewer than 20 credits in their first calendar year severely hinder their chances of completing a bachelor's degree (Adelman, 1999).

In reviewing the literature that focused on student participation, persistence and success, several common themes arose. First, determinants of graduation are best explained by different academic, social and financial characteristics of students (Scott et al, 2006, Titus, 2006). Students who completed a rigorous high school curricular program were more like to participate and persist in college (Adelman, 1999). Students who are engaged, academically and socially, are more likely to participate and persist or stay in college (Swain et al 2003). Socio-economic status may increase the odds of students completing college (Scott et al, 2006). Secondly, there are indicators that will predict student success. These indicators include the student's academic preparedness, (Perna and Thomas, 2006 Carey, 2004, Swain 2003) college enrollment, academic performance and student persistence (Perna and Thomas, 2006). Lastly, high quality

academic advising that is structured increases student participation, success, graduation and retention (Bourdon and Carducci, 2002).

<p align="center">2.3 Advising Practices and Retention Strategies</p>

The visit to the advising center is perhaps the first official encounter that students have with the college or university. There are a couple of factors related to advising that encourages student success. The first is having a quality-advising center with established practices (Habley, found in NACADA, 2000). The second is developing meaningful relationships between advisors and students (Frost, 1991 and Metzner, 1989). This section is a review of literature that examines advising practices. Literature that examines advising practices and advisor student relationships have been reviewed.

Schlosser et al (2003) believe, as many others, that advising relationships can profoundly affect a students' professional development within and even beyond his or her training or program. Schlosser et al (2003) interviewed 16 doctoral students about their relationships with their advisors. Of those students, 10 were satisfied and six were unsatisfied with their advising relationships. The satisfied students reported that they were able to choose their advisor whereas, the unsatisfied students reported being assigned to their advisor. Students satisfied with advising relationships had more individual and spontaneous meetings, whereas unsatisfied students had infrequent individual meetings. Both satisfied and unsatisfied students reported that discussing program requirements was a part of their advising relationship. However, the unsatisfied students felt that meeting the requirements of graduate school was the only reason that they had relationships with their advisors. Satisfied students felt comfortable disclosing professional information with their advisors, whereas unsatisfied students reported feeling cautious talking about their professional lives. Both groups of students indicated caution about disclosing personal information. Both groups of students generally reported various nonspecific professional and academic gains concerning their advising relationship. The unsatisfied student felt that her advisor gave her a political advantage because the advisor could "pull more weight"

<p align="center">21</p>

in the department. Satisfied students reported that they relied on other sources if their advisor was not meeting some need. Unsatisfied reported having to go elsewhere to get their advising needs met. In addition, unsatisfied students reported that they became more distant from their advisor or that their relationships worsened over time. The authors summed up their article by stating that, the positive advising relationship could be described as one in which the members have a good rapport, process conflict openly, and work together to facilitate the advisee's progress and development (Schlosser, et al 2003).

Habley explained that three critical events occurred during the 1970s that increased the role and function of academic advising. First, two articles created the framework for an expanded definition of academic advising. Secondly, significant declines in the enormous increase in the number of college students loomed on the horizon. Finally, a loosely coupled network of individuals became a national organization known as the "National Academic Advising Association (NACADA) (NACADA, 2000)."

Habley went on to explain, "One of the essential elements of a quality academic advising program is the articulation of the program's basic purpose, function and components in a campus advising policy (NACADA, 2000)." A second critical element is the need for coordination of efforts among the many service delivery units of a college or university.

Habley suggested that advising centers are in a state of crises created by increasing expectations and responsibilities without increasing human and fiscal resources. A 1997 survey indicated that advising offices and center were less likely to provide staff training and group interventions. They had fewer student contacts per term than faculty advisors and had inordinately high student-advisor ratios. In addition advising centers did not always evaluate staff and provided fewer information sources to advisors. Additional evidence, from the 1997 study, showed that advising centers are less likely to intervene when students make important educational decisions (NACADA, 2000).

Frost's (1991) monograph explores advising as a contributor to student success. She explained that high-quality advising is among the activities that help to ensure success for both students and institutions. Advising can serve both as a method of selecting courses and as a means of achieving success for students. Frost (1991) explained that successful students are more involved in college activities and find their undergraduate experiences more beneficial than uninvolved students find their experiences. Furthermore, students with meaningful faculty, advising or peer relationships are less likely to dropout. Significant relationships do not develop without effort. Frost (1991) explained that students appear to want an advising relationship, but they want one centered on academic matters, not personal concerns.

In an earlier study, Theophitides, Terenzini, and Loring (1984) found that students' intellectual development was positively influenced by contact with faculty outside the normal classroom environment. Advising provides such outside-the-classroom opportunities.

High quality advising is a factor that encourages positive perceptions. Quality advising centers have established practices and articulation of the center's basic purpose (NACADA, 2000). Advising is more beneficial when meaningful relationships are developed between student and advisor (Frost, 1991). Satisfied students feel comfortable disclosing personal and professional information with their advisor (Schlosser et al, 2003).

2.4 Student Perceptions of Advising and Higher Education Institutions

Individual beliefs, values and cultural norms that are instituted by family, religious organizations and society are the basis for individual perceptions. Perceptions are also based on educational, political and economic institutional forces. This section focuses on student perceptions of advising and higher education institutions.

A report generated by the Office of Institutional Research and Assessment at Central Connecticut State University (CCSU) (2010) provided an overview of results from the National Survey of Student Engagement (NSSE). The NSSE is an instrument that measures the level in which students actively participate or engage in their educational experience. The survey queried

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students about their perceptions of advising quality, primary source of advising, advising delivery, advisor availability, accuracy of information and student persistence. The survey was administered online to first year students and seniors. The findings suggested that overall quality of academic advising improved, as well as accuracy of information received from advisors and advisor availability. However, the primary source for advising declined. These changes may be attributed to the restructuring of academic advising and the creations of a faculty ad hoc committee on academic advising (CCSU, 2010).

A study conducted by Winograd and Tryon (2009) examined the extent to which self-esteem attributional style, problem-solving appraisal, acculturation and cultural congruity were related to counseling expectations among students from African American and Latino backgrounds. The authors hypothesized that measures of the dispositional characteristics would be directly related to expectations for counseling overall and in the four domains.

African American and Latino college students (N=102) from a college opportunity program participated in the study. Participants' counseling expectations were assessed using the H.E.A. Tinsley's (1982) Expectations about Counseling-Brief Form (EAC-B). Each item was measured using a 7 point Likert scale and each item was prefaced with I expect to or I expect the counselor to. The findings of the study suggested that lower self-esteem and a more depressive attributional style were linked to lower counseling expectations. Self-esteem attributional style and problem-solving appraisal were more strongly related to counseling expectations among students reporting higher levels of immersion in their ethnic group of origin. Students who reported lower self-esteem and a stronger ethnic identity tend to have lower expectations for facilitative conditions, lower expectations for nurturance and lower overall expectations for the counseling relationship. Contrary to the hypotheses, no statistically significant correlations emerged between problem-solving appraisal and any types of the counseling expectations measured in the study.

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Hester (2008) analyzed students' evaluations of advising. The purpose of the analysis was to review goals of academic advising and student evaluation of advising, discuss results of an alternate analysis and to offer suggestions for improving the student evaluation of advising process. Three hypotheses were tested: 1) Students who interact frequently with advisors show increased advising satisfaction; 2) Increased student-advisor interactions are related to higher GPA; and 3) students' knowledge is increased through advisor interactions. An assessment of fifty annual student advising evaluation forms completed over a five-year period was conducted. More than 90 percent of the students were full time and they were classified as freshman, sophomores, juniors and seniors. Seniors made up the largest percentage of the students. The advising meetings within a year ranged from zero to four times or more for each student.

Hester (2008) analysis found that the positive relationship between frequency of advising sessions and high ratings for professional manner could be interpreted as a level of student satisfaction when items under this category are examined. Skills under the professional manner category included good listening skills, courtesy, interest in the advisee's academic program and respect for the advisees' opinions. The data did not show a relationship between frequency of advising sessions and GPA. A negative relationship was found between class level and ratings of advisor' shared knowledge. This finding suggests that complex factors are operative in this area.

Factors that influence student success incorporate time management/goal setting, academic advising, stress and institutional fit (Thompson et al, 2007). Thompson et al (2007) examined the perceptions, of University of Arkansas, first year students regarding their first-semester experiences. A survey questionnaire was developed based upon a review of literature that focused on factors that influence student success. The final survey was administered to 220 students. Participants were asked to indicate their level of agreement or disagreement with statements related to six factors and five demographic items. The six factors include: 1) stimulation with courses/academic boredom; 2) satisfaction with experience at the University of Arkansas; 3) plans to return for spring semester; 4) ease of transition from high school; 5) who

encouraged the students to attend the University of Arkansas; and 6) how difficult was high school.

The results of Thompson et als' (2007) study suggested that students who feel a sense of belonging are more likely to be retained. Another finding suggested that students who said they were extremely stimulated by their courses rated advising higher than those who were not stimulated at all. This may be the result of the quality of the advising that the student received. If a student works with an advisor who is sensitive to the interest and skills of the student, the student may be more engaged. Students who were not stimulated by coursework reported the highest levels of stress. Another finding suggested that students who reported their transition was difficult rated advising lower.

Belcheir (2000) conducted a study to gain insight into students' perceptions of advising, at the junior and senior levels when advising was a departmental responsibility and to provide feedback to departments on these perceptions. The survey questions focused on 1) how often are students seeing an advisor, 2) who is doing the advising, 3) what are the perceptions of the current advising system, 4) how do students perceive advisors and 5) where do differences in satisfaction with advising occur?

The results of Belcheir's (2000) study found that most students said that they see their advisors regularly. The majority of the students reported seeing their advisor on multiple occasions. Less than 10% of the students indicated that they had never seen an advisor. The main reason students gave for not having an advisor was that they felt that they could advise themselves and that they had never been assigned to an advisor. Approximately 80% of the students surveyed thought the current advising system either adequately or more adequately met their needs. The biggest problem with the current advising system was that advisors lacked knowledge or was unable or unwilling to help students with advising issues. Another problem was students lacked accessibility to their advisors due to time constraints. Students were least likely to agree that their advisors helped them explore careers in their field of interest and that advisor had

knowledge about courses outside their major. Students who had faculty advisors were more pleased than students who had other advisors.

Nordquist (1993) conducted a study to discover how participant's accounts of their college departure support research based on "Tinto's 1987 Model." The study investigated the extent participant accounts coincided with Tinto's Model. Tinto's model argues that attrition from institutions can be viewed as arising out of a longitudinal process of interactions between the student and other members of the academic and social systems of the institutions. Moreover, the individual's experiences, in the aforementioned context, continually modify their intentions and commitments. Positive experiences reinforce commitment to college completion. Negative experiences enhance the likelihood of attrition (Tinto, 1987).

Nordquist (1993) interviewed 18 students who had recently withdrawn from universities in the state of Utah. The questions focused on personal goals, best and worst college experiences social and faculty interaction, circumstances surrounding and accounts of leaving school and the possibility of returning to college. The findings of Nordquist (1993) study supported Tinto (1987). Students viewed their decision to leave college in terms of isolation and congruence. Students saw faculty-student interaction as essential for a positive educational experience. In addition, the study found that faculty-mentoring relationships appear to have the greatest impact on academic and social integration and student retention (Nordquist, 1993).

Metzner (1989) used data from a sample of 1,033 freshmen at a public university to examine the effects of the perceived quality of academic advising on student attrition. The purpose of the study was to investigate the role of quality advising by identifying both direct and indirect effects. Metzner (1989) explained that several major factors are the bases for the appeal of academic advising. "First academic advising offers the potential of linking students' goals with institutional resources on a personal basis (Metzner, 1989)." She further explained that past surveys have revealed extensive student dissatisfaction with advisement and that there is considerable latitude for improvement of advising services. Moreover, since academic advising is

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the most used student service, improvements may affect a relatively large proportion of the student body and increase retention (Metzner, 1989)." The results of Metzner (1989) study suggested that high quality advising negatively influenced attrition through effects on GPA, satisfaction in the role of the student, the value of college education for future employment and intent to leave the university. Moreover, low-quality advising was related to greater attrition than high quality advising, and low quality advising was associated with less attrition than no advising at all.

Amos (1988) investigated students' perceptions about advising at the University of California, Davis. UC Davis delivers academic advising in a number of ways, including faculty advising, staff advising, peer advising and advising from other formal sources. The major findings suggested that students feel positive about the information they receive prior to enrolling in college. Moreover, students appreciate and use the various sources of academic advising. More than two-thirds of the survey respondents indicated using academic advising services. Freshman reported less use of advising services than their national counterparts. More disturbing findings were, not all students were able to meet with their faculty advisors and some students received misleading or contradictory information. Students unhappy with advisor availability constituted only a small minority. Amos (1988) reported that this could change if accommodations are not made to allow for growth or the campus expands its hours of instruction.

Thompson and Cimbolic (1978) conducted a study to examine the effects of counselor preference, as defined by counselor race and sex, on counseling center use. The sample population included 42 African American women and 33 African American men enrolled at North Texas State University.

The study proposed to answer the following questions: (a) are race and sex of counselor and sex of client significant variables in counselor preference? (b) Does counselor preference affect African American student use of counseling center facilities? (c) Are African American students more willing to seek assistance from a counseling center for an educational-vocational

concern or a personal one? In addition (d) what are the effects of client sex, counselor sex, and counselor race on counseling center use in both personal and educational-vocational problem situations (Thompson & Cimbolic, 1978)?

A questionnaire was mailed to the sample population along with a cover letter explaining the purpose of the research. The questionnaire had two sections. The first was a demographic section and the second section consisted of a hypothetical situation about personal problems and type of counselor preferred. The results indicated that counselor preference did not depend on client sex. However, significant differences in both the personal and educational-vocational problem situations indicated that subjects preferred being seen by African American counselors. In addition, the study indicated that when African American students are forced to choose between African American and White counselors, they tend to choose African American counselors (Thompson & Cimbolic 1978). Furthermore, the likelihood of a student visiting a counseling center might increase, by assuring the student of their counselor preference.

2.5 Affinity Factors and Student Participation, Persistence and Success.

Affinity factors refer to social capital, connectedness, networks and relationships of individuals. Putnam (2000) distinguishes between two kinds of social capital: bonding and bridging. Bonding occurs when you socialize with your peers. Peers are individuals of the same age, race, religion etc. Bridging occurs when you socialize with people who are not like you. Both types of social capital strengthen each other. Social connectedness and networks refer to the sets of acquaintances and friendships that define one's relations with others (Thomas, 2000). "When students belong to an affinity group, or develop meaningful relationships with one or more faculty or staff members, or take responsibility for activities that require daily decisions and tasks, they become invested in the activity and more committed to the college and their studies (Kuh et al, 2006)." Peers are the single most potent source of influence (Astin, 1993). Peer influence dramatically affects student participation and persistence (Thomas, 2000). This section focuses

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on literature related to social connectedness, relationships and networks and the influence of these factors on student participation, persistence and success.

Gardenhire-Crooks et al (2010) conducted a study to look at the perceptions and experiences of male students of color at four colleges in the southeastern and southwestern United States. A sample population of 87 African American, Hispanic and Native American males participated in focus group and individual interviews. The purpose of the study was to examine three main research questions: 1) What were the factors that motivated the students to enroll in community college? 2) How were the students' backgrounds (academic, social and cultural) relevant to their postsecondary experiences and behaviors? In addition 3) what cultural or identity related factors aided or impeded the students ability to engage socially and academically on their campuses?

The findings of the study suggested that there are numerous factors that motivated the male students to enroll in college. They include increasing earnings, to earn respect and to be a role model and provide for their children. Other factors include to learn and earn a credential and to escape their impoverished and crime stricken neighborhood. Another finding suggested that the students' backgrounds (academic, social and cultural) were relevant to their postsecondary experiences and behaviors. The male students, in the study, consistently reported receiving harmful and stereotypical judgments based on their appearance. However, despite of negative, discouraging and discriminatory experiences, the students were highly motivated to pursue their academic goals. Finally, the cultural or identity related factors that aided or impeded the students ability to engage socially and academically on their campuses, included notions of manhood and masculine identities.

A study conducted by Herndon and Hirt (2004) explored the role of family in African American college students. The study was designed to develop a model of factors that influenced African American college students' motivation to pursue higher education and their ability to succeed in school. The participants were categorized in two groups, successful African American

students and members of their families. The researchers defined successful as having achieved senior status. Family members range from 22 to 52 years old. Data was collected from two interview protocols: one for the student participants and the other for the family participants. The unit of analysis was the comment(s) made by the participants. Data analysis occurred by open axial coding. The comments were group into eight themes that were organized around three stages. The stages included the higher education process related to precollege events and experiences, early college years and late college influences. The themes that reflected the precollege issues included family influence, how families socialized their students about race, and motivation. The second stage (early college years) reflected participants perceptions of their minority status in predominately-white settings, the sense of community with other African American students and spiritual support. The third stage reflected themes such as family expectations related to economic, social and emotional investments. The third stage also reflected themes that related to role models and mentors.

The study offers some important implications for a variety of constituencies. These include African American students, their families and those who recruit and assist those students in higher education (Herndon and Hirt 2004). The results show that families lay the groundwork for success long before students get into college. One implication is that African American families need to establish expectations early in the children's lives. Family helps to ensure that the student is motivated. Another implication is that African American Alumni and currently enrolled college students should expand their roles and serve as mentors. In addition, those who recruit African American students should work with families to promote college attendance. Another implication, for the previous two groups, is to ensure that African American students understand how to survive in both the academic and social realms. The final implication is that campus administrators can take steps to promote success by offering orientation programs, and seminars for African American students. These seminars could focus on the problems that African American students' encounter and the successes they achieve.

Stanton-Salazar (2001) presented a detail study of the social networks and help-seeking experiences of low-income Mexican origin adolescents from immigrant families. The purpose of the study was to investigate the principal ways in which low-status adolescents cope and whether they are able to enjoy support and protection of various significant figures in the home, community and school. Data for the book was derived from two distinct research initiatives: the San Francisco- San Jose Peninsula and the San Diego study. Approximately 205 Latino high school students from six schools participated in the study. Social network data, interviews and statistical survey data was used to elaborate on the constraints and social forces that prevent many low-status youth from constructing the types of relationships and social networks that provide important forms of social support. The survey queried the students about demographic data and their access to various institutional sources of information and social support.

The findings of the study were presented across three sections: the urban neighborhood and adolescent socialization, parents as sources of social and institutional support and the school as a context for social and institutional support. Overall, the findings suggested that 1) the neighborhood is where we can usually locate the social systems or embedded context that affect family processes and individual development. 2) Parents valued the continued education and schooling of their children, and 3) when school personnel become genuinely supportive; they carry the potential to transform a student's life chances in very positive and lasting ways (Stanton-Salazar, 2001).

Koljatic and Kuh (2001) conducted a study to determine whether the frequency of student engagement has changed in three good educational practices, involving cooperation with peers, active learning and faculty- student interaction. Koljatic and Kuh (2001) examined whether student engagement in the three aforementioned practices changed between 1983 and 1997 at different types of institutions of higher education, and what other college experience variables were associated with good educational practices. They used a sample of 73,050 first and second year students of all races who were enrolled full time at 283 four-year colleges and universities.

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For the primary data analysis, a random sample of 50 percent of the cases was used. The dependent variables included cooperation with students (COOPSTUD), faculty-student interaction (FACTSTUD) and active learning (ACTLEARN). The findings of the study indicated the variation in the three indicators was minimal and that the frequency of student engagement in good educational practices did not changed appreciably over the years. There were several probable explanations for the results. They include the possibility that shifts in the demographic characteristics and preparation of college students may be masking changes; there is resistance to changing establish practices; and heterogeneous institutional missions, environments cultures and student bodies resulted in an underestimation of the effects of changes in educational practices at the different types of institutions (Koljatic and Kuh, 2001).

Thomas (2000) study explored sub-cultural effects by assessing the role of student structure in the persistence process. He explored the effects of social integration from a social network perspective: a perspective that enables the determination of subgroup membership and the characteristics of relationships to and within those subgroups. Tinto's Student Integration Model was used as the framework for development of the method. Data was collected during the 1992-1993 school year from freshman students at a four-year college. The data came primarily from information collected in April 1993. The data was supplemented by background data taken from a survey administered during orientation and data collected from the college registrar. Grade and enrollment data were collected from the registrar. The enrollment data were collected to identify those students who planned to return to campus during their sophomore year. Another survey was mailed to students toward the end of the second semester. Structural data was used to define the students' social network. The questions focused on asking the respondents to list names of those students with whom they frequently spoke and the dimensions on which they related to other students (Thomas, 2000). The effects of social network characteristics were of central concern in the study.

Path analysis was used to analyze the data. Thomas (2000) found that student acquaintances are generally a good thing. "This finding validates the efforts of student affairs personnel who have traditionally been concerned with creating greater levels of connectedness and fostering a sense of belonging among students (Thomas, 2000)." The study suggests that structural location also has important impacts on outcomes such as satisfaction, grade performance and persistence. Those students with a greater proportion of ties outside their peer group and those who develop ties perform better academically and are more likely to persist. A final analysis demonstrated that students who possess broader, well-connected networks are able to make connections with others due to the multitude of paths reaching too many parts of the overall network (Thomas, 2000).

Ogbu (1992) presented a framework to help practitioners design and implement more effect remedial and preventive programs. He explained that minority students are less advanced in terms of years of school completed. The explanations given for the low performance include cultural deprivation, faulty familial socialization, and biogenetic factors. Other explanations focus on underclass status, class stratification and cultural and language differences. He suggested that most of the models are limited in their focus and concentrate on either the school, family or the individual. Ogbu's (1992) article focused on community forces, to explain why some minority groups are more successful in school. Cultural models, a type of community forces, are defined as people's understanding of their world, which guide their interpretations of events in that world and their own actions.

Another community force, that Ogbu (1992) presented, was degree of trust or acquiescence in a relationship with white Americans and their institutions. Educational strategies encompasses the attitudes plans and actions that minorities use or do not use in pursuit of their formal education. In order to understand minority students' behaviors, decisions, or attitudes toward schooling, we need to understand the cultural models, degree of trust and educational strategies of the minority group from which they came.

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The primary assumption of his article was that in order to understand the disproportion and persistence of literacy problems of African Americans, we must go beyond the events, in the school, classroom and home. Ogbu (1992) concluded his article by stating voluntary and involuntary minorities differ not only in initial terms of incorporation into American society but also in their cultural models of what it means to be a minority, how to get ahead, and the role of education in getting ahead in the United States.

Affinity factors are relational linkages or causal connections that influence or motivate individuals to engage in some process or activity. Social capital, networks and relationships are the common variables of affinity factors. After a careful review of the literature, that examines affinity factors and students participation, persistence and success several salient themes were apparent. First, the role and relationships between student and family is important. Students with children want to be role models for their children and are motivated to pursue their academic goals (Gardenhire-Crooks et al, 2010). Moreover, families lay the groundwork for success before students get into college (Herndon & Hirt, 2004). Parents who value education are supportive of their students (Stanton-Salazar, 2001) than parents who do not value education. Without family and community support, students are less likely to participate, persist and succeed in college (Herndon and Hirt, 2004).

Secondly, community networks are the systems that affect family processes and individual development (Stanton-Salazar, 2001). Thirdly, relationships with college personal play an important role in student development (Herndon & Hirt, 2004). Lastly, peers play an important role in the development of positive perceptions and motivation.

2.6 Other Related Literature

Numerous other variables relate to student perception, participation, retention and success. The variables include transition and success indicators, legislation and political initiatives and race and ethnicity. This section focuses on other related variables and studies that correlate to participation, retention and success.

Rumberger and Palardy (2005) conducted a study that investigated the relationship among several different indicators of high school performance. The authors addressed two questions: (a) are schools that are effective in raising test scores also effective in reducing drop out and transfer rates, and (b) what school characteristics predict these alternative indicators of performance?

The four indicators used in the study included test scores, dropout rates, transfer rates and attrition rates. The study was based on data derived from National Education Longitudinal Study of 1998 (NELS). The sample included 25, 000 eighth grade students. Base year data was collected from surveys administered to students, their parents, teachers and principals. Follow up-data was collected in 1990, 1992, 1994 and 2000.

The findings of the study suggested that schools that are effective in promoting student learning are not necessarily effective in reducing dropout or transfer rates. "Failure to use other complementary measures of school performance in addition to test scores could lead to erroneous conclusions about which schools are effective and what characteristics promote school effectiveness (Rumberger and Palardy, 2005, p. 26). Given these results Rumberger and Palardy, suggest that, along with test scores, dropout and transfer rates should be used to judge school performance. "Moreover, policies designed to improve test score performance could hurt performance in other areas (Rumberger and Palardy, 2005, p. 24)." Important findings that emerged from the study include: (a) schools have relatively small effects on student learning in comparison with student background characteristics, and (b) differences in the background characteristics of students account for more than half of the variability in student learning and attrition rates and almost none of the variability in transfer rates. In addition, Rumberger and Palardy (2005) found that different school factors were associated with different measures of school performance. The two factors that had significant effects on all four indicators were proportion of students from non-traditional families and mean achievement of students in the eighth grade.

The study has several implications for educational policy. First, school accountability systems that rely solely on test scores provide an incomplete indication of school performance. This suggests that schools should be accountable for all of the students who enter, not only those who remain. Another implication is that policies designed to improve performance in one area may lead or cause worse performance in another area. The implication is that one size does not fit all-certain students may benefit from attending larger schools while other students may benefit from attending mid-size schools.

Goldrick-Rab and Mazzeo (2005) explained what No Child Left Behind (NCLB) means for college access. They authors examined evidence of school-based accountability on college participation. Although NCLB is geared toward change in K-12 education, there are implications for postsecondary education. Goldrick-Rab and Mazzeo (2005) began their report with a summary of research on the important factors associated with student success and participation. According to the authors, students who engage in more rigorous high school course work, have higher grade point averages and are more likely to go on to college (Goldrick-Rab and Mazzeo, 2005). Students who enter college immediately after high school are more likely to make a smooth transition into college. Students who engage in college preparation programs and receive adequate counseling are more like to attend and participate in college.

> "despite of having identified many factors that contribute to college participation, researchers and practitioners have not yet learned how to successfully close all of the racial, ethnic and income gaps in college participation… The persistence of these gaps raises questions about the understudied contributors to college participation, such as the role of school characteristics and in particular state, local and school level policies (Goldrick-Rab and Mazzeo, 2005, p. 109).

Light and Strayer (2002) provided empirical evidence to help address the issues of affirmative action and its effects of college attendance and graduation decisions. Using a nationally representative sample of individuals who made college decisions between the Bakke and Hopwood rulings, the authors attempted to predict the probabilities of college attendance and completion. Light and Strayer (2002) used data derived from 7,077 respondents that met the

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following criteria: First, the respondents must have graduate high school by 1993. Second college attendance decisions must have been made during the observational period. The sample was divided equally between men and women. Among the 7,077 respondents, 2,754 were classified as college goers and 4,323 respondents were deemed as non-college goers. An attempt was made to examine race differences in college attendance and completion.

The findings of Light and Strayer's (2002) study suggest minorities are more likely than whites to attend college of all selectivity levels. Second, ignoring the effects of observed factors, the authors found that minorities are more likely than their white counterparts to graduate from college. Lastly, when considering unobserved factors and observable factors, the authors found lower graduation rates for minorities than whites (Light and Strayer, 2002).

Chavous (2000) conducted a study that examined relationships of students' background, racial identity and perceived ethnic fit (PEF). The author hypothesized that PEF would be related to (a) a greater match between pre-college racial composition and college racial composition, and (b) more social involvement in group-affirming organizations. PEF was also expected to mediate the relationship between racial ideology and organizational involvement. In addition, the above relationships would be moderated by racial centrality. Participants were 46 African American males and 118 African American females. The participants completed a demographic measure, the Multidimensional Inventory of African American Identity (MIBI), and the Perceived Ethnic Fit scale. Multiple regression analyses along with separate regression analyses were performed to analyze the data.

The findings of the study indicate that students' beliefs regarding race may be a stronger influence on college experiences than demographic characteristics. In addition, the strength of one's ethnic identification was related to a student's perceived ethnic fit and organizational involvement, and centrality was important in the relationship between racial ideology and PEF as well as the relationship between ideology and organizational involvement. The study suggests that overall, race centrality plays a complex role in the social behavior of African Americans and

that African American students may participate in organizations for reasons of professional development and advancement.

Freeman (1999) conducted a longitudinal study on a group of 21 students to investigate admission to, adjustment in and transition from higher education. The criteria used to assess the sample population included type of institution, geographic distribution and sex. All of the students graduated in the top six of their class and scored between 850 and 1400 on the Scholastic Aptitude Test. A semi structured interview protocol was used to gather data for the study. A qualitative inquiry method was used to assess the students' experiences throughout their college tenure. The findings of the study suggest that students found the mentoring relationship extremely important to the initial adjustment to their institution. The students reported that a good mentor was someone who encouraged them and someone they could trust. Additionally, the students reported that a good mentor was not comfortable leaving you on the same level. A good mentor challenges students. One common element among the students was they all attributed their academic success to mentoring.

A study conducted by Witherspoon, Speight, and Thomas (1997) examined the extent to which racial identity self-esteem and academic self-concept were related to academic achievement. The purpose of the study was to explore the psycho-socio-cultural variables related to African American students' performance. The study's objectives were to examine the extent, to which racial identity, self-esteem, and academic self-concept could predict academic success. Another objective was to look at the interplay of family and colleague support on school performance. The following research questions were examined: (a) what is the relationship between various racial identity attitudes, self-esteem, academic self-concept, and grade point average (GPA), (b) what are the students' perceptions of family and peer support, and (c) what is the best predictor model of GPA (Witherspoon et al., 1997)?

The sample population consisted of the 86 African American high school students, in the Upward Bound program, whose ages ranged from 12 to 18 years. The instruments used were a

brief demographic questionnaire, the Personal Orientation Inventory (POI)/Self Regard subscale, the Academic Self-Concept Scale (ASCS), and other types of inventories. The students were divided into two groups. The surveys were administered, to the first group, during a weekly meeting. The second group was given individual packets and parental consent forms. The only directions giving were to complete the surveys.

The findings showed that gender was found to be significantly related to GPA. African American females had higher GPAs than African American males. Self-esteem and academic self-concept were correlated. When self-esteem increase so did academic self-concept. Overall, the study found that there are within group differences in racial identity attitudes of African American high school students that may relate to school performance (Witherspoon et al., 1997).

Stanton-Salazar and Dornbusch (1995) conducted a study that examined data on the information networks of a selected sample of 205 Mexican-origin high school students. The authors explored "the relation between the educational and occupational goals of Mexican-origin high school students, their academic performance, and their reported social ties with institutional agents (Stanton-Salazar and Dornbusch, 1995)." The authors formulated the following five hypotheses:

> 1) The level of social capital in the student's network is positively related to the socioeconomic background of the student's family. 2) The level of social capital inherent in the student's network is positively related to the student's proficiency in use of English, with English serving as a proxy for the accumulation of cultural capital. 3) Students with higher grades report information networks characterized by greater social capital. 4) Students with higher educational and occupational expectations also report greater social capital. 5) The relation between status expectations and social capital is stronger for working-class minority students than for middle class minority students Stanton-Salazar and Dornbusch (1995).

Stanton-Salazar and Dornbusch (1995), sample consisted of 2005 Mexican-origin students from six high schools in middle and high-income white majority areas. The authors held semi-structured interviews to determine the student's social support networks. Questions were asked about four principle classes of social support, which included material, emotional crisis, peer interaction and informational support. Stanton-Salazar and Dornbusch (1995) focused on

informational support for the purpose of this article. The findings of the study suggested that Mexican-origin students with higher grades and expectations would generally have greater social capital, than their Mexican-origin counterparts with lower grades and expectations. Additionally, Stanton-Salazar and Dornbusch (1995) found that the lower SES Spanish-dominant students in the sample have yet to acculturate sufficiently. Finally, the findings suggested that bilingual students might have advantage over working-class, English dominant students in gaining access to social capital.

Davis (1994) study attempted to understand the relationship between students' background, college-level factors, and academic performance in college by examining how these factors differentially affect African American males attending historically black and predominately white colleges and universities. In addition, Davis's (1994) study examined the perceived social support and its contribution to college student achievement. Earlier studies suggest that perceived social support is a significant predictor of outcomes for black college student achievement. Davis (1994) used a comparative analysis of black males attending predominately white and historically black colleges to examine variations on college performance. The analysis is confined to academic achievement as measured in terms of college grades. The predictor variables are placed in three groups, academic and personal background factors, racial congruency factors, and college-level environmental factors. A sample of 742 black males was drawn from a previous survey that had a sample of 4,094 students who attended 30 colleges and universities in the southern and mid-Atlantic states and who completed the Student Opinion Survey. T-tests and a set of hierarchal regression analysis were conducted to discover the incremental effects of the three groups of the independent variable.

The results of Davis's (1994) study suggested, with the exception of peer relations, significant differences were found in all the variables. For example, students attending HBCUs reported significantly higher GPA's than their peers on predominately-white campuses. African American male students, who attended HBCUs, were more integrated into academic life,

received better grades and perceived that their colleges provided more institutional support. Interestingly, African American males at predominately-white institutions who had positive perceptions institutional support, studied harder, and had stronger peer relations, but they did not necessarily have higher levels of achievement. Overall, the study suggested that the perceptions that an individual has about an institution of higher learning should not be interpreted as a basis for assuming direct connections to a students' performance. African American students regardless of the type of college they attend, have common needs for support and integration. "Consequently, this implies that all universities should provide services that meet these needs more effectively (Davis, 1994)."

Grites (1979) identified some less obvious social and psychological conditions facing new freshman. The pressures that confront new college students are: a larger more complex environment, a sense of responsibility, achievement and expectation and loneliness. These pressures can be alleviated if high school counselors provide relevant information on issues such as behavioral responsibilities and consequences of bad choices, and stress the responsibilities that students have in selecting the appropriate classes. Grites (1979) also states that secondary counselors should focus more on academic and career guidance than on routine clerical tasks. For the college advisor, Grites (1979) recommends comprehensive orientation programs and the development of an awareness program that focuses on other campus's resources.

Although Social Economic Status (SES) is a strong determinant of who goes to college, it does not determine who graduates. Eckland's (1964) study presented evidence that social class and college graduation are in fact significantly related. He explained that only a handful of studies have shown a moderate degree of correlation between social class and college performance. After a student gets to college he has already overcome most of whatever handicaps his home environment offered; once there, his chances of graduating are much more dependent upon his ability and much less upon his family background than were his chances of getting into college in the first place (Eckland 1964). Social class and college graduation are in fact, significantly related.

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Students generally have positive perceptions of advising. Positive experiences or perceptions reinforce commitment to college completion and negative experiences enhance the likelihood of attrition. Students typically appreciate and use academic advising services (Amos, 1988). Students with higher levels of self-esteem are more likely to have positive meetings with their advisors. Students who interact frequently with advisors show increased satisfaction and are more likely to have higher GPAs (Hester, 2008).

After careful review of the literature, several common themes have surfaced. First participation, retention and the college completion rates for minorities are dismally low (Maldonado et al, 2005). "Colleges that enroll many poorly prepared students or students who are working or have family or financial responsibilities that compete with college are likely to have lower graduation rates (Scott et al, 2006). It does not matter if a student attended a public or private college or university, participation, retention and completion rates are problematic. Public institutions are either equivalently or more effective than private colleges and universities (Scott et al, 2006). African American students who attend HBCUs tend to have lower graduation rates than students who attend the nation's highest ranked institutions (JBHE, 2005). This is a disturbing finding, since HBCU were established to educate African American students. The reasons cited for the low graduation rates include low-incomes, inadequate endowments and insufficient financial-aid packages.

Other studies indicate that low participation, persistence and completion rates are due to the lack of acceptance of African Americans. African American students at predominately-white institutions experience a high degree of isolation, alienation and hostility (Cuyjet, 2006, Love, 1993, Allen, 1992). Many African American students at predominately-white institutions report that their relationships with faculty and peers are negative (Davis, 1994). African American male students struggle to connect to institutions in the face of stereotyping and negative perceptions (Cuyjet, 2006). Students especially African American students who perceive that they are being

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supported by their university will be less reluctant to avoid informal contact with faculty and administration (Davis, 1994) and more likely to develop social networks. Stanton-Salazar (2001) examined the phenomena of connectedness, networks and social webs. What was particularly disturbing was that the process of social support was frequently short-circuited, by psychological orientations that prevented individuals from seeking either help or rendered them unreceptive to support.

The ways to improve participation, persistence and success include: 1) demanding that institutions become more accountable (Carey, 2004), 2) involving family or the students unofficial familial structure in the education process (Herndon and Hirt, 2004) and 3) developing stronger institutional, familial and mentor networks (Herndon and Hirt, 2004, Stanton-Salazar, 2001, Tinto, 1993). In addition to the preceding ways to improve participation, retention and success, Frost (1991) and Metzner (1989) suggested that high quality advising encourages success, which leads to the second common theme. Moreover, when school personnel become genuinely supportive, they carry the potential to transform a student's life chances in very positive and lasting ways (Stanton-Salazar, 2001).

The second common theme is that several affinity factors contribute to student success. The factors include social capital, engagement, networking and relationships. Students who find ways of engaging with faculty, staff and other students are more likely to persist and attain their academic goals (Gardenhire-Crooks et al, 2010).

> Five conditions stand out as supportive of retention, namely expectation, advice, support, involvement and learning… Students are more likely to persist and graduate in settings that expected them to succeed…Students are also more likely to persist and graduate in settings that provide clear and consistent information about institutional requirements and effective advising…Students are more likely to persist and graduate in settings that provide academic, social and personal support… Students are more likely to persist and graduate in settings that involve them as valued members of the institution… Students are more likely to persist and graduate in settings that foster learning (Tinto, 1987).

Parental support, socio-economic-status and peer support attribute to increased participation, retention and success. Families lay the groundwork for success long before

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students get into college. They often provide the extra push to spur students on to academic success (Herndon & Hirt, 2004, Cuyjet, 2006).

A third salient theme was that high quality advising is a determinant of student success. High quality advising is student centered, timely, effective, confidential, honest and ongoing. It meets both the students' and institution's needs. It creates a positive relationship between the institution and the students. Advising improves and maximizes the student's chance to graduate and it increases participation, retention and success (Bourdon and Carducci, 2002). Moreover, advising relationships profoundly affects students' professional development beyond their degree program (Scholosser et al, 2003).

According to Hunter and White (2004), quality-advising programs have the following characteristics: a mission statement, standards and values, advising structures, leadership with authority, professional staff, and technology. They believe that the challenge is to create an academic advising system that students, faculty, staff and administrators view as essential, not peripheral, to the educational experience.

Finally, student success varies across groups and there are many different routes that lead to success (Perna and Thomas, 2006). Several milestones are indicators of success. These milestones include the completion of high school, high school GPA, enrollment in college, college GPA and the completion of the first year of college (Perna and Thomas, 2006, Goldrick-Rab and Mazzeo, 2005, Corey, 2004). The completion of the first year of college is often cited as a reliable an indicator of success. However, Brown notes that nearly half of all withdrawals occur after the second year (Brown et al, 2009). Moreover, students who enter college immediately after high school and receive adequate advising are more likely to make a smooth transition into college and are more likely to participate and stay in college (Goldrick-Rab and Mazzeo, 2005).

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CHAPTER 3

METHODOLOGY

3.1 Introduction

The main purpose of this study was to discover the processes that influence AAMCSs' perceptions of academic advising. The study employed both quantitative and qualitative methodologies. The procedures that were followed are included in the following sections: Research Design, Instrumentation, Sample and Participant Selection, Data Collection, Data Analysis, Study Limitations and finally Trustworthiness of the Study.

3.2 Research Design

3.2.1 Quantitative Hypotheses Statements

The initial phase of the study involved the quantitative analysis of survey data collected from 225 AAMCSs. There were five hypotheses addressed in this study:

Hypothesis 1: There is no significant relationship between AAMCSs' perceptions of academic advising and engaging in academic advising.

Hypothesis 2: There is no significant relationship between AAMCSs' perceptions of academic advising and the practices of the advising center.

Hypothesis 3: There is no significant relationship between AAMCSs' perceptions of academic advising and the practices of the advisor.

Hypothesis 4: There is no significant relationship between AAMCSs' perceptions of academic advising and the advice that they receive from family or from an advisor.

Hypothesis 5: There is no significant relationship between AAMCSs' perceptions of academic advising and affinity factors (family, peer and social connections).

In this study, the dependent variable in hypothesis1 was the perceptions of AAMCSs. The independent variable in hypothesis 1 was engaging in academic advising. Engaging in academic advising was defined as the number of times that a student met with an advisor. Student classification was included in hypothesis1 as a grouping variable.

In hypothesis 2, the dependent variable was the perceptions of AAMCSs. The independent variables of hypothesis 2 focused on practices of the advising center. Practices at the advising center included the following independent variables: friendliness of the staff, helpfulness at the advising center, recommending the advising center, knowledge of academic programs, providing academic and career information, providing a detailed graduation plan, knowledge about other campus services, orientation held, location of the advising center, hours of operation, and retention of students. In this study, each explanatory variable was coded. A five point discreet scale, with choices ranging from 1 being strongly disagree, 2 being disagree, 3 being neutral, 4 being agree and 5 being strongly agree was utilized.

The dependent variable in hypothesis 3 was the perceptions of AAMCSs. The independent variables of hypothesis 3 focused on the practices of the advisor. They included helpfulness of the advisor, the advisor caring about the future of the student, preparation for a career, preparation for graduation, having the same advisor throughout the student's college tenure, developing a rapport with the advisor and student needing an advisor. Again, each explanatory variable was coded and a five point discreet scale was used. This process was used throughout the analyses.

The dependent variable in hypothesis 4 was the perceptions of AAMCSs and the independent variables were receiving advice from their advisor and receiving advice from their family.

The dependent variable in hypothesis 5 was perceptions of AAMCSs. The independent variables were affinity factors, which include family support, family influence, family expectations, peer support, mentor support, involvement with social groups and personal relationships.

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3.2.2 Qualitative Research Questions

The following research questions were used to guide the study:

1. What are AAMCSs' perceptions of advising?

2. Does academic advising contribute to students continued participation?

   a. To what extent are positive perceptions of advising more likely to contribute to AAMCSs participation or persistence in college?

   b. Is academic advising helpful or meaningful to AAMCSs who are receptive to academic advising?

3. To what extent are affinity factors more likely to contribute to AAMCSs participation or persistence (continued participation) in college?

These three questions posed a relationship between perceptions of AAMCSs, advising, participation or persistence in college, and affinity factors.

3.3 Instrumentation

In this study, two instruments were used to collect data. The first instrument was designed to collect quantitative data and the second was designed to collect qualitative data. The use of quantitative and qualitative methodologies permitted two types of analyses, one inductive and the other deductive. The quantitative methodologies included frequencies, cross-tabulations, correlations, and regressions. The qualitative methodology focused on discovering new phenomena that was grounded in the data.

3.3.1 Quantitative Instrumentation

3.3.1.1 Survey Data

A common method of collecting information or data is by asking participants questions and analyzing their answers. The inquiry can be in many forms, i.e. focus group or individual interviews, but survey questionnaires are typically used (Fowler, 2009). In this study, a questionnaire was used to collect quantitative data to examine AAMCSs' perceptions of advising, advising center practices, advising practices and affinity factors (See Appendix A). The survey

provided data on what exists and data on relationships between variables. Survey research involved a number of steps including planning, sampling, construction of the data-gathering instrument, implementation of the survey and processing the data (Ary et al, 1985). The survey data assessed whether academic advising was indeed necessary for AAMCSs. Data collected from a fraction or sample of the population was used to make inferences about a target population. Data was collected from 225 AAMCSs.

The survey instrument contained four sections. The dependent variable AAMCSs' perceptions (PERCEP) were measured using a five-point discreet scale with choices ranging from negative, somewhat negative, neutral, somewhat positive to positive. Section 1 was devoted to student demographics. The questions focused on students' perception of advising, age, HS GPA, college GPA, college classification, high school and college attended. Additional, questions included college major, parental education attainment, total yearly household income, number of times student met with advisor, student involvement and employment status.

Section 2 of the survey was devoted to advising center practices. This section contained eleven statements and used a discreet scale to measure advising center practices. Group statements with similar themes and a natural order of choices (i.e. strongly disagree to strongly agree) reduced incidents of habituation (Creative Research Systems, 2002). In this section, the dependent variable was perceptions (PERCEP) of the AAMCSs. Each statement in the questionnaire was coded and appeared as explanatory variables. The following statements explained the independent variables:

1. The staff at the advising center is friendly and helpful (stfrien1).

2. After leaving the advising center, I feel that I have been helped (helped2).

3. The advising center is the place that I would recommend to students who are about to drop out (recomm3).

4. The staff at the advising center is knowledgeable about academic programs within the college (knowled4).

5. I receive academic and career information at the advising center (inform5).

6. The advising center provides a detailed graduation plan for my program (grad6).

7. The advising center staff knows about and refers students to other on campus programs (i.e. tutoring) (refers7)

8. Student orientations are held throughout the year (orienta8).

9. The advising center is centrally located (located9).

10. The advising center's hours of operation are convenient for students (hours10).

11. At the college that I attend, retaining students is important (retain11)   (See Appendix A).

Section 3 was devoted to advising practices and used a discreet scale to assess advisor practices. This section contains 15 statements regarding advising practices. Again, PERCEP of AAMCSs was the dependent variable. Each statement was coded and appeared on the survey as the following independent variables:

12. When meeting with my advisor I feel the sessions are helpful (advhelp12).

13. My advisor cares about my future (cares13).

14. When making important decisions I seek the advice of my advisor (inform14).

15. Advising is the key to graduation (key15).

16. Advising programs are the keys to staying in college (key16).

17. My program of work is clear and unambiguous (progr17).

18. Academic advising is to be avoided (avoid18).

19. I would recommend advising for all students (recomm19).

20. The classes that my advisor recommended are preparing me for a career (recomm20).

21. I am taking or have taken the classes that my advisor recommended (recomm21).

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22. Academic advising is supposed to increase my chance for graduation (grad22).

23. The advising staff at the college I attend is concerned about me graduating (grad23).

24. I have had the same advisor throughout my college tenure (tenur24).

25. I have developed rapport with my advisor (rappor25).

26. I do not need an advisor (advno26) (See Appendix A).

Section 4 was devoted to affinity factors. This section contained 19 statements regarding family and peer influence. AAMCSs' PERCEPs was the dependent variable. Each statement was coded and appeared as the following explanatory variables:

27. My family supports my higher education efforts (family27).

28. Higher education is important to my family (family28).

29. My family is influential in my academic decisions (family29).

30. My family is influential in my personal decisions (family30).

31. When making important decisions I seek the advice of my family (family31).

32. I seek the advice of my family before I consult with my advisor (family32).

33. My parents expect me to succeed in college (family33).

34. My peers are supportive of my higher education efforts (peers34).

35. My peer group provides academic, social and personal support (peers35).

36. I have friends on campus with similar backgrounds and families as mine (peers36).

37. I have mentors that support my educational endeavors (peers37).

38. I am involved with a peer or social group on campus (peers38).

39. I am involved with a peer or social group off campus (peers39).

40. I have developed a close personal relationship with other students (peers40).

41. I am progressing ahead of my peers (peers41).

42. I believe that I will graduate college (grad42).

43. My decision to attend college was influenced by advising (influ43).

44. My decision to attend college was influenced by peers (influ44).

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45. I believe that I will complete a(n): some college, AA (AS, AAS), BA (BS) MA (MS, M.Ed.) or PhD (Ed.) (grad45) (See Appendix A).

3.3.2 Qualitative Instrumentation

3.3.2.1 Exploratory Research/Grounded Theory

Exploratory research can provide significant insight into a given situation. The goal of exploratory research is to learn about and to investigate social phenomena. At times, this methodology is referred to as a Grounded Theory approach to qualitative research. Grounded Theory is a general methodology for developing theory that is grounded in data, systematically gathered and analyzed (Strauss and Corbin, 1998). It is the discovery of theory from data that provides us with relevant predictions, explanations, interpretations and applications (Glaser and Strauss, 2009). The basic tenet of this approach is that theory must emerge from the data (Glaser and Strauss, 2009 and Strauss and Corbin, 1998). The approach purports to be inductive rather than deductive. Grounded Theory operates almost in the reverse of the scientific method. This study used Grounded Theory to investigate social phenomena that was attributed to AAMCSs' perceptions.

3.3.3 Individual Interviews

Face-to-face individual interviews were conducted to assess and extract data from AAMCSs. The interview instrument (See Appendix B) contained the questions for the individual face-to-face interviews. Face-to-face interviews allowed the researcher to be up close and personal, and allowed for the extraction of rich data. In qualitative research, the researcher can learn the most by participating and being immersed in a research study. A series of open-ended questions were developed to discover elements that examined the perceptions of AAMCSs (See Appendix B). The open-ended questions permitted free responses from the participant rather than restricted responses and helped to identify common themes, the motivating forces and the participant's frame of reference.

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<u>3.4 Sampling and Participant Selection</u>

3.4.1 Quantitative Sampling

Quota sampling was used to select the participants for the survey. "Quota sampling involves the selection of typical cases from diverse strata of a population. The quotas are based on known characteristics of the population to which one wishes to generalize (Ary et al, 1985)." For this study, a quota of 225 AAMCSs was established. The principal investigator was free to choose any respondent as long as the quota was met. Elements were drawn so that the resulting sample was a miniature approximation of the population with respect to the selected characteristics.

The steps in that were followed in this study are listed below:

1. For the bases of stratification, determine the number of variables, strongly related to the question under investigation. Variables such as sex, age, education are frequently used. For this study, the principal investigator determined that AAMCSs were to be used as the bases for stratification (Ary et al, 1985).

2. Using census or other available data, specify the size of each segment of the population (Ary et al, 1985). Using 2008 academic enrollment data from a large two year institution in the southwest the size of each segment of the institutions population was found (IPEDS, 2010). The institution had a total student enrollment of 37,948. Men accounted for 15,507 of the total student population. AAMCSs accounted for 1,942 or 19.5%.

3. Quotas for each segment of the population were proportional to the size of each segment. An online statistical calculator was used to determine an appropriate sample size (Creative Research Systems, 2001). With a population of 1942 AAMCSs, a confidence level of 95%, and a confidence interval of six, the suggested sample size was 235. A total of 241 surveys were collected; 16 were discarded due to participants not signing the informed consent document.

4. Finally, select typical cases from each segment or stratum of the population to fill the quotas (Ary et al, 1985).

3.4.2 Qualitative Sampling

Immediately after each survey administration, the participants were asked to participate in an individual face-to-face interview. Because of time constraints, two individuals from each survey collection were asked to participate in the face-to-face interview. A total of 11 participants volunteered for the interviews. Each face-to-face interview took approximately 20 minutes.

3.5 Data Collection

Data collection occurred in two stages. The first stage was the distribution and collection of survey data and the second stage was face-to-face interviews.

3.5.1 Distribution of Surveys and Collection of Data

Prior to the administration of the survey, a thorough explanation of the study was provided to each participant through the reading of a script (See Appendix C). After the reading of the script, the participants were asked to complete an informed consent form that stated that they understood the purpose of the study and that no harm would be done by completing the survey (See Appendix D).

Because the nature of qualitative research requires interaction with individuals, ethical issues were considered during the data collection. Using guidelines from Miles and Huberman (1994), the principal investigator considered the following issues: 1) Do participants have full knowledge of what is involved and have they given consent? 2) Is there harm or risk involved or will the study harm participants. 3) Is the researcher being truthful in presenting data? 4) Privacy, confidentiality, and anonymity; Does the study intrude into group behavior?

The survey administration occurred Monday through Thursday during the months of June and July 2010. The participants met in the "Common Area" of the community college. During this time, the purpose of the study was explained, survey instructions were given (See Appendix C), and the informed consent documents were signed (See Appendix D). The survey was then administered. The completion of the survey took approximately 10 to 20 minutes depending on

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the participant. The individual interviews took approximately 20 minutes and were recorded, transcribed and coded based upon the tenets of Grounded Theory.

3.6 Data Analysis

In this study, the quantitative analysis was completed first and then the qualitative data was transcribed, coded, and analyzed.

3.6.1 Quantitative Analysis

The quantitative analyses included performing the following statistical tests: Frequencies, cross-tabulations, correlations, and regression analyses. Frequencies were run for the demographic and personal data section of the survey. To determine the variables that were significant and to test hypotheses 1, 2, 3, 4 and 5, a regression analysis was conducted. Three unrestricted models were developed to investigate: 1) AAMCSs' perception of advising and practices of the advising center, 2) AAMCSs' perception of advising and practices of the advisor, 3) AAMCSs' perceptions of advising and affinity factors. The regression method seemed to be the most suitable and practical technique for the data analysis and hypothesis testing. A regression analysis allowed the researcher to ask; "What is the best predictor of AAMCSs' perceptions based on advising center practices, advising practices and affinity factors?" The purpose of the study was to examine AAMCSs' perceptions using advising center practices, advising practices and affinity factors. The resulting output revealed a number of things. First, it demonstrated how much the variance of AAMCSs' perceptions was accounted for by the joint predictive power of advising center practices, advising practices and affinity factors.

In this study a regression analysis demonstrated how well advising center practices, advisor practices and affinity factors predicted the perceptions of AAMCSs. In addition, the regression provided a measure of how well future outcomes are likely to be predicted by the model. A model was developed for each section of the survey. An examination of the *t* helped to eliminate certain variables. A restricted model was then developed. Variables that were used for

the restricted models were selected based upon $t \geq \lvert 1.5 \rvert$. To test the hypotheses an Analysis of Variance (ANOVA) and the R^2 form of the F statistic was used.

3.6.2 Qualitative Analysis

The first stage in the qualitative data analysis focused on the recorded face-to-face interviews. Based on Grounded Theory; the responses were coded, grouped into similar concepts, and then categorized. The qualitative analysis followed this model:

Participant response$\rightarrow$ code (label)$\rightarrow$ concept$\rightarrow$ category (axial coding)$\rightarrow$ analysis

(selective coding/substantive theory created)

This was a five-step process. The first step involved the transcribing of the recorded interview. After the transcribing of each recorded interview, the responses were marked with codes. The third step included grouping codes into similar concepts, from the similar concepts categories were formed, which were the bases for analysis and for the creation of theory.

3.7 Study Limitations

There were quantitative and qualitative limitations to the study. Nykiel (2007) explained that quantitative results are limited as they provide numerical descriptions rather than detailed narratives and generally provide less elaborate accounts of human perception. Another quantitative limitation was that standard questions could lead to structural bias. These limitations were considered and a qualitative methodology was included to provide in-depth probing and to lessen the effects of structural bias. There were several limitations with the qualitative methods. These limitations include researcher bias, problems with measurement and sample bias. Structural bias occurs when answer choices are limited. Sample bias occurs when certain groups are omitted from the sample.

3.8 Trustworthiness of the Study

Trustworthiness of a study relates to the credibility and objectivity in the collection, reporting and analysis of data (Ely et al, 1991). To ensure the trustworthiness of this study, several steps were taken. First, all of the participants were allowed to view the interview and

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survey questions prior to the interview and survey administration. Secondly, each participant signed an inform consent form and had the opportunity to withdraw from the study at any time. Finally, at the end of each interview, participants were allowed to listen to the recording and review the final transcript to ensure that their comments reflected their perceptions. The participants were also given the opportunity to make additional comments at the end of the recording. The key points and comments that the participants made were then summarized. The participants could have added, changed or deleted commits if they desired.

3.8 Summary

The purpose of the study was to examine AAMCSs perceptions of advising. This study employed both quantitative and qualitative methodologies to collect, investigate and analyze data. The initial phase of the study involved the quantitative analysis of survey data collected from 225 AAMCSs. There were five hypotheses addressed in this study. The quantitative methodologies included frequencies, cross-tabulations, and regressions. The qualitative methodology focused on discovering new phenomena that was grounded in the data. Three research questions were posed to narrow the focus and guide the study. This study used Grounded Theory methods to investigate social phenomena that were attributed to AAMCSs' perceptions. Data collection occurred in two stages. The first stage involved the distribution and collection of survey data and the second stage was face-to-face interviews. The results of the study are discussed in Chapter 4.

CHAPTER 4

STUDY RESULTS

4.1 Introduction

Earlier studies have found that students who receive academic advising have positive perceptions of advising and are more likely to participate, stay in college, and complete milestones that eventually led to success (Bourdon and Carducci, 2002, NACADA, 2000, Frost, 1991 and Louis et al, 1984). However, these studies have focused on both male and female students and largely omitted the growing population of minority students, specifically AAMCSs. The chapter is divided into two sections. The first section presents the quantitative results and includes frequencies and hypotheses testing. The second section presents the qualitative results, which includes responses from the face-to-face interviews, coding and qualitative data analysis.

4.2 Quantitative Findings

From June to July 2010, 225 AAMCSs completed and returned the survey questionnaire that consisted of a demographic section and 45 survey questions (See Appendix A). The questions addressed key areas as outlined in the literature including student perceptions of the advising center, advisor practices, and affinity factors (family, peer and social connections).

The internal consistency of the questionnaire was demonstrated by the Cronbach's alpha: all items .890 (44 items), advising center practices .760 (11 items) advisor practices .825 (15 items), and affinity factors .815 (18 items). Cronbach's alpha will generally increase as the inter-correlations among test items increase. It determines the internal consistency or average correlation of items in a survey instrument. The alpha coefficient for the variables, suggests that the items in the survey have a relatively high internal consistency.

The respondents' demographic profiles are consistent with the focus of the study. All of the respondents attended a two-year institution whose mission and focus is on awarding an associate's degree and preparing students to transfer to a four-year university. All 225 respondents reported that they were male and identified themselves as either black or African American. One of the respondents stated that he was of mix race, black and white; however, he considered himself black and was allowed to participate in the study.

The age variable was divided into three categories. The most frequently reported age category was 18 to 20 (50.3%). More than half of the respondents reported an age of 18 to 20 (See Table 4.1). This was not a surprising finding, since the most frequently reported age of two-year college students in the United States was 14 to 19 years of age (US Census, 2010). The second most frequently reported age category in the survey was 21-25 (26.9%) and the third was 26 plus years (22.8%). The National Center for Education Statistics found that 26% of students attending community colleges are older than 24 years of age (Cuyjet et al, 2006). The age data in this study was consistent with data in other studies (U.S. Census, 2010, and Cuyjet et al, 2006).

Table 4.1 Participants Age

	AGE	Frequency	Valid Percent
Valid	18-20	99	50.3
	21-25	53	26.9
	26+	45	22.8
	Total	197	100.0

A comparison of the AAMCSs' high school and college GPA revealed that they reported having a higher GPA in high school than in college. There appears to be a significant decline in GPA for the respondents after they entered college; 43.8 % of the respondents had self-reported high school GPAs of 3.0-3.5, whereas 28.5 % of the respondents self-reported having a college GPA of 3.0-3.5 (See Table 4.2 and Table 4.3). Research suggests that the single best predictor of college persistence is high school GPA (Tinto, 1993 and Frost, 1991). "Students whose high

school grades are below a given level and who have experienced difficulty in meeting the academic demands of college might be classified as being more "drop out prone" (Tinto, 1993)." Maintaining the same GPA in college as in high school may be difficult; however, it could be vital to AAMCSs' success.

Table 4.2 High School GPA

HSGPA		Frequency	Valid Percent
Valid	0-1.9	2	1.0
	2.0-2.5	23	11.9
	2.6-2.9	44	22.7
	3.0-3.5	85	43.8
	3.6-3.9	37	19.1
	4.0	3	1.5
	Total	194	100.0

Table 4.3 College GPA

CGPA1		Frequency	Valid Percent
Valid	0-1.9	17	10.2
	2.0-2.5	36	21.8
	2.6-2.9	45	27.3
	3.0-3.5	47	28.5
	3.6-3.9	18	10.9
	4.0	2	1.2
	Total	165	100.0

The most frequently reported college classification was freshman at 44.1% and sophomores at 39.3% (See Table 4.4). Juniors and seniors accounted for 16.6% of the respondents. Again, this is a reasonable finding since the institution at the center of the study is a two-year college. Students are classified at the beginning of the semester and the classification is based on the number of credits earned. Students who have 0-29 semester hours are classified as freshmen. To be classified as a sophomore a student must have 30-59 semester hours. Juniors must have 60 to 89 semester hours and seniors must have over 90 hours.

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Table 4.4 College Classification

CLASS		Frequency	Valid Percent
Valid	Freshmen	93	44.1
	Sophomore	83	39.3
	Junior	23	10.9
	Senior	12	5.7
	Total	211	100.0

The most frequently reported highest level of education obtained by a parent was some college (See Table 4.5). The results show that 37.8% of the respondents reported that their parents had some college education, but did not complete a degree. This correlates with the national and local problem of attrition, which is one of the issues at the center of the study. A surprising result was that 10% of the participants reported that the highest level of parental education was less than high school. This finding appears to be somewhat higher than the 2008 national average, which was 8%. In the United States, the high school dropout rate declined from 14% in 1980 to 8% in 2008 (U.S. Department of Education, National Center for Education Statistics, 2010). Students whose parents have a college degree are more likely to earn a college degree than students whose parents do not have a degree (Cuyjet et al, 2006).

Table 4.5 Highest Level of Education Obtained by Parent

PEDUC		Frequency	Valid Percent
Valid	<HS	21	10.0
	HS	24	11.5
	SColl	79	37.8
	AA	23	11.0
	BA	33	15.8
	MA	25	12.0
	PhD	4	1.9
	Total	209	100.0

The most frequently reported total household income was between $50,000-$59,999; 17.9% of the participants reported an income between this range. The median household income for Tarrant County in 2008 was $56,265 (US Census, 2010). The second most frequently

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reported income was less than $20,000. This finding was most likely attributed to the participants reporting their own income as total household income (See Table 4.6). All though 225 students participated, in the study, only 196 reported Total Household Income. When asked the reason for the omission the respondents stated that they did not know their families total household income.

Income was an important variable in this study. Family income not only influences decisions on whether a student attends college, but it also influences how much education a student intends to obtain. This in turn influences persistence (Tinto, 1993). Students who are from families with higher incomes and from high socio-economic–statuses are more likely to participate, persist and complete college (Titus, 2006 and Eckland, 1964). Students from families with high incomes do not have to work or seek employment and have the resources to purchase the items (i.e. books, materials, and tutoring services) that are needed to be successful.

Table 4.6 Total Household Income

INCOME		Frequency	Valid Percent
Valid	Less than 20000	34	17.3
	20000-29999	28	14.3
	30000-39999	31	15.8
	40000-49999	20	10.2
	50000-59999	35	17.9
	60000-69999	3	1.5
	70000-79999	13	6.6
	80000-89999	9	4.6
	90000-99999	9	4.6
	100000+	14	7.1
	Total	196	100.0

There were some interesting results, in regards to number of times that a student met with an advisor. To comply with regulations of the Texas Success Initiative, first time students are required to meet with an advisor. The Texas Success Initiative is a state-legislated program designed to improve student success in college. The majority 85.3% of the respondents stated that they had met with an advisor at least once. The most frequently reported number of times that an individual met with an advisor was one time. However, 14.7% of AAMCSs reported not

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having met with an advisor (See Table 4.7). This finding could be attributed to numerous factors; however, only three factors will be addressed: 1. Semantics played a role. Some of the participants referred to their advisors as counselors and used the word counselor instead of advisor. This was evident during a face-to-face interview with a participant (See Appendix G, P4 interview). The participant stated that he had never met with an advisor. When given the definition of an advisor, the student stated that he had in fact met with an advisor. Given the percentage of participants (14.7%) that stated that they had never met with an advisor it is reasonable to presume that other participants believed that they met with a counselor instead of an advisor. In addition, the advising center is identified as "Counseling" in the college's course catalog and phone book. 2. The second factor was due to the participants' classification. Students that have completed a semester, who are classified as sophomores, juniors and seniors, or who are taking a class to transfer are not required to meet with an advisor. 3. The third factor was that individuals "slipped through the cracks." Some participants just registered for a class that allowed them entry. This was permitted due to certain developmental courses (i.e. reading, writing and math) and career courses (i.e. computer and hotel restaurant management) not requiring placement testing or advisor permission. In addition, non-degree seeking students can take up to nine credit hours of course work without meeting with an advisor.

Table 4.7 Number of Times AAMCS Met with Advisor

NTIMES		Frequency	Valid Percent
Valid	0	33	14.7
	1	71	31.7
	2	61	27.2
	3	37	16.5
	4+	22	9.8
	Total	224	100.0

Belcheir (2000) found that the main reasons students gave for not having an advisor was that they believed they could advise themselves, and that they had never been assigned to an advisor. Metzner (1989) provided several explanations as to why students did not receive

advising. The reasons included a lack of early communication about the availability of advising services, high student-advisor ratios and/or the schedule for advising sessions (Metzner, 1989).

Meeting with an advisor has advantages. It improves student motivation and increases retention. Frequent contacts or meetings with an advisor help reduce attrition, and influences participation and persistence (Metzner, 1989). Frost (1991) gave several reasons why the influence of frequent and meaningful contacts cannot be discredited. First advising is a much needed service that is provided to students. Second, advising provides a natural setting for out of class contacts. Finally advising involves intellectual matters that influence and engage students.

The majority of the respondents 61.2% reported being employed either on campus or off campus, whereas 38.8% reported being unemployed (See Table 4.8). This is a significant finding since time management and finances are important factors in regards to meeting with an advisor, participating and being successful in college. A student who is employed has less time and is not able to meet with an advisor as often as an unemployed student. "The demands of the external workplace may be such as to direct the individual away from college-related activities. Spare time may have to be spent in furthering one's work career, not one's educational career (Tinto, 1993)." Participation and persistence are influenced by how the student negotiates time conflicts that are exacerbated by work.

Table 4.8 AAMCSs Employment Status

EMPLOYED		Frequency	Valid Percent
Valid	Employed off Campus	108	53.7
	Employed on Campus	15	7.5
	Unemployed	78	38.8
	Total	201	100.0

The majority 52.9% of AAMCSs reported having positive perceptions of advising, whereas 23.6% of the respondents had somewhat positive perceptions of advising. 17.8% of the respondents reported neutral or no perceptions or feelings of advising. Only 5.7% of the respondents reported negative or somewhat negative perceptions of advising (See Table 4.9).

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Table 4.9 AAMCSs' Perceptions of Advising

PERCEP		Frequency	Valid Percent
Valid	Negative	1	.4
	Somewhat Negative	12	5.3
	Neutral	40	17.8
	Somewhat Positive	53	23.6
	Positive	119	52.9
	Total	225	100.0

Of those individuals who were involved in student groups 25.4% had somewhat positive and 59.3% had positive perceptions of advising. Only 5.1% of AAMCSs involved in student groups had negative perceptions of advising. In regards to not being involved with student groups, 73.2% of AAMCSs reported somewhat positive or positive perceptions of advising and 6.9% reported somewhat negative or negative perceptions of advising (See Table 4.10). "Involvement is central to the success of the African American male collegian, as he is highly likely to reap a return on the investments he makes in his experience (Cuyjet et al, 2006).

Table 4.10 Involved

	Negative	Somewhat Negative	Neutral	Somewhat Positive	Positive
Involved with Student Groups	.0%	5.1%	10.2%	25.4%	59.3%
Not Involved with Student Groups	.8%	6.1%	19.8%	22.1%	51.1%

AAMCSs who were employed on campus were more likely to have positive perceptions of advising. None of the respondents, who were employed on campus, had negative or somewhat negative perceptions of advising. Those who had somewhat negative or negative perceptions of advising were either unemployed or employed off campus (See Table 4.11).

Table 4.11 Employed

	Negative	Somewhat Negative	Neutral	Somewhat Positive	Positive
Employed on Campus	.0%	.0%	20.0%	40.0%	40.0%
Employed off Campus	.9%	5.6%	16.7%	22.2%	54.6%
Unemployed	.0%	7.7%	19.2%	23.1%	50.0%

In regards to rapport, 5.3% of AAMCSs who strongly disagreed that they had a rapport with their advisor had a negative perception of advising. 85.2% of AAMCSs who strongly agreed that they had a rapport with their advisor had a positive perception of advising (See Table 4.12). A rapport with an advisor is instrumental to persistence. A positive advising relationship could be described as one in which the members have a good rapport (Schlosser, et al 2003).

Table 4.12 Rapport

	Negative	Somewhat Negative	Neutral	Somewhat Positive	Positive
Strongly Disagree	5.3%	.0%	21.1%	15.8%	57.9%
Disagree	.0%	14.0%	14.0%	27.9%	44.2%
Neutral	.0%	5.1%	26.9%	28.2%	39.7%
Agree	.0%	3.8%	13.2%	22.6%	60.4%
Strongly Agree	.0%	.0%	3.7%	11.1%	85.2%

In regards to the variable "Advisors Cares," 33.3% of AAMCSs who strongly disagreed that their advisor cared about them graduating had somewhat negative perceptions of advising, 33.3% had somewhat positive perceptions of advising and 33.3% had positive perceptions of advising. 90.2% of AAMCSs who strongly agreed that their advisor cared about them graduating, and had positive perceptions of advising (See Table 4.13).

Table 4.13 Advisor Cares

	Negative	Somewhat Negative	Neutral	Somewhat Positive	Positive
Strongly Disagree	.0%	33.3%	.0%	33.3%	33.3%
Disagree	.0%	25.0%	25.0%	25.0%	25.0%
Neutral	.0%	6.3%	35.9%	26.6%	31.3%
Agree	1.0%	2.0%	14.7%	27.5%	54.9%
Strongly Agree	.0%	2.4%	.0%	7.3%	90.2%

A more in-depth analysis of AAMCSs perceptions of advising and hypotheses testing are in the next section.

4.2.2 Hypotheses Testing

4.2.2.1 Hypothesis 1

Hypothesis 1 stated that there is no significant relationship between AAMCSs' perceptions of academic advising and engaging in academic advising. Engaging in academic

advising referred to the number of times per semester that a student met with an advisor. The findings suggested that the majority of the respondents (N=132) met with their advisors one to two times per semester (See Table 4.7).

To test hypothesis 1, a Pearson Correlation was employed and regression analysis was performed. Two variables were used for these tests, the dependent variable AAMCSs' perceptions of advising (PERCEP) and the independent variable number of times a student met with an advisor (NTIMES). The dependent variable was coded 1 for negative, 2 for somewhat negative, 3 for neutral, 4 for somewhat positive and 5 for positive perceptions. A discrete scale, with choices ranging from 1 being strongly disagree, 2 being disagree, 3 being neutral, 4 being agree to 5 being strongly agree, was used as answer selections for the independent variable.

The Pearson Correlation measured the strength of the relationship between AAMCSs' perceptions of advising and meetings with an advisor. The analysis of the Pearson Correlation yielded little to no association (r = .159) between AAMCSs' perceptions of advising and the number of times they met with an advisor (See Table 4.14).

Table 4.14 Meetings with Advisor Correlation

		PERCEP	NTIMES
Pearson Correlation	PERCEP	1.000	.159
	NTIMES	.159	1.000
Sig. (1-tailed)	PERCEP	.	.009
	NTIMES	.009	.
N	PERCEP	224	224
	NTIMES	224	224

In addition to the Pearson Correlation a regression analysis was conducted. An examination of the "Meetings with Advisor" found that the R^2 was .025; therefore about 2.5% of the variation in AAMCSs perceptions was explained by "Meetings with Advisor" (See Table 4.15). The model does not appear to be useful in making predictions. A further examination of the data provided more information.

Table 4.15 Meetings with Advisor

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.159[a]	.025	.021	.94285

a. Predictors: (Constant), ntimes
b. Dependent Variable: percep

The results of "Meetings with Advisor" provided an F statistic of 5.748. The degrees of freedom are (1, 222) the critical value is 3.84. The probability of observing a value greater than or equal to 5.748 is less than 0.017. A small value, like $p < 0.017$, provides strong evidence against the null hypothesis (See Table 4.16).

Table 4.16 Meetings with Advisor ANOVA

ANOVA[b]					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5.110	1	5.110	5.748	.017[a]
Residual	197.350	222	.889		
Total	202.460	223			

a. Predictors: (Constant), ntimes
b. Dependent Variable: percep

The findings suggested that for every one point increase in NTIMES we can predict a .111 increase in PERCEP (See Table 4.17). We can predict that an AAMCSs who meets with an advisor twice would most likely have a somewhat positive perception of advising. Somewhat positive was labeled as 4 and positive was labeled as 5. Rounding 4.257 to 4 provided a somewhat positive perception of advising (See Appendix E, Formula 1).

Table 4.17 Meetings with Advisor Coefficients

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.035	.105		38.374	.000
ntimes	.111	.046	.159	2.398	.017

a. Dependent Variable: percep

The Pearson Correlation and R^2 demonstrated a small amount of variation between AAMCSs' perceptions of advising and meetings with an advisor. The Pearson Correlation was

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.159 and the R^2 was .025. However, a closer evaluation of the F statistic provided enough evidence to reject the null hypothesis. The F statistic was 5.748 with a p value <.017. The critical value with degrees of freedom (1, 222) was 3.84. In the case of hypothesis 1, we reject the null hypothesis. There was a significant relationship between AAMCSs perceptions of advising and engaging in advising (number of times student meets with an advisor). For every one point increase or decrease in NTIMES there is a .111 change in PERCEP. The more times an AAMCS meets with an advisor the more likely he will have a positive perception of advising. This finding is consistent with a studies conducted by Hester (2008) and Schlosser et al (2003). Hester's (2008) findings suggested that the positive relationships between frequencies of advising sessions could be interpreted as a level of student satisfaction. Schlosser et al (2003) found that students satisfied with advising relationships had more individual and spontaneous meetings, whereas unsatisfied students had infrequent individual meetings with advisor. Most importantly, there is a positive relationship between frequency of advising and retention (Louis et al, 1984 and Brigman et al, 1982).

4.2.2.2 Hypothesis 2

Hypothesis 2 stated that there is no significant relationship between AAMCSs' perceptions of academic advising and the practices of the advising center. Section II of the survey was designed to address this hypothesis. Section II consisted of 11 statements pertaining to advising center practices. The statements were designed to assess AAMCSs' perceptions of advising center practices.

Multiple regression analysis using the method of least squares was the data analysis procedure. The dependent variable AAMCSs' perceptions of advising (PERCEP) was regressed against the advising center practice independent variables. The dependent variable was coded 1 for negative, 2 for somewhat negative, 3 for neutral, 4 for somewhat positive and 5 for positive perceptions. A discrete scale, with choices ranging from 1 being strongly disagree, 2 being

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disagree, 3 being neutral, 4 being agree to 5 being strongly agree, was used as answer selections for the independent variables.

An examination of the advising center practices unrestricted model summary found that the R^2 was .251; therefore about 25.1% of the variation in AAMCSs perceptions was explained by advising center practices in the unrestricted model (See Table 4.18).

Table 4.18 Advising Center Practices Unrestricted Model

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Unrestricted	.501[a]	.251	.210	.85290

a. Predictors: (Constant), retain11, recomm3, located9, hours10, orienta8, grad6, inform5, stfrien1, refers7, knowled4, helped2
b. Dependent Variable: percep

There appeared to be some evidence in the unrestricted model summary to conclude that at least one or more of the variables were useful for predicting AAMCSs' perceptions of advising based on advising center practices. To determine the predictor variables that were useful, the *t* in the unrestricted model was examined. Variables that had a t ≤ |1.5| were removed from the model (See Table 4.19).

Table 4.19 Advising Center Practices Unrestricted Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.770	.345		8.023	.000
	stfrien1	-.091	.110	-.090	-.827	.409
	helped2	.310	.108	.326	2.872	.005
	recomm3	.015	.075	.019	.207	.836
	knowled4	.135	.098	.138	1.382	.169
	inform5	.213	.083	.225	2.554	.011
	grad6	-.033	.088	-.032	-.376	.707
	refers7	.045	.098	.040	.456	.649
	orienta8	.093	.079	.090	1.179	.240
	located9	-.172	.078	-.161	-2.215	.028
	hours10	-.167	.083	-.160	-2.024	.044
	retain11	.037	.072	.037	.517	.606
Dependent Variable: percep						

Variables that had a t≥│1.5│ were selected to develop a restricted model (See Table 4.19). They included the following predictor variables: HELPED2, INFORM5, LOCATE9 and HOURS10. The variables that were removed from the unrestricted model did not appear to be relevant. To test this assumption the R^2 form of the F statistic was used. This statistic resulted in an F-ratio of 1.35, which was clearly lower than the F-critical value of 2.639. The critical value for F, with degrees of freedom (7, 204) at the 0.05 significance level is 2.639 (See Appendix E, Formula 2). Statistically the parameters for variables that appeared in the unrestricted model but did not appear in the restricted model were zero. The variables that were removed from the unrestricted model, as a group made no explanatory contribution to the model. The variables that made an explanatory contribution to the model were HELPED2, INFORM5, LOCATED9 and HOURS10.

An examination of the restricted model's summary revealed that 21.5% of the variation in AAMCSs perceptions was explained by the variables in the restricted model (See Table 4.20).

Table 4.20 Advising Center Practices Restricted Model

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Restricted	.464[a]	.215	.201	.85489

a. Predictors: (Constant), located9, hours10, inform5, helped2
b. Dependent Variable: percep

An examination of the advising center practice ANOVA table revealed that the significance level for the F statistic was 000. Small values, like p < 0.1, provide strong evidence against the null hypothesis. The restricted model ANOVA results provided an F statistics (15.009) that exceeded the critical value. The restricted model's degrees of freedom were (4, 219) the critical value was 2.37 (See Table 4.21).

Table 4.21 Advising Center Practices ANOVA

ANOVA[b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
Restricted	Regression	43.877	4	10.969	15.009	.000[a]
	Residual	160.052	219	.731		
	Total	203.929	223			

a. Predictors: (Constant), located9, hours10, inform5, helped2

Using the variables from the restricted model, the findings suggested that for every one point increase or decrease in the predictor variables we can predict a change in PERCEP (See Table 4.22). An AAMCS who selected agree with all of the independent variables in the restricted model would have a somewhat positive perception of advising. Somewhat positive was labeled as 4 and positive was labeled as 5. Rounding 4.28 to 4 provided a somewhat positive perception of advising based on advising center practices (See Appendix E, Formula 3).

Table 4.22 Advising Center Practices Restricted Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
2	(Constant)	2.980	.308		9.676	.000
	helped2	.323	.075	.337	4.329	.000
	inform5	.260	.076	.272	3.436	.001
	located9	-.151	.075	-.140	-2.005	.046
	hours10	-.107	.074	-.103	-1.435	.153
Dependent Variable: percep						

After leaving the advising center, I feel that I have been helped was labeled "HELPED2." For every one point increase in HELPED2 we can expect a .323 change in PERCEP. 43.6% of AAMCSs agreed and 28% strongly agreed that they had been helped after leaving the advising center (4.23). AAMCSs who reported that they had received help were more likely to have somewhat positive to positive perceptions of advising. Students who had positive perceptions of advising believed that advisors were interested in helping students (Beasley-Fielstien, 1986).

Table 4.23 HELPED2

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.0%	4.0%	20.4%	43.6%	28.0%

I receive academic and career information at the advising center was labeled as INFORM5. For every one point increase or decrease in INFORM5 we can expect a .260 change in PERCEP. 40.6% of AAMCSs agreed that they received academic and career information from the advising center (See Table 4.24). 23.7% of AAMCSs strongly agreed that they received

academic and career information at the advising center. Students who had positive perceptions of advising believed that advisors were an accurate source of information (Beasley-Fielstien, 1986). Moreover, students who receive clear and consistent information from the advising center are more likely to persist and graduate (Tinto, 1987). Providing information about on campus academic programs encourages students to persist. Comprehensive programs assist students in the acclimation to the campus community and helps students adjust academically and socially (Cuyjet, 2006). Swain et al (2003) found that students who engaged in on campus academic programs and activities are more likely to participate and persist in college.

Table 4.24 INFORM5

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.1%	7.1%	25.4%	40.6%	23.7%

The results suggested that advising centers that were centrally located did not positively influence AAMCSs' perceptions. For every one point increase or decrease in LOCATED9 we can expect a -.151 change in PERCEP. A centrally located advising center is convenient for students; however satellite centers provides more convenience. 50.7% of AAMCSs agreed and 19.6% strongly agreed that the advising center was centrally located (See Table 4.25).

Table 4.25 LOCATED9

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.7%	4.0%	23.1%	50.7%	19.6%

The advising center's hours of operation are convenient for students, was labeled as HOURS10. Likewise, HOURS10 did not positively influence perceptions. For every one point increase in HOURS10 we can expect a -.107 change or decrease in PERCEP. 49.3% agreed and 19.6% strongly agreed that the hours of operation were convenient for students (See Table 4.26). A problem with hours of operations was that students lacked accessibility to their advisors due to time constraints (Belcheir, 2000). Early and late hours of operation provide the time frame flexibility that students need.

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Table 4.26 HOURS10

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.7%	5.8%	22.7%	49.3%	19.6%

The results of the regression analysis found that 21.5% of the variation in AAMCSs' perceptions of advising could be explained by advising center practices. A closer evaluation of the F statistic provided enough evidence to reject the null hypothesis. The restricted model's F statistic was 10.969 degrees of freedom (4,219) with a critical value of 2.37 (See Table 22). In this case the null hypothesis was rejected. There was a significant relationship between AAMCSs' perceptions of advising and advising center practices. AAMCSs' perceptions of advising were influenced by advising center practices. A quality-advising center with established practices promotes satisfaction and encourages success (NACADA, 2000).

4.2.2.3 Hypothesis 3

Hypothesis 3 stated that there is no significant relationship between AAMCSs' perceptions of academic advising and practices of the advisor. Section III of the survey was designed to address this hypothesis. Section III consisted of 15 statements related to practices of the advisor. Again a multiple regression analysis using the method of least squares was the data analysis procedure. The dependent variable AAMCSs' perceptions of advising (PERCEP) was regressed against the advisor practices independent variables. The dependent variable was coded 1 for negative, 2 for somewhat negative, 3 for neutral, 4 for somewhat positive and 5 for positive perceptions. A discrete scale, with choices ranging from 1 being strongly disagree, 2 being disagree, 3 being neutral, 4 being agree to 5 being strongly agree, was used as answer selections for the independent variables.

An examination of the advisor practices unrestricted model summary found that the R^2 was .313. Therefore about 31.3% of the variation in AAMCSs' perceptions was explained by advisor practices in the unrestricted model. The regression equation appears to be useful in making predictions (See Table 4.27).

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Table 4.27 Advisor Practices Unrestricted Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Model Summary[b]				
Unrestricted	.559[a]	.313	.259	.82340

a. Predictors: (Constant), advno26, grad23, tenur24, progr17, key16, recomm19, recomm18, grad22, rappor25, recomm20, recomm21, adhelp12, key15, deci14, cares13

b. Dependent Variable: percep

There appeared to be some evidence in the unrestricted model to conclude that at least one or more of the variables were useful for predicting AAMCS perceptions of advising based on advisor practices. To determine if one or more predictor variables were useful the *t* in the unrestricted model's coefficient table was examined. Variables that had a t ≤ |1.5| were removed from the model (See Table 4.28).

Table 4.28 Advisor Practices Unrestricted Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.356	.465		5.070	.000
	adhelp12	.340	.103	.302	3.306	.001
	cares13	.118	.096	.117	1.227	.221
	deci14	-.016	.088	-.017	-.178	.859
	key15	.078	.082	.084	.955	.341
	key16	-.045	.084	-.045	-.530	.597
	progr17	-.102	.075	-.095	-1.358	.176
	recomm18	-.007	.056	-.009	-.127	.899
	recomm19	.059	.079	.054	.749	.455
	recomm20	-.102	.093	-.090	-1.103	.271
	recomm21	9.712E-5	.086	.000	.001	.999
	grad22	-.085	.093	-.070	-.915	.361
	grad23	.257	.086	.240	2.978	.003
	tenur24	.038	.060	.047	.638	.524
	rappor25	.054	.066	.064	.819	.414
	advno26	-.132	.053	-.175	-2.504	.013
Dependent Variable: percep						

Variables that were used to develop the restricted model were selected based upon t≥|1.5| (See Table 4.28). The following predictor variables: ADVNO26, GRAD23 and ADHELP12 were included in the restricted model.

The variables that were removed from the unrestricted model did not appear to be relevant. To test this assumption the R^2 form of the F statistic was used. This statistic resulted in an F-ratio of 1.00, which was clearly lower than the F-critical value of 1.752. The critical value for F, with degrees of freedom (12, 191) at 0.05 significance level is 1.752 (See Appendix E, Formula 4). Statistically the parameters for variables that appeared in the unrestricted model, but did not appeared in the restricted model were zero. The variables that were removed from the unrestricted model, as a group made no explanatory contribution to the model. The variables that made an explanatory contribution to the model were ADVNO26, GRAD23 and ADHELP12.

An examination of the restricted model's summary table revealed that 26.9% of the variation in AAMCSs' perceptions was explained by advisor practices. The regression equation appears to be useful in making predictions (See Table 4.29).

Table 4.29 Advisor Practices Restricted Model Summary

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Restricted	.518[a]	.269	.258	.82018

a. Predictors: (Constant), advno26, grad23, adhelp12
b. Dependent Variable: percep

Again, the significance level for the F statistic was 000. Small values, like $p < 0.1$, provide strong evidence against the null hypothesis. There appeared to be enough evidence to conclude that at least one or more of the predictor variables were useful for predicting AAMCSs' perceptions of advising based on advisor practices. The restricted model results provided F statistics (26.091) that exceeded the critical values. The restricted model's degrees of freedom were (3, 213) the critical value was 2.60 (See Table 4. 30).

Table 4.30 Advisor Practices ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
		ANOVA[b]				
Restricted	Regression	52.653	3	17.551	26.091	.000[a]
	Residual	143.282	213	.673		
	Total	195.935	216			
a. Predictors: (Constant), advno26, grad23, adhelp12						
c. Dependent Variable: percep						

The predictor variables included in the restricted model were ADVNO26, GRAD23 and ADHELP12. Using the variables from the restricted model the findings suggested that for every one point increase or decrease in the independent variables we can predict a change in PERCEP (See Table 4.31). For example, we can predict that an AAMCS who selected agree with all of the independent variables in the "Advisor Practices" restricted model would have a somewhat positive perception of advising. Somewhat positive was labeled as 4 and positive was labeled as 5. Rounding 4.146 to 4 provides a somewhat positive perception of advising based on advisor practices (See Appendix E, Formula 5).

Table 4.31 Advisor Practices Restricted Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
2	(Constant)	2.074	.334		6.215	.000
	adhelp12	.364	.074	.319	4.916	.000
	grad23	.265	.069	.248	3.846	.000
	advno26	-.111	.045	-.146	-2.471	.014
Dependent Variable: percep						

I do not need an advisor was labeled "ADVNO26." For every one point increase in ADVNO26 we can expect a -.111 change in PERCEP. Students need advisors to assist with the development of educational and career plans, to address specific needs and to increase awareness of resources of resources available (Frost, 1991). 24.9% of the respondents disagreed and 31.7% strongly disagreed with the statement "I do not need an advisor. The majority of AAMCSs believed that they need an advisor (See Table 4.32).

Table 4.32 ADVNO26

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
31.7%	24.9%	23.5%	12.7%	7.2%

The advising staff at the college I attend is concerned about me graduating was labeled GRAD23. 46.2% of AAMCSs agreed with this statement (See Table 4.33). For every one point increase in GRAD23 we can expect a .265 change in PERCEP. "By being properly concerned with students interests over institutional interests, institutions may find to their surprise not only that more students stay but many are willing to first enroll in that institution rather than a four-year institution (Tinto, 1987)." What Tinto (1987) suggested is that two-year institutions might be better served if they were concerned and focused transferring and then completing a degree. GRAD23 influences AAMCSs perceptions of advising.

Table 4.33 GRAD23

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.7%	3.6%	29.0%	46.2%	18.6%

When meeting with my advisor I feel that the sessions are helpful was labeled as ADHELP12. For every one point increase or decrease in ADHELP12 we can expect a .364 change in PERCEP. 54.2% of AAMCSs agreed that advising sessions were helpful (See Table 4.34). "Advising can be serve not only as a method of selecting courses, but also as a means of achieving success for students (Frost, 1991).

Table 4.34 ADHELP12

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.8%	3.1%	18.7%	54.2%	22.2%

The results of the regression analysis suggested that about 31.3% of the variation in AAMCSs' perceptions was explained by advisor practices. A closer evaluation of the F statistic provided enough evidence to reject the null hypothesis. The restricted model's F statistic was 26.091 degrees of freedom (3, 213) with a critical value of 2.60 (See Table 4.30). In this case, we

rejected the null hypothesis. There is a significant relationship between AAMCSs' perceptions of advising and advisor practices. AAMCSs perceptions of advising are influenced by advisor practices. A knowledgeable advisor helps cut through the academic bureaucracy, while a poor advisor could have adverse effects on an advisee's academic future (Wrench and Punyanunt, 2004 and Miller, 1985).

4.2.2.4 Hypothesis 4

Hypothesis 4 stated that there is no significant relationship between AAMCSs' perceptions of academic advising and the advice that they receive from family or from an advisor. Multiple regression analysis using the method of least squares was the data analysis procedure. The dependent variable AAMCSs perception of advising (PERCEP) was regressed against the family or advisor advice independent variables. The dependent variable was coded 1 for negative, 2 for somewhat negative, 3 for neutral, 4 for somewhat positive and 5 for positive perceptions. A discrete scale, with choices ranging from 1 being strongly disagree, 2 being disagree, 3 being neutral, 4 being agree to 5 being strongly agree, was used as answer selections for the independent variables.

An examination of the advice from family or from advisor model's summary found that the R^2 was .114; therefore about 11.4% of the variation in AAMCSs perception was explained by advice from family or from advisor. The regression equation does not appear to be useful in making predictions (See Table 4.35).

Table 4.35 Family or Advisor Advice

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Unrestricted	.337[a]	.114	.102	.90712

a. Predictors: (Constant), deci14, family31,family32
b. Dependent Variable: percep

The significance level for the F statistic was 000. Small values, like p < 0.1, provide strong evidence against the null hypothesis. There appears to be enough evidence to conclude

that at least one or more of the predictor variables are useful for predicting AAMCSs' perceptions

of advising based on "Family or Advisor Advice." The model's results provided an F statistic that

exceeded the critical value. The model's F statistic was 9.370. The degrees of freedom were (3,

219) the critical value was 2.60 (See Table 4.36).

Table 4.36 Family or Advisor Advice ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
ANOVA[b]						
Unrestricted	Regression	23.130	3	7.710	9.370	.000[a]
	Residual	180.207	219	.823		
	Total	203.336	222			
a. Predictors: (Constant), deci14, family31,family32						
b. Dependent Variable: percep						

The results suggested that for every one point increase or decrease in the independent

variables we can predict a change in PERCEP (See Table 4.37). We can predict that an AAMCS

who selected agree with all of the independent variables in the "Family and Advisor Advice"

model would have a somewhat positive perception of advising. Somewhat positive was labeled 4

and positive was labeled 5. Rounding 4.352 to 4 provides a somewhat positive perception of

advising (See Appendix E, Formula 6).

Table 4.37 Family and Advisor Advice Model

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.844	.319		8.928	.000
	deci14	.300	.061	.317	4.876	.000
	family31	.071	.080	.074	.886	.377
	family32	.006	.067	.007	.089	.930
Dependent Variable: percep						

When making important decisions I seek the advice of my advisor was labeled DECI14.

Advisors provide vital information that helps AAMCSs in decision-making. Academic advising is a

decision-making process by which students realize their maximum educational potential through

communication and information exchanges with an advisor (NACADA, 2003). For every one point increase or decrease DECI14 there is a .3 change in PERCEP.

When making important decisions I seek the advice of my family was labeled FAMILY31. High achievers describe their family members as their most important academic counselors (Guiffrida and Douthit, 2010)." For every one point increase in FAMILY31 we can expect a .071 change in AAMCSs perceptions. I seek the advice of my family before I consult with my advisor was labeled as FAMILY32. "Beasley-Fielstien (1986) found that students accept advice from individuals (family or advisors) who appear to be concerned and take a personal interest in students. For every one point increase in FAMILY32 we can expect a .006 change in PERCEP.

The results of the regression analysis suggest that the R^2 demonstrated 11.4% variation between AAMCSs' perceptions of advising and advice of family and advisor. A closer evaluation of the F statistic provided enough evidence to reject the null hypothesis. The restricted model's F statistic was 9.370 degrees of freedom (3, 219) with a critical value of 2.60 (See Table 4.36). In this case we rejected the null hypothesis. There was a significant relationship between AAMCSs perceptions of advising and advice of family or advisor.

4.2.2.5 Hypothesis 5

Hypothesis 5 stated that there is no significant relationship between AAMCSs' perceptions of academic advising and affinity factors (family, peer and social connections). Section IV of the survey consisted of 18 statements related to affinity factors or family and peer influence. Again a multiple regression analysis using the method of least squares was the data analysis procedure. The dependent variable AAMCSs perceptions of advising (PERCEP) was regressed against the affinity factors independent variables. The dependent variable was coded 1 for negative, 2 for somewhat negative, 3 for neutral, 4 for somewhat positive and 5 for positive perceptions. A discrete scale, with choices ranging from 1 being strongly disagree, 2 being disagree, 3 being neutral, 4 being agree to 5 being strongly agree, was used as answer selections for the independent variables.

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An examination of the affinity factors unrestricted model's summary found that the R^2 was .133. Therefore about 13.3% of the variation in AAMCSs perception is explained by affinity factors in the unrestricted model (See Table 4.38).

Table 4.38 Affinity Factors Unrestricted Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Unrestricted	.365[a]	.133	.054	.92110
Restricted	.289[a]	.084	.067	.92115

   a. a. Predictors: (Constant), influ44, family31, grad42, peers39, peers41, peers35, family27, family30, peers36, peers37, influ43, family33, peers38, peers40, family32, family29, peers34, family28

   b. Dependent Variable: percep

There appeared to be some evidence in the unrestricted models summary to conclude that at least one or more of the variables were useful for predicting AAMCSs perceptions based on affinity factors.

Table 4.39 Affinity Factors Unrestricted Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.519	.534		4.720	.000
	family27	.182	.101	.170	1.802	.073
	family28	-.115	.140	-.094	-.823	.411
	family29	-.034	.093	-.035	-.366	.715
	family30	-.088	.075	-.102	-1.174	.242
	family31	.166	.093	.179	1.799	.074
	family32	-.069	.074	-.088	-.937	.350
	family33	-.109	.112	-.091	-.973	.332
	peers34	.040	.114	.035	.353	.724
	peers35	.009	.100	.008	.087	.931
	peers36	.088	.077	.097	1.147	.253
	peers37	-.014	.072	-.017	-.202	.841
	peers38	.116	.066	.152	1.758	.080
	peers39	.006	.066	.008	.097	.923
	peers40	-.061	.082	-.067	-.752	.453
	peers41	.173	.085	.154	2.019	.045
	grad42	.152	.110	.116	1.382	.168
	influ43	.034	.061	.047	.562	.575
	influ44	-.018	.060	-.026	-.305	.761
Dependent Variable: percep						

To determine if one or more predictor variables were useful the *t* in the unrestricted model was examined. Variables that had a t ≤ |1.5| were removed from the model (See Table 4.39). Variables that were used for the restricted model were selected based upon $t \geq |1.5|$. They included the following independent variables: FAMILY31, PEERS41, FAMILY27, and PEERS38.

An examination of the restricted model's summary revealed that 8.4% of the variation was explained by affinity factors. The regression equation does not appear to be useful in making predictions (See Table 4.40).

Table 4.40 Affinity Factors Restricted Model Summary

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Restricted	.289[a]	.084	.067	.92115

a. Predictors (Constant), family31, peers41, family27, peers38
b. Dependent Variable: percep

The variables that were removed from the unrestricted model did not appear to be relevant. To test this assumption the R^2 form of the f test was conducted. The statistic resulted in an F ratio of 1, which was clearly lower than the f critical value of 1.752. The critical value for F 12, 191 at the 0.05 level is 1.752 (See Appendix E, Formula 7). The independent variables that were removed from the unrestricted model were not relevant. Statistically the parameters for variables that appear in the unrestricted model but did not appear in the restricted model were zero. Other significant variables that were not included in the model may strengthen the model. These variables include: 1. My family supports my higher education endeavors financially. 2. Higher education is not important in my family. And 3, my family has been to the college campus.

The significance level for the F statistic in the ANOVA table was .001. Small values, like p < 0.1, provide strong evidence against the null hypothesis. There appeared to be evidence to conclude that at least one or more of the predictor variables were useful for predicting AAMCSs perceptions of advising based on affinity factors. The restricted model results provided an F

statistic (4.979) that exceeded the critical values. The restricted model's degrees of freedom were (4, 218) the critical value was 2.37 (See Table 4.41).

Table 4.41 Affinity Factors ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
Restricted	Regression	16.898	4	4.225	4.979	.001[a]
	Residual	184.976	218	.849		
	Total	201.874	222			

ANOVA[b]

a.	b. Predictors (Constant), family31, peers41, family27, peers38
b.	Dependent Variable: percep

Using the variables from the restricted model, the findings suggested that for every one point increase or decrease in the independent variables we can predict a change in PERCEP (See Table 4.42). We can predicted that an AAMCS who selected agree with all of the independent variables in the "Affinity Factors" restricted model would have a somewhat positive perception of advising. Somewhat positive was labeled 4 and positive was labeled 5. Rounding 4.374 to 4 provides a somewhat positive perception of advising (See Appendix E, Formula 8).

Table 4.42 Affinity Factors Restricted Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
2	(Constant)	2.633	.400		6.590	.000
	family27	.102	.074	.095	1.381	.169
	family31	.048	.065	.050	.733	.464
	peers38	.105	.051	.137	2.054	.041
	peers41	.181	.079	.160	2.302	.022
Dependent Variable: percep						

My family supports my higher education efforts, was labeled as FAMILY27. For every one point increase or decrease in FAMILY27 we can expect a .102 change in PERCEP. Without family support, students are less likely to persist and succeed in college (Braxton et al, 2004 and Herndon and Hirt, 2004). Families ensure that the student is motivated and they lay the groundwork for success long before their student gets into college (Herndon and Hirt, 2004). Of

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those AAMCSS who strongly agreed with this statement 60.9% had positive perceptions of advising.

Table 4.43 Family27

	Negative	Somewhat Negative	Neutral	Somewhat Positive	Positive
Strongly Disagree	.0%	.0%	33.3%	33.3%	33.3%
Disagree	.0%	.0%	66.7%	33.3%	.0%
Neutral	.0%	13.3%	13.3%	20.0%	53.3%
Agree	1.6%	7.9%	19.0%	31.7%	39.7%
Strongly Agree	.0%	3.6%	15.9%	19.6%	60.9%

When making important decisions I seek the advice of my family was labeled as FAMILY31. For every one point increase or decrease in FAMILY31 we can expect a .048 change in PERCEP. Of those AAMCSS who strongly disagreed with this statement 57.1% of AAMCSs had positive perceptions of advising (See Table 4.44). "High achievers describe their family members as their most important academic counselors, even family members who did not have experience in higher education (Guiffrida and Douthit, 2010)."

Table 4.44 Family31

	Negative	Somewhat Negative	Neutral	Somewhat Positive	Positive
Strongly Disagree	.0%	.0%	28.6%	14.3%	57.1%
Disagree	.0%	37.5%	25.0%	25.0%	12.5%
Neutral	.0%	4.5%	18.2%	27.3%	50.0%
Agree	1.3%	2.6%	16.7%	32.1%	47.4%
Strongly Agree	.0%	5.7%	17.0%	14.8%	62.5%

I am involved with a peer or social group on campus was labeled PEER38. For every one point increase or decrease in PEERS38 we can expect a .105 change in PERCEP. Of those AAMCSS who strongly disagreed with this statement 86.7% of AAMCSs had positive perceptions of advising (See Table 4.45). Frost (1991) explained that successful students are more involved in college activities and find their undergraduate experiences beneficial. Moreover, students are

more likely to persist and graduate in settings that involve them as valued members of the institution (Tinto, 1987).

Table 4.45 Peers38

	Negative	Somewhat Negative	Neutral	Somewhat Positive	Positive
Strongly Disagree	.0%	8.0%	16.0%	8.0%	68.0%
Disagree	1.4%	8.2%	21.9%	31.5%	37.0%
Neutral	.0%	2.3%	20.9%	34.9%	41.9%
Agree	.0%	5.6%	16.7%	20.4%	57.4%
Strongly Agree	.0%	.0%	6.7%	6.7%	86.7%

I am progressing ahead of my peers was labeled PEERS41. Of those AAMCSS who strongly disagreed with this statement 74.1% of AAMCSs had positive perceptions of advising (See Table 4.46). Peers are the single most potent source of influence (Astin, 1993). Peer influence affects student participation and persistence (Thomas, 2000). AAMCSs who believe that they are not progressing with their peer group are more likely to depart college. For every one point increase or decrease in PEERS41 we can expect a .173 change in PERCEP.

Table 4.46 Peers41

	Negative	Somewhat Negative	Neutral	Somewhat Positive	Positive
Strongly Disagree	.0%	75.0%	.0%	.0%	25.0%
Disagree	8.3%	16.7%	8.3%	8.3%	58.3%
Neutral	.0%	3.3%	19.8%	36.3%	40.7%
Agree	.0%	2.2%	19.1%	19.1%	59.6%
Strongly Agree	.0%	7.4%	11.1%	7.4%	74.1%

The results of the regression analysis suggest that the R^2 demonstrated 13.3% variation between AAMCSs' perceptions of advising and affinity factors. A closer evaluation of the F statistic provided enough evidence to reject the null hypothesis. The restricted model's F statistic was 4.979, degrees of freedom (4, 218) with a critical value of 2.37 (See Table 4.41). In this case, the null hypothesis was rejected. There is a significant relationship between AAMCSs perceptions of advising and affinity factors. AAMCSs perceptions of advising are influenced by affinity factors.

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4.2.3 Summary of Quantitative Analyses

In this study, frequencies, correlations and regressions were used to analyze the quantitative data and test the hypotheses. The dependent variable (PERCEP) indicating AAMCSs' perceptions of advising was measured using discrete variables ranging from negative, somewhat negative, neutral, somewhat positive to positive perception. The explanatory variables included demographics e.g. age, GPA, college classification, and income and 45 statements related to advising center practices, advisor practices and affinity factors. Frequencies captured the number of times a specific demographic characteristic occurred. Regression analyses tested the hypotheses and analyzed AAMCSs' perceptions of academic advising. The research findings indicated that overall AAMCSs have a positive perception of advising. Only 5.7% of the participants in this study reported negative or somewhat negative perceptions of advising. Using a regression analysis, Hypotheses 1, 2, 3, 4 and 5 were rejected at the .05 significance level. A qualitative inquiry was conducted to provide more detail and clarity to the quantitative results.

4.3 Qualitative Data Findings

The qualitative analysis focused on three research questions. 1. What are AAMCSs' perceptions of advising? 2. Does academic advising contribute to students continued participation? 3. To what extent are affinity factors more likely to contribute to AAMCS participation or persistence (continued participation) in college? The qualitative analysis provided significant insight that brought clarity to the quantitative results.

After the administration of the questionnaire, participants were asked to participate in a recorded face-to-face interview. A total of 11 participants volunteered to answer the 22 questions developed for the face-to-face interviews (See Appendix B). For the sake of anonymity, the participants were assigned numbers based on interview order. The participants' responses were then recorded and transcribed. Based on Grounded Theory; the responses were coded, grouped into similar concepts, categorized and then analyzed. A general approach to the analysis of qualitative data begins with coding and then analyzing the data. All relevant data can be used to

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make a point (Glaser and Strauss, 2009). The analysis of the data began with open coding. Open coding provided meaning to the participants' responses by labeling. The next step involved developing concepts and organizing relationships among and between the categories (concepts become categories). A total of five key concepts were developed. The key concepts included 1) Perceptions were beliefs of an individual or the act or faculty of apprehending by means of the senses or of the mind. 2) Success factors were elements that contribute to a desired result or situation. 3. Decision-making was the cognitive process whereby the results end in a course of action. 4) Advisor or advising characteristics referred to a distinguishing feature or quality 5) Affinity factors were family, peer or mentor relational linkages or causal connections (See Appendix F).

The next step was axial coding which involved identifying properties and dimensions of categories (i.e. key categories, subcategories and interrelationships). The final stage of coding was selective coding. This was where substantive theory is created. The qualitative analysis followed this model:

Participant response→ code (label)→ concept→ category (axial coding)→ analysis

(selective coding/substantive theory created)

The above methodology was applied to all 22 face-to-face interview questions (See Appendix G. After the interview responses were coded, the research questions were investigated. Grounded Theory is a research method in which the theory is derived from the data, rather than from the research questions. That makes this is an inductive approach, meaning that it moves from the specific to the more general. The research questions were posed to narrow the focus of the study.

The first question of the survey was, "what are your perceptions of academic advising?" Participant 1 (P1) stated, "Well it's helpful cause it is my first semester and I really do not know too much about college and the advising helps a lot." The response was coded HELPFUL. The concept was student perception and the categories ranged from positive perception, somewhat

positive, neutral perception, somewhat negative to negative perception. Below is the analysis of P1's question 1:

It's Helpful→ HELPFUL→ Perception→ positive → P1 had a positive perception of advising

The analysis found that P1 had a positive perception of advising. The same process was conducted for all 11 participants. The analysis for question 1 suggested that 8 respondents had a positive perception of advising (See Appendix F). P2 did not answer the question. P2 began speaking before he was asked the questions. He was very passionate about the study and wanted to make sure that he was able to provide useful information. He directly answered 2 questions. However, his additional comments provided some significant insight about academic advising.P1 stated, "Well its helpful…they give me advice on what classes I should take first." In addition to P1, P7, P10 and P11 responded that advising helps or is helpful. P3 stated that advising "is a good thing." When questioned further for clarity, P3 was asked did he feel that advising was positive or negative; he stated that advising was "very positive." P4's response was very different. He stated that he had never gone to an advisor and that he relied on family and friends for advice. After explaining that the title advisor and counselor are sometimes used interchangeably, P4 stated that he had met with an advisor once and that the meeting was good. P8 and P9 stated that advising was a good way to find out what you need or advising was a good thing. P5 and P6 both responded that advising was necessary they were coded as having a somewhat positive perception of advising. P6 stated "Well I feel like it is necessary. Um even for those who think that … it is not necessary … things change from course to course, year to year and …for other people it is not as helpful as it is to like say someone else…I guess the best way to put it, is helpful..." Overall, the face-to-face interview participants had somewhat positive to positive perceptions of advising.

The second question of the survey was divided into two parts: (2a) is it necessary to meet with an advisor? And (2b) why or why not? The nine respondents that replied yes were coded as having a positive perception of advising (See Appendix F). The one that stated that it was not

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necessary was coded as having a neutral perception. The reason behind this code was that the participant did not have a strong negative reply. P4's response to question 2 was "If you have nowhere else to go…then it is good to go to one… but if you already know…it is not necessary."

P4 response "Not Necessary" $\rightarrow$ MEETNO$\rightarrow$ Perceptions$\rightarrow$Neutral$\rightarrow$ P4 has a neutral perception

The most frequent reply for question 2b was classes. The majority (7) of the participants stated that the reason why it was necessary to meet with an advisor was to obtain information about which classes to take. The other respondents gave varying reasons, including guidance and information. Two of the participants did not answer this question. AAMCSs believe that it is necessary to meet with an advisor to obtain information about classes and receive guidance.

P7 response "I am doing the right classes. My advisor makes sure I am on track to getting towards that degree." $\rightarrow$ CLASSES$\rightarrow$ Decision Making$\rightarrow$ Guidance$\rightarrow$ The advisor provides guidance for the student

Question 3 of the face-to-face interviews focused on decision-making. The participants were asked, "How does academic advising influence your decision-making?" The response codes varied and ranged from CLARITY= provides clarity, INFLULOT= influences a lot, INFLUSWH= influences somewhat, GUIDANCE= provides guidance, and CONFIDENC= gives me confidence to make decisions (See Appendix F). Participants P3, P7, P9, P10 and P11 responded that academic advising influences their decision-making a lot. P8 responded that academic advising influences his decision-making about 50% of the time. He stated that he conferred with his parents first and then his advisor before making decisions. P8 response was coded somewhat influences. P1 and P4 stated that academic advising influences their decisions by providing guidance. P5's response was that academic advising gave him the confidence to make decisions and P6 responded that it provided clarity. Academic advising influences AAMCSs' decision-making. AAMCSs depend on advisors to give advice that helps in decision-making.

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P8 response "It influences it about 50% because after I talk to my parents about what I am going to do. I then come and talk to my advisor about what I am going to do and they help tell me with what I am supposed to be doing."→ INFLSWHAT→ Decision Making→ Influence Decisions Somewhat→ Advising influences the students' decisions somewhat.

Question 4 of the face-to-face interview focused on the goals and objectives of the advising center. The participants were asked, "What do you feel are the goals and objectives of the advising center?" The reoccurring theme for this answer was help. Respondents P3 through P11 answered that the goals and objectives of the advising center were to help. P1 responded that the goals and objectives were to provide advice. Question 5a and 5b were extensions of question 4. The participants were asked, "Is the advising center meeting their goals and objectives and if so in what ways?" The participants' responses ranged from "for the most part" to "yes". No participant responded negatively to questions 4, 5a or 5b. An analysis of the responses for question 4 suggests that AAMCSs believe that the goals and objectives of the advising are to help students and provide advice.

P9's response "To get the students to graduate and succeed in life."→ GOALSUCC→ Success→ Graduate and Succeed→ The goals of the advising center are to help students graduate and succeed.

For Question 6 the participants were asked to describe the type of academic advising that they received at the college. The majority of the respondents gave positive replies. They stated that advising was very thorough, wonderful and helpful. However, P5 stated that advising was "fairly fair its good I mean I think it could be better." When further probed he stated, "I think they can always do more (See Appendix G, P5)." Overall, AAMCSs' believe that the advising that they receive from advisors is good and it helps. Good advising is classified as quality advising or advising that helps students reach their goals.

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P5's response "I say it's fairly fair its good I mean I think it could be better… Um…I think they can always do more" → ADVGOOD→ Perceptions→ Somewhat Positive→ In regards to the type of advising received P5 has somewhat positive perceptions of advising.

The seventh question focused on success in regards to higher education. The most frequently reported response for this question was graduating. The majority (6) of the interview participants replied that graduating from college was how they defined success in regards to higher education. The second most frequently reported response for this question was having a career. Graduating from college was how AAMCSs defined success.

P7's "a college education a good education" → SUCCESDEG→ Success→ Graduating→ Graduating from college

How is the advising center helping you to reach your goals was the focus of the eighth question. All of the respondents that answered stated that recommending classes and guidance was how the advising center helped students reach their goals.

P9's response "a personal problem or academic problem they'll help me out with whatever it is" → HELPGOAL3→ Success → Personal/Academic→The advising center helps students reach their goals by offering personal and academic advice.

Questions 9 and 10 focused on advising factors and advisor characteristics that helped students to be more successful. Approximately 33.3% responded that they did not know and 33.3% stated that a degree plan would help them be more successful. The most frequently reported advising factor was providing a degree plan and the most frequently reported advisor characteristic was a caring advisor. Advisors that appeared to be caring or cared about the students, contributed to AAMCSs participation, persistence and success.

P4's response "I didn't know who they are, what they are supposed to do… make themselves more noticeable"→ FACTOR5→ Success→ I don't know→ Students are uninformed about advising services

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P11's response "Just being positive… Pointing us in the right direction…"→ CHARAC4→Advisor Characteristic→ Someone who cares→ A caring advisor contributes participation and persistence

Questions 11, 12 and 13 focused on the advisor and the students' perception of the advisor. The participants were asked how often do they have scheduled or spontaneous meetings with an advisor. The replies varied from one to four or more time. No face-to-face interview participant reported meeting with an advisor zero times. The participants were then asked how do you feel after meeting with an advisor. The majority of the participants responded positively to the question. P2 responded negatively. He explained, "I don't feel better. I won't lie. I don't feel better." The participants reported that the most important advice received from an advisor was "personal advice." For example, participants were advised not to rush things, do not give up and work hard.

P2's response "I don't feel better I won't lie" → FEELBAD→ Perceptions→ Negative→ After meeting with an advisor P2 has negative perceptions of advising.

Questions 14, 15 and 16 inquired about the rapport that participants had with an advisor and the mentoring relationship between the participant and the advisor. Only two respondents reported having a good rapport with an advisor. The other respondents stated that they viewed their advisor as an acquaintance or did not have a rapport with their advisor. When asked about the type of relationship that he had with an advisor, P4 replied that he did not really have a relationship with an advisor. "Only thing I can think of is the one time, as acquaintances (See Appendix G, P4 interview)." P5's response to the question was "Not really, I mean not a relationship. It's more like a, what I need to get done type of thing."

P9's response "I won't say that we are real close. We like to talk a lot" → RAPACQT→ Affinity Factors→ Acquaintance → AAMCSs perceive advisors as acquaintances

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A surprising finding was that none of the respondents reported that they were being mentored by an advisor or by a faculty member. Although AAMCSs were not being mentored, they still had positive perceptions of advising. When asked if they had the same advisor throughout their college tenure the majority (4) of participants responded that they have always had the same advisor.

P10's response ""No not at all"→ MENTNO→ Affinity Factors→ Not being mentored→ Mentoring relationships are uncommon

Describe the ideal advisor was the focus of question 17. The respondent's described the ideal advisor as being knowledgeable and caring.

P1's response "Someone who knows…been through similar things"→ IDEAKNOW → Advisor Characteristics→ Advisor that is knowledgeable→ The ideal advisor is knowledgeable

In regards to the ideal advisor, race and ethnicity was not a significant factor. All of the face-to-face interview participants stated that the advisor race did not matter.

Question 18 focused on the AAMCSs' perception of the advisors' feelings towards them. The participants were asked does your advisor care about you. P6 responded "Maybe not like a lovey dovie or if I came up missing he wouldn't know it. But after a while it might sink in oh I haven't seen him in a long time." Only three participants felt as if their advisor cared about them. The other respondents replied with uncertainty. They answered, "To some degree," "I think he does," "At times" and "she seems to care. I can't say for sure."

P1's response "She seems to care…I can't say for sure."→ ADVCARE3→ Affinity Factors→ Uncertain→AAMCSs are uncertain about their advisors feelings.

The last group of questions focused on personal goals, family and peers. Question 19 inquired about the highest level of education obtained by family members. The majority (10) of the respondents reported that someone in their family had either a degree or some college.

P1's response "My mom has a Master's in Business Administration."→ EDUCMA→ Affinity Factors→ Masters→ The highest level of education in P1's family is a Master's Degree.

Question 20 and 21 asked to what extent does family, friends or peers influence college participation and which factors influence your college decision making. Family and success were the most frequently reported decision making factors. The responses varied from "my family and friends encourage me" to "they have a lot to do with encouraging me."

P5's response "I think they influence me by them getting their degrees" → FAMINFL → Affinity Factors→ College Participation→ Family and peers influence P5 by obtaining a college degree.

Question 22 focused on the ways in which family friend and community members supported the participants' higher education efforts. The participants reported mentorship, financial and educational support as ways in which family and friends support their higher education efforts.

P4's response "They just encourage me to stay" → SUPMENTO→ Affinity Factors→ Mentorship→ Family and friends support P5 through mentorship

Using the constant comparative method of grounded theory, and the data from the interviews, five significant domains of influence emerged. The domains include perceptions, success, decision making, advisor or advising characteristics and affinity factors. AAMCSs perceptions of advising were influenced based on certain properties within these domains. Either one or more of these influences plays a role in AAMCSs perceptions of advising. The information presented in the model was defined using domain properties and relationships.
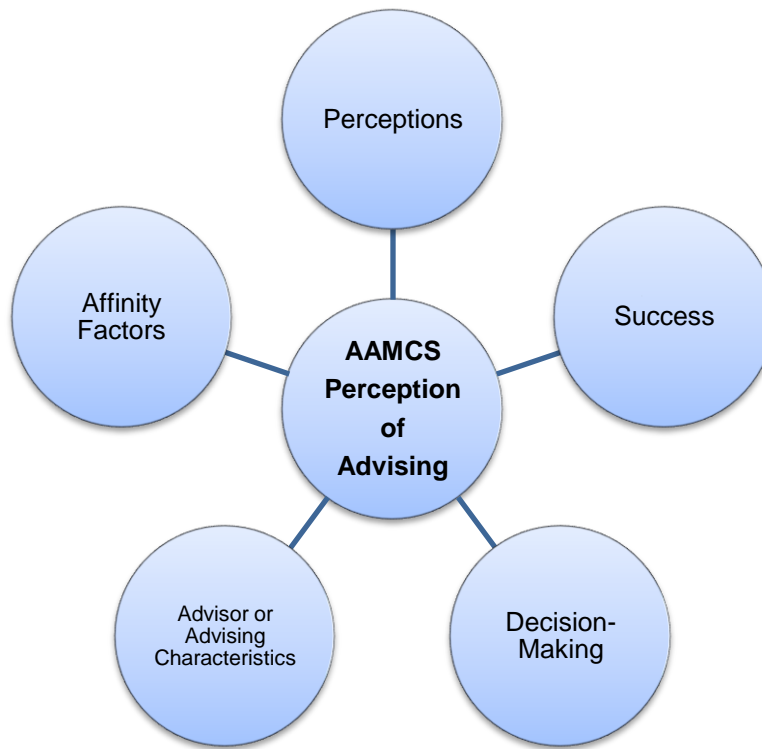
Figure 4.1 Domains of Influence

Domain 1 is the domain of perceptions (See Figure 2). This domain is defined by feelings, behaviors or beliefs of an individual. The domain of perceptions influences AAMCSs perceptions in that a certain practices trigger positive or negative feelings. Dilworth (2005) argued that behavioral responses are specifically directed towards the stimulus that caused them. Within this domain AAMCSs perceive advising practices or events as negative, somewhat negative, neutral, somewhat positive or positive.
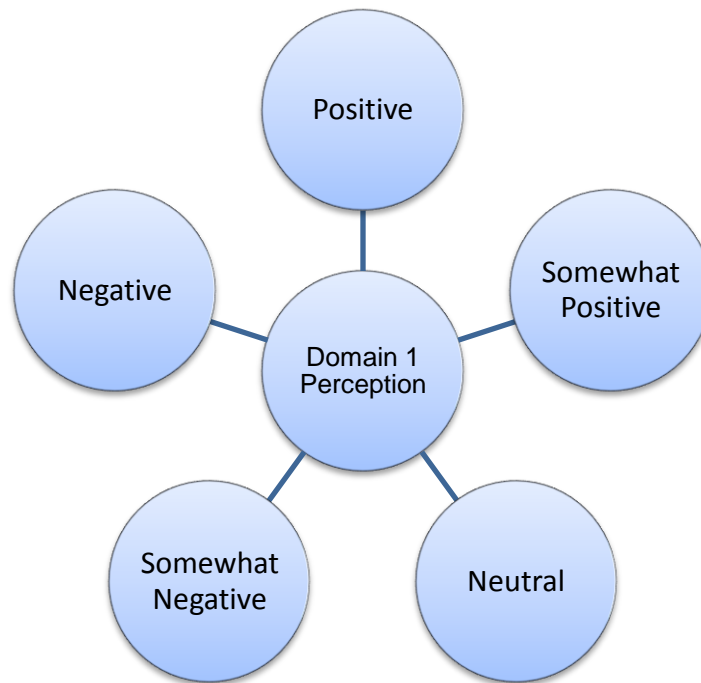
Figure 4. 2 Perception Domain

AAMCSs are able to describe their feelings and beliefs about the advising center, advisors and affinity factors. Two domains of perceptions are shown below, positive and negative. Within the positive domain of perceptions AAMCSs described advising as "good," "necessary" or "helpful." (See Figure 4.3).

Figure 4.3 Positive Perceptions

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Within the negative domain of perceptions AAMCSs describe advising as "not necessary" or state that after meeting with an advisor "I do not feel better." These statements demonstrate a relationship between AAMCSs perceptions of advising and feelings and behaviors. These responses were specifically directed towards the stimulus (practices or events) that caused them.
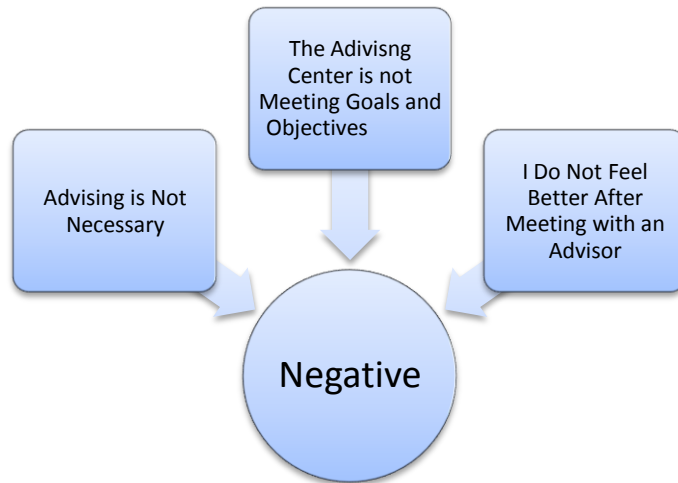
Figure 4.4 Negative Perceptions

Success factors were included in domain 2. Success referred to elements that contributed to a particular result. These are ideas or beliefs that one can be "successful." An individual believes that he will reach his desired goals, therefore his perceptions are influenced. Within this domain AAMCSs reported factors that promote, influence and describe success. Success factors include earning a degree, getting the ideal job or having a career, or a high GPA.

Figure 4.5 Success Domain

AAMCSs defined "getting a degree" as a success factor. Other success factors include personal

goals such as "doing all you can do," "sticking with it" or "persistence" and "obtaining information."
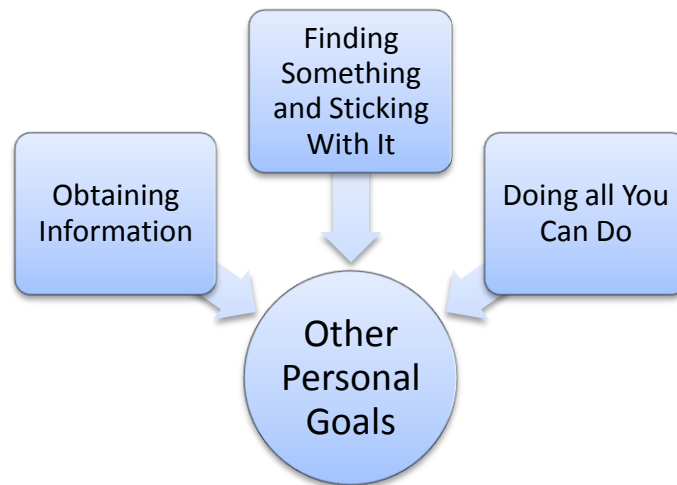
Figure 4.6 Other Goals

Domain 3 is decision-making. The figure below demonstrates the channels that advisors

provided to AAMCSs to make decisions (See Figure 4.7). This model focused student decision-

making. Each circle represents an instrument that is provided to AAMCSs. The first circle is information. Advisors help AAMCSs make academic decisions by providing important academic information. Advisors build self-esteem that enables students to be confident in decisions-making. In addition, advisors influence AAMCSs decision-making by their actions and with their knowledge. Moreover, advisors guide and navigate AAMCSs through the education process.
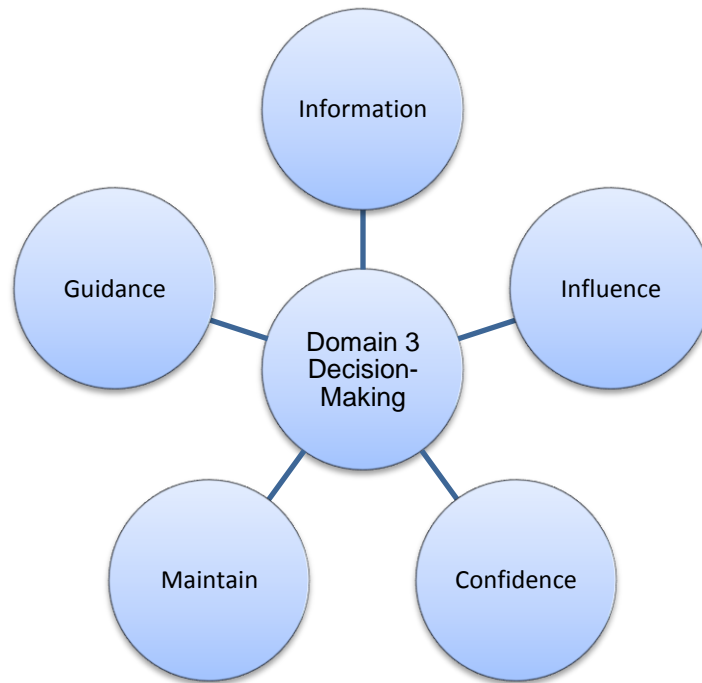
Figure 4.7 Decision Making Domain

Within the domain of guidance, AAMCSs explained that their advisor helped them to make decisions through guidance. They reported that advisors provided guidance through statements such as "don't drop a class unless you really have to," or "take a math class."
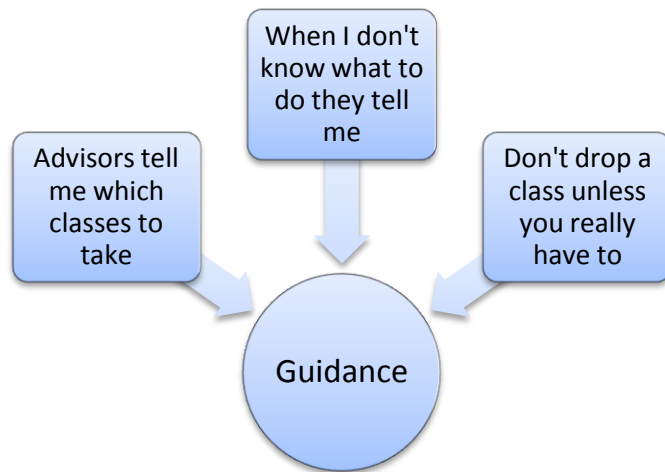
Figure 4.8 Guidance

Domain 4 refers to an advisor or advising characteristic. Within this domain AAMCSs reported certain characteristics that were important for an advisor or advising center.
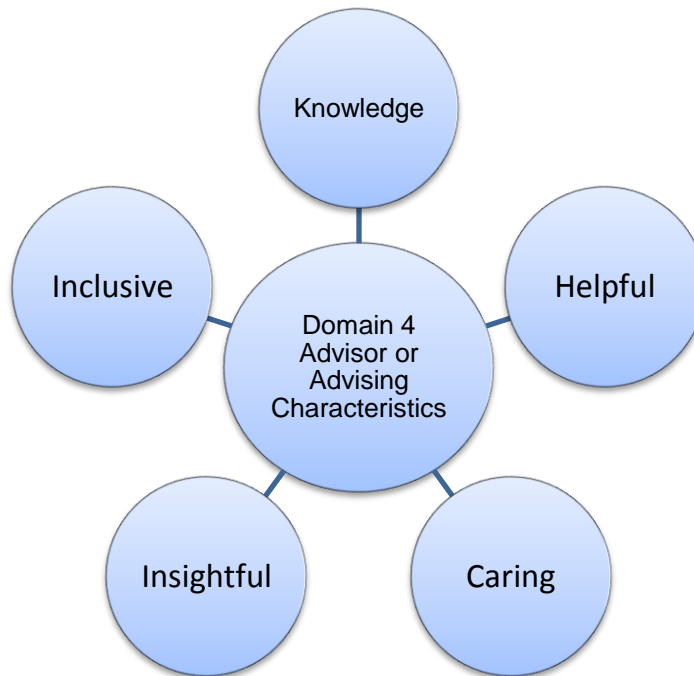
Figure 4.9 Characteristics Domain

In the knowledgeable domain, AAMCSs stated that advisors provide information, are qualified and knows and refers students to other on campus programs. A knowledgeable advisor is one that has been professionally trained.

Knows about campus programs

Provides Correct Information

Is quailified
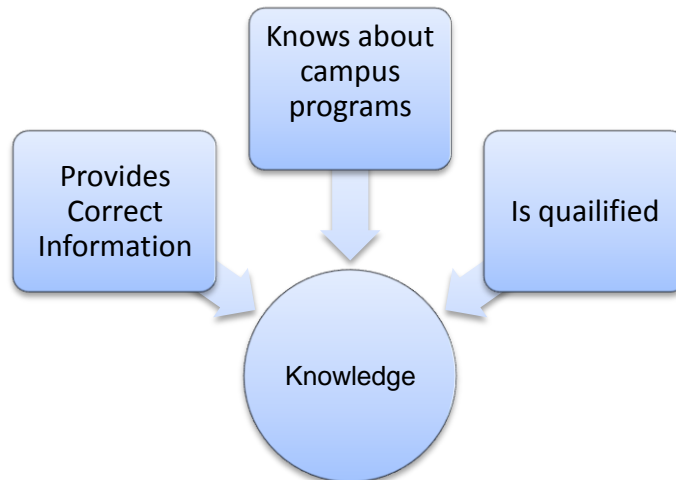
Knowledge

Figure 4.10 Knowledgeable

In the inclusive domain AAMCSs reported that advisors involve and refer students to on campus programs.

Refering Students to other Offices

Getting students invovled

Making sure I have what I need

Inclusive

Figure 4.11 Inclusive

Domain 5 is affinity factors. Affinity factors are family, peer or social relational linkages or causal connections. Social, economic, and psychological connections are common variables of affinity factors.
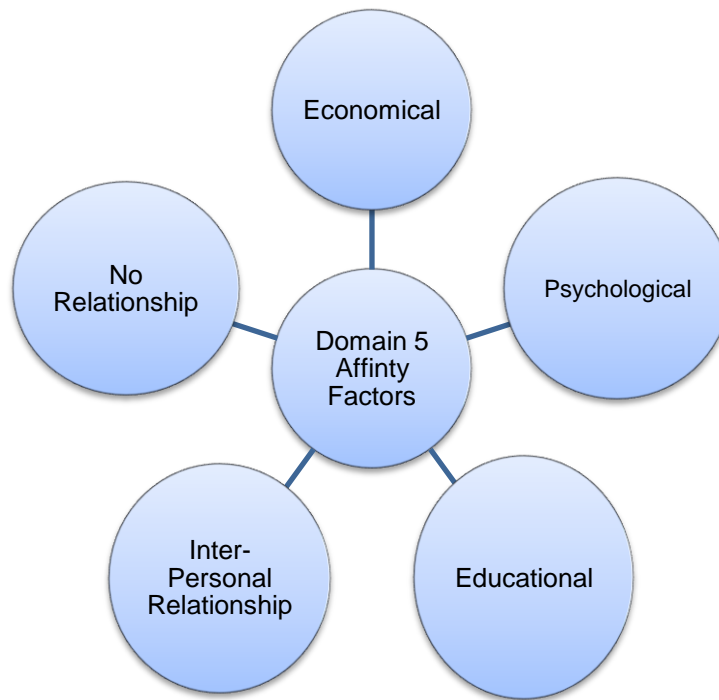
Figure 4.12 Affinity Factors Domains

Within the inter-personal domain, the majority of AAMCSs in this study reported that they did not have a mentor and that the relationship between the advisor and them was minimal. When asked if they were being mentored AAMCS responded "I never heard about a mentor," "no, not at all" and "I would not really say mentoring." When a asked about the type of rapport that they have with their advisor, AAMCSs reported "it is pretty distant," "an acquaintance" and "it's positive."
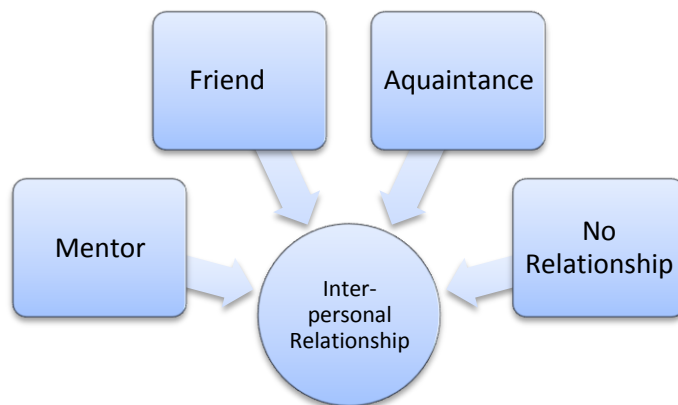
Figure 4.13 Inter-personal

4.3.1 Research Questions

As part of the qualitative methodology, three-research question were proposed. The first research question inquired about AAMCSs perceptions of advising. The following face-to-face interview questions were used to determine research question 1:

1. What are your perceptions of academic advising?

2. Is it necessary to meet with an advisor?

6. How would you describe the academic advising that you have received at the college you attend?

12. How do you feel after meeting with an advisor?

18. Does your advisor care about you?

The analysis for question 1 indicated that when asked about perceptions 10 respondents had a positive perception of advising. No face-to-face interview participant reported having a negative perception of advising. Of the respondents that answered question 2, nine replied yes and were coded as having positive perceptions of advising and one stated that it was not necessary to meet with an advisor and was coded as having a neutral perception of advising. The majority of the participants who answered question 6 described the advising that they received as thorough,

good or wonderful. They were coded as having a positive perception of advising. AAMCSs that responded to question 12 felt better after meeting with an advisor and were coded as having a positive perception of advising. One participant reported that he did not feel better after meeting with an advisor.

Question 18 was very different. AAMCSs were asked if their advisor cared about them. There were only three strong positive remarks. P3, P7 and P8 all responded strongly that their advisor cared about them. P1, P4, P5, P6, P9, P10 and P11 answered with uncertainty. Their response were weak i.e. "She seems to care. I can't say for sure but she seems to…" "Yeah. I think he did," "To some degree," "At times," "I believe they care about getting me the right classes," and "I did feel that way." These responses were coded as neutral or negative perceptions of advising. The qualitative findings suggested that for research question 1 AAMCSs have positive perceptions of advising, depending on the situation. AAMCSs felt positive about advising in general. However, when probe deeply they had neutral and even negative perceptions of advising.

The second research question focused on AAMCSs' persistence in college and if advising was helpful. The face-to-face questions that probed into research question 2 were:

1. How do you feel about academic advising?

2a. Is it necessary to meet with an advisor?

4. What do you feel are the goals and objectives of the advising center?

8. In your opinion, how is the advising program helping you to reach your college /career goals?

9. What advising factors do you feel would help you be more successful?

10. Which advisor characteristic do you feel are more likely to attribute to participation, persistence and success?

13. What is the most important advice that you have received from your advisor?

The results of the face-to-face interviews suggest that advising did influence persistence and that it was helpful. An analysis of the responses for question 4 suggests that AAMCSs

believe that the goals and objectives of the advising center are to help students and provide advice. This help and advice is essential to AAMCSs' persistence. Recommending classes and guidance was how the advising center helped students reach their goals. Academic advising assists students in the clarification of life and career goals (NACADA, 2003). Moreover, advisors who cared about the students, increase AAMCSs participation, persistence and success.

The third inquiry focused on affinity factors and if family, friends and peers influence participation and persistence. Face-to-face interview questions 20 and 22 helped with the analysis of this question.

20. To what extent does your family, friends (peers) or community members influence your college participation?

22. Describe the ways in which family, friends and community members support your higher education efforts.

Family and friends encouraged AAMCSs to participate and persist in college. Family helps ensure that the student is motivated (Herndon and Hirt, 2004). AAMCSs reported mentorship, economic and educational support as the ways in which family and friends support their higher education efforts. Affinity factors strongly influenced AAMCS participation or persistence (continued participation) in college.

Mentoring is a practice that enables and empowers (Cuyjet et al, 2006). However, in this study AAMCSs stated that they were not being mentored. This is unfortunate. Mentoring programs are needed to help AAMCSs persist and adjust to the traditional educational system.

In general the results of the study suggest AAMCSs have positive perceptions of advising. The themes that reoccurred most often were 1) AAMCSs have positive perceptions of academic advising, 2) academic advising plays some role in continued participation in college, however, family plays a more important role, 3) academic advising is helpful to AAMCSs,4) interpersonal relationships such as mentoring are uncommon and 5) affinity factors contribute to participation and persistence. In addition five key domains of influence were derived from the

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qualitative results. They were perceptions, success, decision-making, advisor or advising characteristics and affinity factors. These domains of influences determine how AAMCSs perceive advising. A complete discussion of the findings is presented in the next chapter.

<u>4.4 Summary</u>

In this study a regression analysis demonstrated how well advising center practices, advisor practices and affinity factors predicted t AAMCSs perceptions of advising. In addition, the regression provided a measure of how well future outcomes are likely to be predicted by the model. A model was developed for each section of the survey. The dependent variable (PERCEP) indicating AAMCSs' perceptions of advising was measured using discrete variables ranging from negative, somewhat negative, neutral, somewhat positive to positive perception. The explanatory variables included demographics e.g. age, GPA, college classification, and income and 45 statements related to advising center practices, advisor practices and affinity factors. An examination of the *t* helped to eliminate variables that did not provide explanatory contributions to the model. Predictor variables that had a $t \geq \lvert 1.5 \rvert$ were included in the restricted model. The research findings indicated that overall AAMCSs have a positive perception of advising. Only 5.7% of the participants in this study reported negative or somewhat negative perceptions of advising. Using a regression analysis, we rejected Hypothesis 1, 2, 3, 4 and 5 at the .05 significance level.

After examining the qualitative data five significant domains of influence where discovered. These domains of influence included perceptions, success, decision-making, advisor or advising characteristics and affinity factors. The qualitative findings were consistent with quantitative findings. A more in-depth discussion is provided in Chapter 5.

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CHAPTER 5

DISCUSSION AND CONCLUSIONS

5.1 Introduction

AAMCSs are less likely to graduate from college than white males and females, and African American females (Gardenhire-Crooks et al, 2010, JBHE, 2005 & Carey, 2004). The reasons for AAMCSs high attrition rate have remained largely unexplored. This study examined the perceptions of 225 AAMCSs from a two-year college. The data analyses revealed several significant findings. First, AAMCSs have positive perceptions of advising. Second, academic advising plays some role in participation and persistence in college. Third, mentoring relationships are uncommon between AAMCSs and their advisors. Finally, family and peer relationships play an important role in the persistence of AAMCSs.

After analyzing the quantitative data, Hypotheses 1, 2, 3, 4 and 5 were rejected. After examining the qualitative data, five significant domains of influence where discovered. These domains of influence included perceptions, success, decision-making, advisor or advising characteristics and affinity factors. In regards to the research questions, the findings suggested that AAMCSs have positive perceptions of advising and that advising does influence persistence. While positive perceptions of academic advising do not represent a learning outcome, a significant body of research links satisfaction or positive perceptions of advising closely with year-to-year persistence or continued participation (CCSU, 2010, Nordquist, 1993 and Gordon et al 1991). Moreover, mentoring and affinity factors (family, peer and social connections) influenced AAMCSs' college participation and persistence.

5.2 Discussion

It was posited that academic advising could help "Close the Gaps" in higher education. Examining the perceptions of those who receive services, from advising centers and advisors helps the stakeholders determine if goals and objectives are indeed being met. Everyone is a stakeholder and has a role in "Closing the Gaps:" including advising centers, advisors, colleges and universities, students and families. Advising centers are stakeholders; its mission is to provide academic advice and/or guidance to students. They have been charged with providing guidance and information that is vital to student participation and persistence.

High attrition is a negative reflection on the advising centers mission, and an indicator of poor service. Successful advising centers are those that employ competent caring advisors, provide high quality advising, and those that have special or unique academic programs (Patrick et al, 1988 and Miller, 1985).

Caring advisors are those that take a personal interest in the student (Beasley-Fielstein, 1986). Caring advisors are interested in establishing mentoring relationships with students. "They see students as growing, maturing individuals and are accessible to them (Frost, 1991).

High quality advising is a service that is provided by knowledgeable insightful professionals. High quality advising contributes to increased student participation and persistence. Brigman et al (1982) and Louis et al (1984) found a positive relationship between participation, retention and the frequency and quality of advising. Advisors that are professionally trained are considered high quality. They have the skills and knowledge to provide accurate guidance. Student affairs personnel which include academic advisors must be knowledgeable and competent (Kuh et al, 2005). Belcheir (2000) reported that the biggest problem with the current advising system was that advisors lacked knowledge or were unable or unwilling to help students with advising issues. Instead of busying themselves with clerical tasks, advisors should focus more on student's affairs such as academic and career guidance (Grites, 1979).

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Special or unique advising programs promote persistence. Special programs help students face transitional and academic challenges, provide leadership development and expose students to diverse economic, educational and social experiences (Frost, 1991, Patrick et al, 1988 and Miller, 1985). Exposure to diverse experiences provides pathways to new opportunities.

Colleges and universities are stakeholders, and therefore should focus on their advising centers, their advisor's practices, and the graduation rates of admitted students. "Empirical research suggests that most institutions are not satisfied with their methods of academic advising (Frost, 1991)." One study presented results that suggested that only 29% of institutions train advisors and only 21% evaluate the effectiveness of their advising programs (Frost, 1991). College administrators and legislators are responsible for reviewing community college service areas, such as advising centers, to ensure that student needs are being met in the most effective and efficient manner (Senate, 2011 and Cuyjet et al, 2006). Meeting the needs, of students, would include hiring more administrators, advisors and faculty of color (Cuyjet et al, 2006). In addition, legislators should pay close attention to colleges and universities with high attrition and low graduation rates. Departures mirror the absence of social and intellectual integration into the college or university (Tinto, 1993).

Students and their families are stakeholders. They have the potential to benefit from a college degree. Therefore, it is the students' responsibility to search for and attend reputable schools with quality advising programs. Tinto (1993) explained "the regrettable but unavoidable fact is that for many students, the process of selecting a college is quite haphazard. Often it is informed by the least accurate and reliable information."

Students should be held accountable for meeting with their advisor on regular bases. Therefore, when a problem does arise, students and advisors will be more likely to come to a consensus and solve problems. Early intervention will prevent attrition and contribute to "Closing the Gaps." Persistence and success is promoted by holding students to standards that stretch them to perform (Kuh et al, 2005).

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Many students are not sure what to expect from advising. This was most likely the reason that the majority of participants in this study had positive perceptions of advising. AAMCSs did not know what to expect from the advising center or advisors, and they accepted the status quo as quality practices. Long wait times, inefficient services and indifferent advisors equate to poor service and should contribute to negative perceptions of advising. All though participants in this study verbally reported dissatisfaction, many did not indicate negative perceptions of advising on the survey questionnaire. Negative perceptions of advising were revealed during the face-to-face interviews. It is necessary to ensure that students understand what is expected of them, from the advisor and from the college (Cuyjet et al, 2006).

Families are stakeholders; they lay the framework for student success and expect their student to be successful. Without family and community support, students are less likely to participate, persist and succeed in college (Herndon and Hirt, 2004). Earlier studies have found that parental encouragement has an impact on a student's self-efficacy (Cuyjet, 2006). AAMCSs with a sense of efficacy are more likely to participate, persist, and be successful in college. Parental support offsets negative social and educational obstacles. Parents who attend college fairs and engage with school officials often help their students feel more comfortable and worthy in a college setting (Cuyjet et al, 2006).

5.2.1 Findings

A significant finding of this study was that overall AAMCSs had positive perceptions of advising. This finding was comparable to Belcheir (2000) and Amos (1988) studies, which found that most students indicated general satisfaction with academic advising. Regardless of the number meetings that an AAMCS had with an advisor, AAMCSs' of all classifications perceptions of advising was favorable. The results indicated that freshmen (96%) and sophomores (94%) reported positive perceptions more often the juniors (87%) and seniors (91%) (See Table 5.1).

Amos (1988) study had similar results; freshman (94%) and sophomores (93%) reported satisfaction with advising more often than juniors (87%) and seniors (85%). Amos (1988)

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provided two reasons for the decrease in satisfaction, with upper level students. The first was "students make up their minds about the availability of advisors as their careers progress." And second, "advanced students seek out academic advising more readily than less advance students (Amos, 1988)."

AAMCSs believe that academic advising "is a good thing" and that "it is necessary and helpful" (See Appendix F"). The most frequently reported reason that participants in this study gave for academic advising being helpful was that the advisor provided guidance and information about which classes students should take. Schlosser et al (2003) found that both satisfied and unsatisfied students reported that discussing program requirements was a part of their advising relationship. Beasley-Fielstien (1986) reported that students who had positive perceptions of advising believed that advisors were an accurate source of information and were interested in helping students. AAMCSs believed that advising influenced decision-making by providing guidance and clarity. AAMCSs who knew the goals and objectives, of the advising center, reported that the advising center was meeting its goal and objectives. The most frequently reported goals and objectives, of the advising center, were to provide advice and help students succeed.

5.2.1.1 Quantitative Discussion

Hypothesis 1 stated that there is no significant relationship between AAMCSs' perceptions of advising and engaging in academic advising. The null hypothesis was rejected. There was a significant relationship between AAMCSs' perceptions of advising and engaging in academic advising or meeting with an advisor. Perceptions of advising improved as frequencies increased. What is important and appears to matter most for students to have a positive perception of advising is that the student receives some type of advising. Some type of advising means meeting with an advisor one or more times, or meeting with an advisor that has not been professionally trained. An advisor who has been professionally trained often provides the best service. However, Metzner (1989) found that even low quality advising was associated with less

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attrition than no advising at all. Poor advising affected only students' satisfaction with advising, not satisfaction with other areas of the college. Students who received poor advising reported less satisfaction and rated their course work as less interesting than students who reported receiving quality advising (Metzner, 1989).

Hester's (2008) study found a positive relationship between frequency of advising sessions and student satisfaction. The reasons given for student satisfaction of advising in Hester's (2008) study were the listening skills and courtesy of the advisor, and the advisors respect for the advisees opinions. Schlosser et al (2003) found that students satisfied with advising had more individual meetings with advisors, whereas dissatisfied students had infrequent meetings. The dissatisfied students in Schlosser et als' (2003) study reported that they relied on other sources if their advisor was not meeting some need. In this study, AAMCSs who had negative perceptions of advising met with advisors as frequently as AAMCSs who had positive perceptions of advising. They also relied on other sources, such as family and friends, to meet their advising needs. In other studies, dissatisfied students reported that advisors failed to keep scheduled appointments (Kent State, 1993). Dissatisfied students also reported that advisors were indifferent, meaning that they were intimidating, did not show a personal interest in the student, and were slow in addressing problems (Nordquist, 1993, Lyons, 1991 and Beasley-Fielstien, 1986).

Hypothesis 2 stated that there is no significant relationship between AAMCSs' perceptions of academic advising and the practices of the advising center. The null hypothesis was rejected. The findings suggested that there was a significant relationship between AAMCSs' perceptions of academic advising and the practices of the advising center. Habley found that a quality-advising center with established practices encourages success. An essential element of a quality academic advising program is the articulation of the program's basic purpose and function (NACADA, 2000). Established practices and an explanation of basic program functions were not

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included as variables in this study. Including these two elements may have influenced the results of the study.

Three variables influenced AAMCSs perceptions. They were: INFORM5 (I receive academic and career information at the advising center), LOCATED9 (the advising center is centrally located), and HOURS10 (the advising center's hours of operation are convenient for students). These variables were examined more closely. The mission of the advising center is to provide academic and career information. Receiving accurate information from the advising center is crucial to persistence. A study conducted by Kent State (1995) found that dissatisfied students reported critical advising errors. "The primary purpose of an academic advising program is to assist students in the development of meaningful educational plans…other goals include encouraging students to develop decision-making skills (Council for the Advancement of Standards, 1986)."

A conveniently located advising center and hours of operation that are accommodating influenced persistence. Students who must negotiate time conflicts due to work are more likely to meet with an advisor during extended hours.

Hypothesis 3 stated that there is no significant relationship between AAMCSs' perception of advising and the practices of the advisor. The null hypothesis was rejected 3. There was a significant relationship between perceptions of AAMCSs and practices of the advisors. Needless to say, advisors should educate incoming students about campus culture and develop interventions for under engaged students. Incoming college students need affirmation, encouragement and support as well as information about what to do to succeed (Kuh et al, 2005). Advisors are on the frontlines and are best suited to socialize incoming students. Miller (1985) found that a formal connection with a knowledgeable advisor helps cut through the academic bureaucracy and makes the college experience meaningful.

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Students who had negative perceptions of advising reported that they strongly disagreed, disagreed or had neutral feelings about being helped when they left the advising center. This was a significant finding; the advice that students receive could either positively or negatively affect a student's college tenure. Wrench and Punyanunt (2004) found that a poor advisor could have adverse effects on her or his advisee's academic future and personal life. AAMCSs who had somewhat positive and positive perceptions of advising agreed or strongly agreed that they felt like they had been helped after meeting with an advisor. Additional studies indicated that frequent and meaningful contact with advisors and/or faculty members, especially contact focusing on academic, intellectual or career-related issues, seemed to increase students' involvement and motivation (Astin 1993; Frost, 1991 and Tinto 1987). These results are important to advisors and their institutions. Through their practices, advisors have the capability to increase meaningful contact with students and to encourage them to persist in college (Frost, 1991).

Hypothesis 4 stated that there is no significant relationship between AAMCSs' perceptions of academic advising and the advice that they receive from family or from an advisor. The null hypothesis was rejected Hypothesis 4. There was a significant relationship between AAMCSs' perceptions of academic advising and the advice that they receive from family or from an advisor. This question was design to determine if AAMCSs perceptions of advising changed based on advice students received from parents and friends or the advisor. Students that had negative perceptions of advising reported, that they agreed or strongly agreed that they sought the advice of family before consulting with an advisor. AAMCSs appeared to have positive perceptions of advising regardless who they received advice from. Beasley-Fielstien (1986) found that students accept advice from individuals who appear to be concerned and take a personal interest in students.

Hypothesis 5 stated there is no significant relationship between AAMCSs' perceptions of academic advising and affinity factors. The null hypothesis was rejected. There was a significant relationship between AAMCSs' perceptions of advising and affinity factors. Affinity factors are

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family, peer and social connections that individuals develop throughout their life course. These connections are instrumental in promoting student participation and persistence. Families ensure that the student is motivated and they lay the groundwork for success long before their student gets into college (Herndon and Hirt, 2004). Moreover, families value the continued education of their children. Without family and community support, students are less likely to participate, persist and succeed in higher education (Braxton et al, 2004 and Herndon and Hirt, 2004).

Peers are the single most potent source of influence (Astin, 1993). Their influence dramatically affects student participation and persistence (Thomas, 2000). The variables that had an influence on affinity factors included: PEERS41 (I am progressing ahead of my peers), PEERS42 (I believe that I will graduate college), INFLU43 (My decision to attend college was influenced by advising) and INFLU44 (My decision to attend college was influence by peers). In regards to PEERS41, students who had negative perceptions of advising reported that they disagreed or strongly disagreed that they were progressing ahead of their peers. And AAMCSs who had positive perceptions of advising, reported that they disagreed or strongly disagreed that they were progress ahead of their peers. This was a significant finding. AAMCSs who believe that they are not progressing with their peer group are more likely to depart college. In regards to PEER42, AAMCSs agreed or strongly agreed that they would graduate from college. This was a significant finding since, "motivation to graduate from college exerts a positive influence on student persistence (Braxton et al, 2004)." In regards to INFLU43, AAMCSs reported that they disagreed or strongly disagreed that their decision to attend college was influenced by advising, and they disagreed or strongly disagreed that decision to attend college was influenced by peers. The results of this study found that parents have more influence than peers when it comes to participation and persistence. Thomas (2000) found that those students with a greater proportion of ties outside their peer group and those who develop ties outside their social group perform better academically and are more likely to persist.

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5.2.1.2 Qualitative Discussion

The basic premise of Grounded Theory methodology is that theory is generated or discovered from the data being examined. Using the constant comparative method, the qualitative data was analyzed. The constant comparative method, of Grounded Theory, includes "comparing incidents or responses applicable to each category, integrating the categories and their properties, delimiting the theory and writing the theory (Glaser and Strauss, 2009)." In this study, the face-to-face interviews were recorded and transcribed. The transcriptions were then coded and analyzed. This resulted in five significant domains of influence emerging from the qualitative data. These influences included perceptions, success, decision-making, advisor and advising characteristics and affinity factors. The five domains were developed from information that was derived from the face-to-face interviews. Influences of AMMCSs perceptions were developed from what was discovered in the data.

The first domain was the domain of perceptions. AAMCSs perceptions of advising were influenced by their behaviors, feelings and beliefs. Two theories adequately explain AAMCSs perceptions and how they are developed. The first is Social Learning Theory and the second is Reflexive Theory of Perception (RTP). Social learning theorist proposed perception is a result of three concepts: psychological situation, expectancy and reinforcement value. Psychological situation is how the individual interprets the situation. Expectancy refers to an individual's anticipation that making a response will lead to reinforcement. Reinforcement is when an individual attach different values to an activity (Rotter, 1975). "The Reflexive Theory of Perception (RTP) claims that perception of an object or property X by an organism Z consists in Z being caused by X to acquire some disposition D toward X itself (Dilworth, 2005)." Dilworth (2005) described this premise as perceptional intentionality. Perceptional intentionality is the act of perceiving objects or events as correct versus incorrect or negative versus positive, in a plausible evolutionary framework. AAMCSs perceptions are formulated during advising sessions. AAMCSs assess advisors' personalities, skills and knowledge. They also assess the type of information

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presented and how the information is disseminated. After a thorough assessment, AAMCSs interpret the situation and apply some disposition to the action or event. They perceive the action or event as negative, positive or somewhere in between.

Domain 2 focus was on success. Success was described as reaching a particular goal. Functionalist theorists view education or a college degree as the elevator to social mobility (Kendall, 2003). AAMCSs reported that graduating from college or a college degree as a success factor. Cuyjet et al (2006) explained that the completion of a degree from a community college is one of the factors shown to be conducive to academic success, as it provides career opportunity and social mobility. Other success factors that AAMCSs reported were obtaining that ideal job or career, a high GPA, and just doing what one enjoys.

Domain 3 is decision-making. Decision-making is the cognitive process whereby the results end in a course of action. Two decision-making theories helped to understand the processes that AAMCSs used to formulate decisions. The first was incrementalism; a form of decision making where changes to the base are small or incremental in size (Lindblom, 1959). The other was Simon's, bounded rationality. Bounded rationality is the process, whereby individuals use limited information, experience and knowledge to make decisions (Simon, 1947). There are many possible sets of consequences of behaviors and the numbers of things man can do are inconceivable. Time is in short supply, man's ability is limited and there are few theories and no a priori bases that would enable the participants to predict the consequences of alternative actions. So they take shortcuts or as Simon (1947) states they satifice (satisfy and suffice). Advisors helped AAMCSs make decisions by providing information and guidance. They influenced AAMCSs decision through their behaviors and actions. Advisors also helped AAMCSs maintain their decisions through encouragement and positive reinforcement.

Domain 4 is advisor or advising characteristics. An advisor or advising characteristics refers to a distinguishing feature or quality. This domain describes certain characteristics that an advisor possesses, such as a caring advisor, one who listens constructively or one who attempts

to hear and understand all aspects of students' expressed problems. Frost (1991) explained "good advisers are interested in establishing caring relationships with students." This domain also included a knowledgeable advisor who knows the institutions policies and programs in sufficient detail to provide students with accurate, usable information and refers students to other sources of information and assistance.

Domain 5 focused on affinity factors. Affinity factors are family, peer or social relational linkages or causal connections. Two significant types of affinity factors emerged from the data. The first was the family and peer connections. These connections are significant because families promote psychological or emotional support, economic support and social stability. Functionalist theorists believe that families serve a variety of functions including psychological, economic and social support (Kendall, 2003). Functionalism analyzes the way that social processes and institutional arrangements contribute to the effective maintenance and stability of society. Families provide the psychological support and emotional security that promotes persistence in college. Families are responsible for providing economic support. Families and other relatives are responsible for teaching their children the necessary skills to survive in college. Moreover, families confer social status and reputation on their members (Kendall, 2003).

The second type of affinity was the inter-personal relationships between AAMCSs and advisors. They are best explained using Levinger's Relationship Stage Theory Model (1976). This model has five stages: Acquaintance, Buildup, Continuation Deterioration and Ending. The acquaintance stage is a simple awareness of the other person. During the buildup stage, the partners explore one another and come to learn more about the other person. The continuation stage occurs once a decision has been made for the relationship to be strengthened. Deterioration is when impairments develop in the relationship. The ending phase consists of the breakup or closure of the relationship (Levinger, 1976). AAMCSs in this study, relationships with an advisor did not progress pass the acquaintance stage. AAMCSs reported that they did not

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have a relationship with their advisor or that their advisor was just an acquaintance. Reaching the buildup or continuation stage would be a strong indication of a mentoring relationship

Research question 1 asked; what are AAMCSs' perceptions of advising? The results of the face-to-face interviews suggested that AAMCSs perceptions of advising varied. When asked the question directly AAMCSs stated that they had positive perceptions of advising or that advising was helpful, a good thing or that advising was necessary. However, when probe more deeply AAMCSs stated that they believed that "advisors could always do more" and that after meeting with an advisor "they did not feel better" (See Appendix G, P2). These responses were indicators that all though AAMCSs reported positive perceptions of advising, they were not always satisfied with advising. National studies of student satisfaction indicate that advising is the area of their educational experience in which students are the least satisfied (Noel-Levitz, 2003).

Research question 2 asked; does academic advising contribute to students continued participation? The results of the study found that academic advising does influence student participation and persistence. Metzner (1989) found that frequent contacts or meetings with an advisor helped reduce attrition and influenced participation and persistence. However, it is a certain type of advising and advisor that influences continued participation and persistence. AAMCSs reported that an advisor that cares, who is a good listener or who is qualified encourages them to persist. Brigman et al (1982) and Louis et al (1984) have found a positive relationship between participation, retention and the frequency and quality of advising. Moreover, those advisors who get students involved in campus activities, those who keep students encouraged, and those who are "strait up with a student" influenced participation and persistence. Frost (1991) explained that successful students were more involved in college activities. Students were more likely to persist and graduate in settings that recognized them as valued members of the institution. Yarbrough (2002) explained that the brief exchanges between advisor and advisee might have the greatest impact on the student's in completing his or her degree requirements.

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Research question 3 asked; to what extent are affinity factors likely to contribute to AAMCSs participation or persistence (continued participation) in college? The findings suggest that affinity factors strongly influenced participation and persistence. Kuh et al (2006) explained that "family and community support are indispensible to an individual's educational aspirations, becoming college prepared, and persisting in college." Families help students economically, educationally, socially and spiritually. Families' financial help contributed to participation and persistence. One AAMCS explained "My mother she'll come in, she will try to help me pay for my classes." AAMCSs reported that if they need help with their school work, family members will help them. Families also help students by encouraging them to continue. One AAMCS explained, "we do not have anyone in my whole family … no one graduated college." This participant's family supports him whole heartedly. Another stated "they pray for me all the time." Without family, community support and institutional support, students are less likely to participate, persist and succeed in higher education (Herndon and Hirt, 2004, Frost, 1991).

Another significant finding was that mentoring relationships are rare between AAMCSs and advisors. All of the respondents who participated in qualitative portion of the study reported that they did not have a strong mentoring relationship with an advisor. Nordquist (1993) found that mentoring relationships have the greatest impact on student integration and retention. AAMCSs' who do not have a strong mentoring relationship with their advisor, perceptions can change based on advisor practices. Mentoring should be an exchange relationship between the mentee and mentor; where mutual nurturing, caring and exchange of resources occurs (Cuyjet et al, 2006). A significant variable in regards to AAMCSs perceptions of advisor practices is the advisor-advisee relationship. Additional research should be conducted on the advisor-advisee relationship.

5.2.2 Discussion Summary

A gap exists in previous research that focused on AAMCSs' perceptions of advising. This study was designed to address salient issues that could improve participation and persistence.

Overall, AAMCSs have positive perceptions of advising. Both the quantitative and qualitative findings suggested that there is a relationship between AAMCSs perceptions of advising and advising center practices, advisor practices and affinity factors. There was a significant relationship between AAMCSs perceptions of advising and advising center practices. Positive perceptions of advising were related to both frequent and infrequent visits to the advising center. However, positive perceptions do not necessarily address the problem of attrition or the goals and objectives of the stakeholders. The most salient variables in regards to advising center practices were HELPED2, INFORM5, LOCATED9 and HOURS10. These variables were the best predictors of AAMCSs' perceptions of advising based on advising center practices. Providing academic and career information, the location of the advising center and hours of operation had a significant influence on AAMCSs perceptions of advising. Advising centers should focus on providing pertinent information and delivering high quality advising.

The result of the study demonstrated that there was a significant relationship between AAMCSs perceptions of advising and advisor practices. The most important variables in regards to advisor practices were ADVNO26, GRAD23 and ADHELP12. These variables were the best predictors of AAMCSs' perceptions of advising based on advisor practices. Establishing a rapport with AAMCSs is important because it is a determinant of participation and persistence. The ways in which an advisor helps a student has a significant influence on AAMCSs perceptions of advising. Moreover, advisors should be competent and professionally trained. Advisor should not only be willing to be mentors to students, but they should indicate that they are truly interested in the growth and development of the student. The advisor-advisee relationship was a significant factor in AAMCSs perceptions of advising.

There was a significant relationship between AAMCSs' perceptions of advising and affinity factors. The most salient variables in regards to affinity factors were FAMILY27, FAMILY31, PEERS38 and PEERS41. These variables were the best predictors of AAMCSs perceptions based on affinity factors. Family and peers are a potent source of influence and are

necessary support systems. Attrition would increase without the psychological, economic and social support from family and peers. Kuh et al (2006) explained that "family and community support are indispensible to an individual's educational aspirations, becoming college prepared, and persisting in college." The more families support their student's higher education endeavors, the more students tend to succeed and persist. McCarron & Inkelas, (2006) found that encouragement from parents in the form of positive attitudes toward a college education and support of schoolwork positively affects students' educational aspirations more so than financial support. Families' financial help does, however, influence participation and persistence. A recent survey indicated that 40 percent of low-income students desired more financial and help from their parents (Hoover, 2008).

<u>5.3 Policy and Program Implications</u>

This study should be viewed as a salient first step in examining AAMCSs' perceptions of advising. The results of the study demonstrated relationships between AAMCSs perceptions and practices of the advising center, practices of the advisor and affinity factors. Needless to say, although there were relationships between AAMCSs' perceptions of advising and practices of the advising center, practices of the advisor and affinity factors, this does not adequately address the high attrition rate of AAMCSs.

An educational policy implication is the mandate for college administrators to define clearly the goals and objectives of the advising center. Advising centers should have a mission statement, strong leadership, professional and skilled staff (Hunter and White, 2004).

> "It is important to provide services that will assist these students with assistance in balancing these competing demands. This assistance should include job counseling and placement, Job counseling services will particular benefit African American males who are unsure of their future career goals and are blindly taking classes (Cuyjet et al, 2006)."

AAMCSs know that the advising center is a place where they can go to receive help, but most students do not know the type of help that is available, and the additional services that the advising center offers. Just like EEO and FERPA statements, advising goals and objectives

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should be provided to new students; during new student orientation, printed in the course catalog and posted around campus. If goals and objectives are clearly delineated then students could determine if their needs are truly being met. As it stands AAMCSs, believe that the advising center is a place where they go to receive advice and a list of recommended classes.

One program implication is for the Advising/Counseling Center to clearly identify their offices. 14.7 percent of AAMCSs stated that they had never met with an advisor. After providing the definition for advisor and explaining that the term counselor and advisor were at times use interchangeably, some AAMCSs reported that they had indeed met with an advisor. This distinction is important. Since some colleges and universities have counseling and advising centers. Counseling centers help students with mental health, personal issues and career searches. Advising centers guide and provide advice on educational and academic issues. Other colleges and universities only have advising centers. These advising centers provide educational and academic guidance as well as personal and career guidance.

> The issue of advising vs. counseling is often a community college issue. As mentioned above, the Self-contained Model of advising often uses professional counselors to do all academic advising as well as counseling. On campuses with a faculty based advising system there are often counselors to provide the career, transfer and personal counseling that goes beyond the traditional advising responsibilities (King, 2002).

Therefore, along with the goals and objectives being clearly delineated colleges and universities should clearly identify their advising centers with a sign, title or label that states advising center.

Another program implication is that mentoring programs should be implemented on college campuses. Mentoring or the need for mentoring programs was a significant finding in this study. "Mentoring and other initiatives that help students understand and successfully navigate institutional policies and comply with procedures are among the policies worth emulating (Kuh et al, 2005)." Mentors are instrumental in helping students deal with the problems they may encounter in the college environment. This support is important for first generation college

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students (Cuyjet et al 2006). Freeman (1999) suggested that students found the mentoring relationship extremely important to the initial adjustment to their institution. AAMCSs reported that a good mentor was someone who encouraged them and someone they could trust. Additionally, AAMCSs stated that a good mentor was not comfortable leaving the student on the same level. Advisors should focus on mentoring and attempt to develop close professional relationships with students. Developing a mentoring relationship requires openness, empathy and a caring attitude.

Moreover, advisor must understand how a student's background might affect their perceptions. Establishing a rapport or mentoring relationship with AAMCSs is important, because students may have had past negative experiences with advisors or other individuals at the college. For this to occur, advisors must understand the cultural norms and behaviors of their students. Ogbu (1992) explained that in order to understand minority students' behaviors, decisions, and attitudes toward schooling, advisors must understand the cultural models, degree of trust and educational strategies. The face-to-face interviews revealed that the respondents did not believe that they had had a rapport or had been mentored by an advisor. This finding alluded to the cultural differences and a low degree of trust between advisor and student. In order for advising to be a true process the needs of both the advisee and advisor should be considered (Frost, 1991). Success depends on effective advisors and the degree in which the student trusts the advisor. "Although research suggest that relationships with faculty are important to the success of racial/ethnic minority students, studies indicate that black students are often unable to form strong relationships with white faculty at predominantly white institutions (Guiffrida and Douthit, 2010)." Students who were dissatisfied with advising felt that meeting the requirements of graduate school was the only reason that they had relationships with their advisors (Schlosser et al 2003). Needless to say, students who engage with faculty, staff and other students are more likely to persist (Gardenhire-Crooks et al, 2010). The AAMCSs, in this study, viewed advisors as professionals who recommend classes, but they did not view advisors as mentors or individuals who are there for total support.

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For many minority students, the time, energy, and ability needed to participate in mentoring programs are limited due to personal responsibilities and barriers, such as family, employment, lack of financial and social support, and lack of transportation (Beatty-Guenther, 1994). Therefore, other programs such as early intervention, peer group counseling and community and civic mentoring programs should be developed by advisors to meet the mentoring needs of AAMCSs.

Community mentoring programs can fill the gaps when academic mentoring programs have reached their full capacity, are unavailable, or personal barriers impede participation. These programs should include social and religious or faith based organizations that have members who hold degrees and/or who are willing to mentor students. Social organizations such as fraternities and community groups are ideal for mentoring. "Pathfinders" is a mentoring program that was established by African American fraternities. The program provides a way for new students to meet faculty and staff in hopes of finding a person to serve as an on campus mentor.

Another program implication is the need to establish family inclusion programs on college campuses. Family inclusion programs attempt to inform and empower families. Many times family and friends are the primary source for advice. A study conduct by the Office of Institutional Research and Assessment at CCSU (2010) found that a fifth of the respondents in their study reported that their primary source of academic advising was friends or family.

> The Family Inclusion Initiative, developed by the University of California, consists of a series of workshops and activities designed to empower parents to advise students on their college-preparation path, thereby increasing student academic achievement. Family Inclusion Initiative events give parents with little or no college experience the information they need to guide students along a college path (University of California, 2010).

In this study, AAMCSs strongly depended on family and peer support. "High achievers describe their family members as their most important academic counselors, even family members who did not have experience in higher education (Guiffrida and Douthit, 2010)." Family and peer support increases participation, persistence and success. Families are indispensible

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and provide the extra push that students need to succeed (Cuyjet, 2006 and Herndon & Hirt, 2004). Peers are important in helping students understand expectations and standards. They provide academic and social support in formal and informal ways (Kuh et al, 2005).

Other important program implications include the need to develop peer-group mentoring programs. One type of mentoring programs would match juniors and seniors with freshmen or new students. The goal of the program is to provide guidance through a one-on-one relationship or group relationship for AAMCSs. Through these special relationships, peer mentors would provide advice and support and serve as role models for students who need help. Another type of peer mentoring program would involve team mentoring. Together new students making up the team and work simultaneously with one or more mentors who guide them through the advising and education process.

5.4 Significance of the Study

The study was significant for several reasons, which included theoretical, social and practical reasons. The theoretical significance was based on the premise that an academic framework for participation and persistence would be developed from the study's results. Student retention has long been of interest to college administrators. Moreover, finding the factors that attribute to attrition could be the bases for developing an academic framework.

The social significance was based on the idea that examining the attrition rate of AAMCSs would draw attention and consequently may help to alleviate the problem and the long-term systemic problems that are associated with being undereducated or uneducated. These systemic problems include high crime and poverty rates that are prevalent in society.

The practical significance of the study was that advising practices that AAMCSs' perceive to be important for participation, persistence and success were examined to determine the factors that would most likely increase participation, persistence and eventually success as outlined in the "Closing the Gap" initiative. These factors included advising center practices, advisor

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practices and affinity factors. Finally, this study focused on a critical national problem the high attrition rate of AAMCSs and contributed to an existing body of literature.

<u>5.5 Limitations of the Study</u>

This study has limitations that should be taken into account when considering the study and its contributions. Needless to say, these limitations can be seen as avenues for future research. The first limitation was that other important variables that influence student participation and persistence were not examined. These variables obviously include complex social, economic, demographic, and environmental issues. The focal point of this study was on AAMCSs' perceptions, academic advising and using advising as a tool to facilitate participation and persistence. Complex social variables include belief systems, crime or criminal background and social status. Economic variables include lack of employment, student financial resources and institutional financial resources. Complex demographic variables include issues in regards to race, gender and age. And environmental variables are those related to housing and school location and transportation. Not focusing on the aforementioned complex social, economic, demographic, and environmental issues can lead the reader to believe that academic advising is the only determining factor of student participation.

The second limitation was that analysis of attitude or perception surveys involves a degree of subjectivity. Subjectivity allows for bias in interpretation. A neutral perception could be interpreted as meaning that an individual does not care or it could mean that an individual has mixed feelings or perceptions. Another limitation was that the study took place at a two-year college and results are specific to that institution and may not be generalizable to other institutions. Finally, because of time and resource restraints the study is limited in size and demographics. The sample population consists only of 225 AAMCSs. The results may have been different if other populations were included in the study.

In addition, there were quantitative and qualitative limitations. Quantitative methods cannot capture the richness, depth or complexities of the questions asked. Quantitative research

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ignores meaning, nuances and values. There were 225 AAMCSs that completed the survey. These participants could have provided more in depth information about advising center practices, advisor practices and affinity factors. Other factors related to perceptions could be assessed more thoroughly through qualitative approaches such as case studies and focus groups. Perceptions are difficult to measure using survey questions.

In regards to the qualitative methodology, first interview data was collected from only a few individuals, which means that findings cannot be generalized to the larger population. Only 11 individuals participated in the face-to-face interviews. Second, the data could be biased based on the skills and position of the researcher. The principal investigator is a college administrator and was the interviewer. Some respondents may not have been truthful about their perceptions of advising and may have provided answers just to please the principal investigator. Respondents sometimes answer questions based on what they believe the interviewer wants to hear. In addition, people say what is socially acceptable, even though they may feel or think something else. Third, the amount of data made the analysis and interpretation of the data time consuming and tedious. Some important findings may have been lost in the voluminous transcriptions. Finally there is always the possibility of reporting bias. Researchers and analysts sometimes produce bias when reporting the results of qualitative research.

<p align="center">5.6 Suggestions for Further Research</p>

The results of the study provided new questions for additional research. The most important avenue for future research is expanding the study to include other populations. This study only focused on AAMCSs' perception of advising. Studying other populations could provide significant insight about student perceptions. Moreover, a comparison of other races and ethnicities would provide a clearer picture of students overall perception of advising. The next step would be to identify the interconnections between AAMCSs and their female counterparts' perceptions of advising.

A study regarding students' perception of college in general is another suggestion for further research. Lastly, a longitudinal study that examines students and their perceptions of advising over a student's freshman, sophomore, junior and senior year is another suggestion for further research.

5.7 Conclusion

A universal problem at the federal, state and local levels is the attrition rate of AAMCSs. AAMCSs are less likely to graduate from college than white males and females, and African American females (Gardenhire-Crooks et al, 2010, JBHE, 2005 & Carey, 2004). The purpose of this study was to examine AAMCSs' perceptions of academic advising. Earlier studies have found that academic advising is a significant factor in increasing student participation and persistence (Astin, 1993 and Tinto, 1987). Moreover, family and friends play a significant role in the students' ability to participate, persist and succeed (Herndon and Hirt, 2004).

The objectives of this study was to bring attention to the ongoing AAMCS retention crisis in higher education, to develop a framework that would ameliorate the relationship between AAMCSs, their college advisors and higher education institutions, and to develop education policy recommendations to improve the participation, persistence and success rates of AAMCSs. An advising framework would include a vision and, mission statement. In addition, it would state the values of and declare the goals of the institution. The goals should promote student engagement, help students identify career goals, assist students in developing a degree or career plan, and encourage students to develop affinity relationships to maximize their educational potential.

Educational policy recommendations should include the mandate for college administrators to define clearly the goals and objectives of the advising center and the development of mentoring programs on college campuses. The goals and objectives of the advising center should be clearly outlined. These goals should be visible and available to all students. Every institution of higher learning should provide a degree plan to students during students first semester of college. Another goal is the development of college mentoring

programs. Mentoring programs for first-time and first generation college students may help alleviate the AAMCSs attrition problem.

While the results of this study found that AAMCSs have positive perceptions of advising, there still is a concern of high attrition at colleges and universities, and lack of mentorship for AAMCSs. Finding ways to improve retention and developing mentorship programs may change the results of the study. Academic advising is essential in improving attrition and may be the avenue used to develop mentoring programs. Further research is needed in order to provide a better understanding of AAMCSs' perceptions, attrition rates and the lack of mentoring relationships between AAMCSs and their advisors.

APPENDIX A

SURVEY QUESTIONNAIRE

SECTION I DEMOGRAPHICS: Phone # _____

FIRST NAME_____LAST NAME _____

RACE AND ETHINICITY: ___ BLACK (NONHISPANIC)

GENDER___ M   AGE __18-20 __21-25 __26-30 __31-35 __35+

HS GPA__0-.9__1.0-1.5__1.6.-1.9__2.0-2.5__2.6-2.9__3.0-3.5__3.6-3.9__4.0+ (__ COMPLETED HS)

COLLEGE GPA__0-.9__1.0-1.5__1.6.-1.9__2.0-2.5__2.6-2.9__3.0-3.5__3.6-3.9__4.0+

COLLEGE CLASSIFICATION   __FRESHMAN __ SOPHOMORE __ JUNIOR __ SENIOR

HS SCHOOL:_____

COLLEGE OR UNIVERSITY _____MAJOR_____

PARENTAL EDUCATION: __ < HS__HS __SOME COLLEGE __AA/AS __BA/BS __MA/MS __PHD

WHAT IS YOUR TOTAL YEARLY HOUSEHOLD INCOME; INCLUDE ALL EARNERS IN YOUR HOUSEHOLD? __ Less than 20,000, __ 20,000-29,999 __ 30,000-39,999 __ 40,000-49,999 __ 50,000-59,999 __ 60,000-69,999 __ 70,000-79,999 __ 80,000- 89,999 __ 90,000-99,999 __100,000+

NUMBER OF TIMES A SEMESTER I MET WITH AN ADVISOR __ 0__ 1__ 2 __ 3 __4 __ 5 __6+

____INVOLVED WITH STUDENT GROUPS ____ NOT INVOLVED WITH STUDENT GROUPS

_____EMPLOYED ON CAMPUS ___ __ EMPLOYED OFF CAMPUS _____UNEMPLOYED

WHAT ARE YOUR PERCEPTIONS OF ADVISING?

__POSITIVE___ SOMEWHAT POSITIVE __ NEUTRAL __ SOMEWHAT NEGATIVE __ NEGATIVE

SECTION II ADVISING PRACTICES: ADVISING CENTER

1. THE STAFF AT THE ADVISING CENTER IS FRIENDLY AND HELPFUL.

          __STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

2. AFTER LEAVING THE ADVISING CENTER, I FEEL THAT I HAVE BEEN HELPED.

          __STRONGLY DISAGREE __DISAGREE ___NEUTRAL __ AGREE __STRONGLY AGREE

3. THE ADVISING CENTER IS THE PLACE THAT I WOULD RECOMMEND TO STUDENTS WHO ARE ABOUT TO DROP OUT.

          __STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

4. THE STAFF AT THE ADVISING CENTER IS KNOWLEDGEABLE ABOUT ACADEMIC PROGRAMS WITHIN THE COLLEGE.

          __STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

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5. I RECEIVE ACADEMIC AND CAREER INFORMATION AT THE ADVISING CENTER.

__STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

6. THE ADVISING CENTER PROVIDES A DETAILED GRADUATION PLAN FOR MY PROGRAM.

__STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

7. THE ADVISING CENTER STAFF KNOWS ABOUTAND REFERS STUDENTS TO OTHER ON CAMPUS PROGRAMS (I.E. TUTORING).

__STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

8. STUDENT ORIENTATIONS ARE HELD THROUGHOUT THE YEAR.

__STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

9. THE ADVISING CENTER IS CENTRALLY LOCATED.

__STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

10. THE ADVISING CENTER'S HOURS OF OPERATION ARE CONVENIENT FOR STUDENTS.

__STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

11. AT THE COLLEGE THAT I ATTEND, RETAINING STUDENTS IS IMPORTANT.

__STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

SECTION III ADVISING PRACTICES: ADVISOR

12. WHEN MEETING WITH MY ADVISOR I FEEL THE SESSIONS ARE HELPFUL.

__STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

13.   MY ADVISOR CARES ABOUT MY FUTURE.

__STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

14. WHEN MAKING IMPORTANT DECISIONS I SEEK THE ADVICE OF MY ADVISOR.

__STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

15. ADVISING IS THE KEY TO GRADUATION.

__STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

16. ADVISING PROGRAMS ARE THE KEYS TO STAYING IN COLLEGE.

__STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

17. MY PROGRAM OF WORK IS CLEAR AND UNAMBIGUOUS.

__STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

18. ACADEMIC ADVISING IS TO BE AVOIDED.

__STRONGLY DISAGREE   __DISAGREE __NEUTRAL __ AGREE   __STRONGLY AGREE

19. I WOULD RECOMMEND ADVISING FOR ALL STUDENTS.

__STRONGLY DISAGREE   __DISAGREE __NEUTRAL __ AGREE   __STRONGLY AGREE

20. THE CLASSES THAT MY ADVISOR RECOMMENDED ARE PREPARING ME FOR A CAREER.

__STRONGLY DISAGREE   __DISAGREE __NEUTRAL __ AGREE   __STRONGLY AGREE

21. I AM TAKING OR HAVE TAKEN THE CLASSES THAT MY ADVISOR RECOMMENDED.
__STRONGLY DISAGREE   __DISAGREE __NEUTRAL __ AGREE   __STRONGLY AGREE

22. ACADEMIC ADVISING IS SUPPOSED TO INCREASE MY CHANCE FOR GRADUATION.

__STRONGLY DISAGREE   __DISAGREE __NEUTRAL __ AGREE   __STRONGLY AGREE

23. THE ADVISING STAFF AT THE COLLEGE I ATTEND IS CONCERNED ABOUT ME GRADUATING.

__STRONGLY DISAGREE   __DISAGREE __NEUTRAL __ AGREE   __STRONGLY AGREE

24. I HAVE HAD THE SAME ADVISOR THROUGHOUT MY COLLEGE TENURE.

__STRONGLY DISAGREE   __DISAGREE __NEUTRAL __ AGREE   __STRONGLY AGREE

25. I HAVE DEVELOPED A RAPPORT WITH MY ADVISOR

__STRONGLY DISAGREE   __DISAGREE __NEUTRAL __ AGREE   __STRONGLY AGREE

26. I DO NOT NEED AN ADVISOR.

__STRONGLY DISAGREE   __DISAGREE __NEUTRAL __ AGREE   __STRONGLY AGREE

SECTION IVAFFINITY FACTORS

27. MY FAMILY SUPPORTS MY HIGHER EDUCATION EFFORTS.

__STRONGLY DISAGREE __ DISAGREE __NEUTRAL __AGREE __STRONGLY AGREE

28. HIGHER EDUCATION IS IMPORTANT TO MY FAMILY.

__STRONGLY DISAGREE __ DISAGREE __NEUTRAL __AGREE __STRONGLY AGREE.

29. MY FAMILY IS INFLUENTIAL IN MY ACADEMIC DECISIONS.

__STRONGLY DISAGREE __ DISAGREE __NEUTRAL __AGREE __STRONGLY AGREE

30. MY FAMILY IS INFLUENTIAL IN MY PERSONAL DECISIONS.

__STRONGLY DISAGREE __ DISAGREE __NEUTRAL __AGREE __STRONGLY AGREE

31. WHEN MAKING IMPORTANT DECISIONS I SEEK THE ADVICE OF MY FAMILY.

__STRONGLY DISAGREE __ DISAGREE __NEUTRAL __AGREE __STRONGLY AGREE

32. I SEEK THE ADVICE OF MY FAMILY BEFORE I CONSULT WITH MY ADVISOR.

__STRONGLY DISAGREE __ DISAGREE __NEUTRAL __AGREE __STRONGLY AGREE

33. MY PARENTS EXPECT ME TO SUCCEED IN COLLEGE.

      __STRONGLY DISAGREE __ DISAGREE __NEUTRAL __AGREE __STRONGLY AGREE

34. MY PEERS ARE SUPPORTIVE OF MY HIGHER EDUCATION EFFORTS.

      __STRONGLY DISAGREE __ DISAGREE __NEUTRAL __AGREE __STRONGLY AGREE

35. MY PEER GROUP PROVIDES ACADEMIC, SOCIAL AND PERSONAL SUPPORT.

      __STRONGLY DISAGREE __ DISAGREE __NEUTRAL __AGREE __STRONGLY AGREE

36. I HAVE FRIENDS ON CAMPUS WITH SIMILAR BACKGROUNDS AND FAMILIES AS MINE.

      __STRONGLY DISAGREE __ DISAGREE __NEUTRAL __AGREE __STRONGLY AGREE

37. I HAVE MENTORS THAT SUPPORT MY EDUCATIONAL ENDEAVORS.

      __STRONGLY DISAGREE __ DISAGREE __NEUTRAL __AGREE __STRONGLY AGREE

38. I AM INVOLVED WITH A PEER OR SOCIAL GROUP ON CAMPUS.

      __STRONGLY DISAGREE __ DISAGREE __NEUTRAL __AGREE __STRONGLY AGREE

39. I AM INVOLVED WITH A PEER OR SOCIAL GROUP OFF CAMPUS.

      __STRONGLY DISAGREE __ DISAGREE __NEUTRAL __AGREE __STRONGLY AGREE

40. I HAVE DEVELOPED A CLOSE PERSONAL RELATIONSHIP WITH OTHER STUDENTS.

      __STRONGLY DISAGREE __ DISAGREE __NEUTRAL __AGREE __STRONGLY AGREE

41. I AM PROGRESSING AHEAD OF MY PEERS.

      __STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

42. I BELIEVE THAT I WILL GRADUATE COLLEGE.

      __STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

43. MY DECISION TO ATTEND COLLEGE WAS INFLUENCED BY ADVISING.

      __STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

44. MY DECISION TO ATTEND COLLEGE WAS INFLUENCED BY PEERS.

      __STRONGLY DISAGREE __DISAGREE __NEUTRAL __ AGREE __STRONGLY AGREE

45. I BELIEVE THAT I WILL COMPLETE A (N):

_____SOME COLLEGE_____AA (AS, AAS) _____BA (BS) _____ MA (MS, M.ED.) _____PH.D (ED)

APPENDIX B

INDIVIDUAL INTERVIEW QUESTIONS

<u>Individual Interview Questions</u>

1. What are your perceptions of academic advising? How do you feel about academic advising?
   _____
   _____

2. Is it necessary to meet with an advisor? _____ Why or Why not?
   _____
   _____

3. How does academic advising influence your decision-making?
   _____
   _____

4. What do you feel are the goals and objectives of the counseling/advising center?
   _____
   _____

5. Is the counseling/advising center meeting those goals and objectives?
         i. If so in what ways?
   _____
   _____

6. How would you describe the academic advising that you have received at the college that you attend?
   _____
   _____

7. How would you define success in regards to higher education?
   _____
   _____

8. In your opinion, how is the counseling/advising program helping you to reach your college/career goals?
   _____
   _____

9. What advising factors do you feel are would help you be more successful?
   _____
   _____

10. Which advisor characteristics do you feel are more likely to attribute to participation, persistence and success?
   _____
   _____

11. How often do you have regular scheduled or spontaneous meetings with your advisor?
       a. What occurs during these meetings?
   _____
   _____

12. After meeting with you advisor how do you feel?
_____
_____

13. What is the most important advice that you have received from your advisor?
_____
_____

14. Describe the type of rapport that you have with your advisor.
_____
_____

15. In your opinion are you being mentored or has an advisor or other faculty member mentored you?
_____
_____

16. Did you have the same advisor throughout your college tenure?
_____
_____

17. Describe your ideal advisor._____
_____
_____

18. Does your advisor care about you?
_____
_____

19. What is the highest level education obtained by your family member(s)_____

20. To what extent does your family, friends or community members influence your college participation?
_____
_____

21. What characteristics or factors most influence your college decision making?
_____
_____

22. Describe the ways in which your family, friends and community members support your higher education efforts.
_____

APPENDIX C

SURVEY SCRIPT

<u>Survey Script</u>

Thank you for participating in this data collection. The purpose of this data collection is to collect data that examines African American male college students over the age of 18 perceptions of advisors, academic advising and advising programs. If you do not fit into this category, please do not complete the survey. This survey is designed to collect data from African American male college students over the age of 18. The survey will be distributed to each individual that volunteers to participate. Along with the survey, an informed consent form will be disturbed. Please read and sign the informed consent document. (PASS OUT THE INFORMED CONSENT DOCUMENT). The survey will now be distributed to those of you who have had read and signed the informed consent document. (PASS OUT THE SURVEY). Please note that this survey is voluntary; you may leave at any time. If you decide to leave, please leave the survey on the table and depart quietly.

The first section of the survey collects demographic data. Please thoroughly complete this section. The remainder or the survey collects data about advising practices at the advising center, advising practices of the advisor and affinity factors pertaining to your family, friends or peers and college personnel. Please check the response that you feel is most appropriate for the statement. The response should be based on your perception of strongly disagree, disagree, neutral, agree or strongly agree. Please take the time to answer all questions.

After you complete the survey, please place it in the box near the exit door. Thank you for participating in the survey.

<u>Individual Interview Script</u>

Thank you for participating in this data collection. The purpose of this data collection is to collect data that examines African American male student's perception of college academic advising and advising programs. Before beginning the interview, please read and sign the informed consent

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document. This interview will be recorded for accuracy. You may end the interview at any time. You will be asked 22 questions. Please answer the questions based upon your perceptions. If you desire, a transcript of the interview will be provided for you to check for accuracy.

APPENDIX D

INFORMED CONSENT FORM

See Supplemental File

APPENDIX E

QUANTITATIVE FORMULAS

Formula 1

$$y = \beta_0 + \beta_1 X_1 + u$$

$$\text{PERCEP} = 4.035 + .111(\text{NTIMES}) + u =$$

$$\text{PERCEP} = 4.035 + .111(2) + u =$$

$$\text{PERCEP} = 4.035 + .222 =$$

$$\text{PERCEP} = 4.257$$

Formula 2

$$F_{q,\,n-k-1} = \frac{(R^2_{ur} - R^2_r)/q}{(1- R^2_{ur})\,/\,n-k-1} = \frac{(R^2_{ur} - R^2_r)/q}{(1- R^2_{ur})\,/\,df} = \frac{(.251-.215)/7}{(1-.251)/216-11-1} = \frac{.005}{.749/204} = \frac{.005}{.0037} = 1.35$$

Formula 3

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + u$$

$$\text{PERCEP} = 2.980 + .323(\text{helped}) + .260(\text{inform5}) - .151(\text{located9}) - .107(\text{hours10}) + u =$$

$$\text{PERCEP} = 2.980 + .323(4) + .260(4) - .151(4) - .107(4) + u =$$

$$\text{PERCEP} = 2.980 + 1.292 + .1.04 - .604 - .428 + u =$$

$$\text{PERCEP} = 4.28$$

Formula 4

$$F_{q,\,n-k-1} = \frac{(R^2_{ur} - R^2_r)/q}{(1- R^2_{ur})\,/\,n-k-1} = \frac{(R^2_{ur} - R^2_r)/q}{(1- R^2_{ur})\,/\,df} = \frac{(.313-.269)/12}{(1-.313)/207-15-1} = \frac{.004}{.687/191} = \frac{.004}{.004} = 1$$

Formula 5

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + u$$

$$\text{PERCEP} = 2.074 + .364(\text{adhelp12}) + .265(\text{grad23}) - .111(\text{advno26}) + u =$$

$$\text{PERCEP} = 2.074 + .364(4) + .265(4) - .111(4) + u =$$

$$\text{PERCEP} = 2.074 + 1.456 + 1.06 - .444 + u =$$

$$\text{PERCEP} = 4.146$$

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Formula 6

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + u$$

PERCEP= 2.844 + .300(deci14) +.071(family31) + .006(family32) + u =

PERCEP= 2.844 + .300(4) +.071(4) + .006(4) + u =

PERCEP= 2.844 + 1.2 +.284 + .024 + u =

PERCEP=4.352

Formula 7

$$F_{q,\,n-k-1} = \frac{(R^2_{ur} - R^2_r)/q}{(1 - R^2_{ur})\,/\,n-k-1} = \frac{(R^2_{ur} - R^2_r)/q}{(1 - R^2_{ur})\,/\,df} = \frac{(.133-.084)/14}{(1-.133)/214-18-1} = \frac{.0035}{.867/195} = \frac{.0035}{.0044} = .795$$

Formula 8

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + u$$

PERCEP= 2.633 + .102(family27) +.048(family31) + .105(peers38) + .181(peers41) +u =

PERCEP= 2.633 + .102(4) +.048(4) + .105(4) + .181(4) +u =

PERCEP= 2.633 + .408 +.192 + .42 + .724 +u =

PERCEP=4.374

APPENDIX F

INTERVIEW CODES

INTERVIEW QUESTION	RESPONSES BY STUDENT #	CODES (Label)	CODE DEFINITION	CONCEPTS (Axial	CATEGORIES Coding)	ANALYSIS (Selective Coding)
Student ID:	1= 2= 3 = 4 = 5 = 6 = 7 = 8 = 9 = 10 = 11 =	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10 P11				
1. What are your perceptions of academic advising? **How do you feel about academic advising?**	P1. It's helpful P2. --- P3. A good thing P4. Good for students P5. It's necessary P6. It's necessary P7. Pretty helpful P8. A good way to find out what you need P9. A good thing. It helps students P10. Help you P11. It helps us a lot	1. HELPFUL 2. GOOD 3. NECESS 4. NOHELP 5. NOTNECESS	Helpful Good for students Necessary for students Not helpful Not Necessary	Perceptions	Positive Somewhat Positive Neutral Somewhat Negative Negative	1. Positive 2. --- 3. Positive 4. Positive 5. Somewhat Positive 6. Somewhat Positive 7. Positive 8. Positive 9. Positive 10. Positive 11. Positive
2 a. Is it necessary to meet with an advisor?	P1. Huhuh (yes) P2. --- P3. Yes P4. Not necessary	1. MEETYES 2. MEETSOME 3. MEETNEUT 4. MEETNORE	Yes Sometimes Neutral Not really	Perceptions	Positive Somewhat Positive	1. Positive 2. --- 3. Positive 4. Neutral

	P5. Yeah P6. Yes P7. Yes P8. Yes P9. Yes P10. Yea P11. Yes	5. MEETNO	Not Necessary		Neutral Somewhat Negative Negative	5. Positive 6. Positive 7. Positive 8. Positive 9. Positive 10. Positive 11. Positive
2 b. Why or Why Not?	P1. They give advice on classes P2. --- P3. Classes P4. --- P5. Classes and or degrees P6. Because things change P7. Classes P8. Classes P9. Which way to go/what to do to accomplish goals P10. You do not always know what you want to do P11. Classes/So you don't waste your time taking classes you don't need	1. CLASSES 2. DEGREE 3. GUIDE 4. CAREER 5. DECISIONS	1.Information about classes 2. Information about degree 3. Guidance 4. Career information 5. To help in making decisions	Decision-Making	Classes Guidance Information Influence Maintain	1. Classes 2. --- 3. Classes 4. --- 5. Classes 6. Information 7. Classes 8. Classes 9. Guidance 10. Guidance 11. Classes/ Guidance
3. How does academic advising influence your decision-making?	P1. When I am unsure or unclear I go to see the advisor P2. --- P3. A lot P4. They tell me what I need to take/but I take what I need to take so I can do what I	1. CLARITY 2. INFLULOT 3. INFLUSWH 4. GUIDANCE 5. CONFIDENC	Provides clarity Influences me a lot Influences me somewhat Provides Guidance Gives me	Decision-Making	Clarity in Decision Making Influences my decisions a lot Influences my decisions	1. Guidance 2. --- 3. Influences my decisions a lot. 4.

need to do P5. It influences me by giving me confidence P6. It gives you clarity P7. A lot P8. It influence me about 50% P9. They help with most of my decisions. P10. A lot P11. A lot	confidence	making somewhat Provides Guidance Gives me confidence to make decisions.	Guidance 5. Gives me confidence to make decisions 6. Clarity in decision making 7. Influences my decisions a lot. 8. Influences my decisions making somewhat 9. Influences my decisions a lot. 10. Influences my decisions a lot. 11. Influences my decisions a lot.

| 4. What do you feel are the goals and objectives of the advising center? | P1. Advice. To give you advice
P2. ---
P3. To help you get through, help you pick something you are comfortable with
P4. To help a student on whatever they need
P5. To help you graduate/help you find a career.
P6. Help you find out what you want to do/they are here to clear things up
P7. See people succeed of the educational level
P8. To help people graduate and help them whenever they need help
P9. To get the students to graduate and succeed in life.
P10. To help them with what they want to do in life and be successful in life.
P11. The goal is to get you on track and to help you graduate college. | 1. GOALHELP
2. GOALDEV
3. GOALADV
4. GOALGRAD
5. GOALSUCC | To help students
To develop meaningful educational plans
To provide advice
To help students to graduate
To help students succeed in life | Perceptions | Help Make Decisions

Develop Plans

Advise Students

Help Students Graduate

Help Students Succeed | 1. Advise Students
2.---
3. Help Students Succeed
4. Help Students Succeed
5. Help student Graduate
6. Help make Decisions
7. Help Student Succeed
8. Help Student Graduate
9. Help Student Graduate/ Help Student Succeed
10. Help Student Succeed
11. Help Student Graduate |

| 5 a. Is the advising center meeting those goals and objectives? | P1. For the most part
P2. ---
P3. Yes
P4. Yea they did
P5. Yes
P6. They help me
P7. Yes
P8. Yes
P9. Yes
P10. For the most part
P11. Yeah they are | 1. GOALMT1
2. GOALMT2
3. GOALMT3
4. GOALMT4
5. GOALMT5 | The advising center is meeting its goals and objectives
For the most part the advising center is somewhat meeting its goals and objectives
I do not know if the advising center is meeting its goals and objectives
The advising center is somewhat not meeting its goals and objectives.
The advising center is not meeting its goals and objectives. | Perceptions | Positive

Somewhat Positive

Neutral

Somewhat Negative

Negative | 1. Somewhat Positive
2.---
3. Positive
4. Positive
5. Positive
6. Positive
7. Positive
8. Positive
9. Positive
10. Somewhat Positive
11. Positive |
| **5b. If so in what ways** | P1. I have not gone enough
P2. ---
P3. If I never went to them I would not be here
P4. Gave me program | 1. GOALSWY1
2. GOALSWY2
3. GOALSWY3
4. GOALSWY4
5. GOALSWY5 | 1. Provided information
2. Help select classes
3. Help me achieve a goal
4. Provided | Affinity Factors | 1. Provided information
2. Help select classes
3. Help me achieve a goal
4. Provided | 1. I have not gone enough
2.---
3. Provided guidance
4. Provided |

	and financial aid information P5. By telling me exactly what I need to have P6. I went one time and did not have to go back. P7. Making sure I stay on task P8. Classes P9. They are going to help them achieve their goal. P10. Classes P11. Classes		guidance 5. I have not gone enough		Guidance 5. I have not gone enough to make a clear decision.	information 5. Provided guidance 6. Provided guidance 7. Provided guidance 8. Help select classes 9. Help me achieve a goal 10. Help select classes 11. Help select classes
6. How would you describe the academic advising that you have received at the college you attend?	P1.Very through/Lot of information P2. --- P3. Wonderful/Above average P4. It was good P5. fair/it's good/it could be better P6. They are passionate about what they do P7. Really good P8. I give them a 10 out of 10 P9. Great academic advising P10. I like it P11. It help me a lot	1. ADVEXCEP 2. ADVGOOD 3. ADVNEUT 4. ADVBAD 5. ADVRYBAD	Great/ exceptional-High Quality Good-Quality Neither good or bad Bad- Low Quality Very Bad-Very Low Quality	Perceptions	Positive Somewhat Positive Neutral Somewhat Negative Negative	1. Positive 2. --- 3. Positive 4. Somewhat Positive 5. Somewhat Positive 6. Somewhat Positive 7. Positive 8. Positive 9. Positive 10. Positive 11. Positive

| 7. How would you define success in regards to higher education? | P1. Career
P2. ---
P3. Career
P4. Doing all that you can do
P5. Doing your best in all your classes
P6. Obtaining as much information that was given to you and applying it
P7. College education/good paying job
P8. Finding something and sticking with it
P9. Graduating
P10. Graduating
P11. Getting a degree | 1. SUCCESJOB
2. SUCCESDEG
3. SUCCESGPA
4. SUCCESPASS
5. SUCCESOTH | Getting that dream job
Graduating with a degree
Having a high GPA
Passing a class
Other | Success | Having a career
Graduating
High GPA
Passing
Other | 1. Having a career
2. ---
3. Having a career
4. Passing
5. Passing
6. Other
7. Graduating Career
8. Other
9. Graduating
10. Graduating
11. Graduating |
| 8. In your opinion, how is the advising program helping you to reach your college/career goals? | P1. Classes
P2. ---
P3. Classes
P4. They help me find out what I need to do to get to where I want to go
P5.---
P6. Classes
P7. Advice
P8. Classes
P9. classes/personal and academic problems
P10. ---
P11. Classes | 1. HELPGOAL1
2. HELPGOAL2
3. HELPGOAL3
4. HELPGOAL4
5. HELPGOAL5 | Recommending certain classes
Giving Advice
Helping with personal/ academic problems.
Guidance
Not helping. | Success | Recommending certain classes
Giving Advice
Helping with personal/ academic problems.
Guidance
Not helping | 1. Recommending Classes
2.---
3. Recommending Classes
4. Guidance
5---.
6. Recommending Classes
7. Giving Advice |

						8. Recommending Classes 9. Recommending Classes/ Helping with problems 10.--- 11. Recommending Classes
9. What advising factors do you feel are would help you be more successful?	P1. Tutoring P2.--- P3. I really don't know P4. I do not know what they are supposed to do P5. Provide a program of work/degree plan P6. They have done their part for the most part P7. Emails of the curriculum P8. They are doing good right now P9. The atmosphere/Some students are really nervous about going to their advisor P10. Making sure I	1. FACTOR1 2. FACTOR2 3. FACTOR3 4. FACTOR4 5. FACTOR5	Tutoring Providing a degree plan Recommending classes A good atmosphere I do not know	Success	Tutoring Providing a degree plan/Recommending classes A good atmosphere They are doing their part I do not know	1. Tutoring 2. --- 3. I do not know 4. I do not know 5. Degree plan 6. They are doing their part 7. Degree Plan 8. They are doing their part 9. A good atmosphere 10. Degree plan

	have the right classes. P11. I wouldn't know					11. I would not know
10. Which advisor characteristics do you feel are more likely to attribute to participation, persistence and success?	P1. Easy to relate to/Knowledgeable P2.--- P3. Advising P4. Someone that cares/someone that is qualified P5. Get students involved in more activities/ Keep them encouraged P6. The short term mini-mesters P7. It all depends on the student P8. A good listener and a good friend P9. Being strait up with a student/telling them what the need to know P10. --- P11. Being positive/pointing us in the right directions/showing us what our degree could get us	1. CHARAC1 2. CHARAC2 3. CHARAC3 4. CHARAC4 5. CHARAC5	A knowledgeable Advisor Course offerings Advising Someone who cares A young or mature advisor	Advisor or Advising Characteristics	A knowledgeable Advisor Course offerings Advising Someone who cares A young or mature advisor	1. A knowledgeable advisor/ Someone who cares 2.--- 3. Advising 4. A knowledgeable advisor/ Someone who cares 5. Someone who cares 6. Course offerings 7.--- 8. Someone who cares 9.Someone who cares 10.--- 11. Someone who cares

| 11. How often do you have regular scheduled or spontaneous meetings with your advisor? What occurs during these meetings? | P1. Once
P2. ---
P3. Once or twice a month
P4. Rarely/One time
P5. Met at beginning of semester
P6. Twice
P7. Once a month(four months four times)
P8. A couple of times
P9. Four or five times during the spring
P10. Three a semester
P11. two or three times a semester | 1. NUMMEET0
2. NUMMEET1
3. NUMMEET2
4. NUMMEET3
5. NUMMEET4 | 0
1
2
3
4+ | Affinity Factors | 0
1
2
3
4+ | 1. 1
2. ---
3. 2
4. 1
5. 1
6. 2
7. 4+
8. 2
9. 4+
10. 3
11. 3 |
| 12. After meeting with you advisor how do you feel? | P1. I was not as confused
P2. I don't feel better. I won't lie
P3. I feel great
P4. I felt good
P5. I feel that I have gotten something's done
P6. A little bit relieved
P7. Pretty good. I feel good
P8. Very helped
P9. I feel like I have been helped
P10. I feel pretty good. I feel that I learned
P11. I feel good | 1. FEELEXCEL
2. FEELGOOD
3. FEELNEUT
4. FEELNOGD
5. FEELBAD | Excellent
Good
Neutral I do not feel anyway
Not so Good
Bad | Perceptions | Positive

Somewhat Positive

Neutral

Somewhat Negative

Negative | 1. Somewhat Positive
2. Negative
3. Positive
4. Positive
5. Somewhat Positive
6. Somewhat Positive
7. Positive
8. Positive
9. Positive
10. Positive
11. Positive |

| 13. What is the most important advice that you have received from your advisor? | P1. Do not rush things
P2. ---
P3. Take a reading class
P4. How to get into a program and how to get financial aid
P5. Keep showing up/keep talking to the advisor
P6. Do not put more on your workload than you have to
P7. Work hard
P8. Don't give up and don't drop a class unless you really have to
P9. Keep your head on during test time
P10. I don't know if I received any important advice
P11. Take the classes that you need | 1. IMPRTCLAS
2. IMPRTPERS
3. IMPRTJOB
4. IMPRTPROG
5. IMPORTNO | To take a certain class
Important personal advice
To select a certain career field.
To apply to a special program.
I have not received important advice from my advisor | Decision-Making | To take a certain class
Important personal advice
To select a certain career field.
To apply to a special program.
I have not received important advice from my advisor | 1. Important personal advice
2.---
3. To take a certain class
4. To apply to a special program
5. Important personal advice
6. Important personal advice
7.Important personal advice
8. Important personal advice
9. Important personal advice
10. I have not received an important advice
11.Take a certain |

						class
14. Describe the type of rapport that you have with your advisor.	P1. An acquaintance P2. --- P3. --- P4. As acquaintances P5. Not really (none) P6. I would not say that we have a rapport P7. It is pretty distant P8. Good relationship P9. I won't say that we are real close, we like to talk a lot P10. I don't P11. It's positive	1. RAPEXCELL 2. RAPGOOD 3. RAPACQT 4. RAPNNONE 5. RAPBAD	Excellent Good Acquaintance Not so Good Bad	Affinity Factors	Excellent Good Acquaintance None Bad	1. Acquaintance 2. --- 3. --- 4. Acquaintance 5. None 6. None 7. Acquaintance 8. Good 9. Acquaintance 10. None 11. Good
15. In your opinion are you being mentored or has an advisor or other faculty member mentored you?	P1. I would not really say mentoring P2. I never heard about that mentor P3. No P4. Not P5. No mentorship P6. No. not really P7. No P8. Not really. I do not go enough to be	1. MENTSTRN 2. MENTOR 3. MENTNEUT 4. MENTSW 5. MENTNO	I am being strongly mentored I am being mentored Neutral I am being mentored somewhat I am not being mentored	Affinity Factors	I am being strongly mentored I am being mentored Neutral I am being mentored somewhat I am not being mentored	1. I am not being mentored 2. I am not being mentored 3. I am not being mentored 4. I am not being

0

	mentored P9. Not an advisor… a faculty member P10. No. not at all P11. Yeah. Not at *** another school.					mentored 5. I am not being mentored 6. I am being mentored somewhat 7. I am not being mentored 8. I am not being mentored 9. I am being mentored 10. I am not being mentored 11. I am being mentored
16. Did you have the same advisor throughout your college tenure?	P1. --- P2. --- P3. I only have one advisor. She is the only one I see P4. I guess P5. I see the same one P6. I have seen two. Those are the only two I ever saw P7. Yes. I have seen the same one P8. No. I have had a	1. SAMEAL 2. SAMEMOST 3. SAMENEUT 4. SAMEDIFF 5. SAMENEV	I always see the same advisor I mostly see the same advisor I neither see or do not see the same advisor At times I see different advisors I never see	Affinity Factors	1. I have always had the same advisor 2. I have had more than one advisor	1. --- 2. --- 3. I have always had the same advisor 4. --- 5. I have always had the same advisor 6. I have had more than one

	different one each time P9. Yes P10. --- P11. ---		the same advisor			advisor 7. I have always had the same advisor 8. I have had more than one advisor 9. I have always had the same advisor 10. --- 11. ---
17. Describe your ideal advisor.	P1. Knowledgeable and one who has been through similar things P2. --- P3. An advisor that knows me well P4. They care and are concerned. They receive me P5. Show more interest, care should always be 100% P6. One that knows about you P7. One that makes sure I have everything I need P8. Listen, trustworthy, honest caring P9. Laid back person, knows you personally	1. IDEAKNOW 2. IDEAFRIE 3. IDEASUCC 4. IDEACARES 5. IDEAVTRAI	A knowledgeable Advisor An Advisor that knows me An advisor that tries to help me succeed An advisor that cares An advisor that has extensive training	Advisor or Advising Characteristics	A knowledgeable Advisor An Advisor that knows me An advisor that tries to help me succeed A caring advisor An advisor that has extensive training	1. Knowledge able 2. --- 3. Knows me 4. Cares about me 5. Cares about me 6. Knows me 7. Helps me succeed 8. Cares about me 9. Knows me 10. Cares about me 11. Knows

	P10. provides good conversation, cares P11. Sweet, encouraging, help					me
18. Does your advisor care about you?	P1. She seems to care. I can't say for sure but she seems to P2. --- P3. Yes P4. Yeah I think he did P5. I think he does P6. To some degree P7. Yes P8. Yes P9. At times P10. I believe they care about me getting the right classes P11. I did feel that way	1. ADVCARE1 2. ADVCARE2 3. ADVCARE3 4. ADVCARE4 5. ADVCARE5	My advisor strongly cares about me My advisor cares about me I do not know if my advisor cares about me My advisor does not care about me My advisor does not care about me at all.	Affinity Factors	My advisor strongly cares about me My advisor cares about me I do not know if my advisor cares about me My advisor does not care about me My advisor does not care about me at all.	1. I do not know if my advisor cares about me. 2. --- 3. My advisor cares about me 4. I do not know if my advisor cares about me. 5. I do not know if my advisor cares about me. 6. My advisor cares about me 7. My advisor cares about me 8. My advisor cares about me 9. My

					advisor cares about me 10. My advisor cares about me 11. My advisor cares about me	
19. What is the highest level education obtained by your family member(s)?	P1. Master's P2. Pharmacist and a nurse P3. Some college P4. Some College P5. Bachelors P6. Some college P7. Bachelors P8. Associates P9. A doctorate P10. --- P11. Bachelor	1. EDUCNSCH 2. EDUCHS 3. EDUCSC 4. EDUCAA 5. EDUCBA 6. EDUCMA 7. EDUCPHD	<High School High School Some College AA BA MA PHD	Affinity Factors	<High School High School Some College AA BA MA PHD	1. MA 2. Degree 3. Some College 4. Some College 5. BA 6. Some College 7. BA 8. AA 9. PH.D. 10. --- 11. BA
20. To what extent does your family, friend (peers) or community members influence your college participation.	P1. They call me and encourage me P2. --- P3. They have a lot to do with it P4. They do. I will not say that it is all of them but it is half them and half me P5. I think they influence me by them getting their degrees	1. FAMSENC 2. FAMINFL 3. FAMNEUT 4. FAMMINF 5. FAMNOINF	They encourage me They influence my college participation They influence my participation sometimes They influence me a	Affinity Factors	They strongly influence my college participation They influence my college participation Neutral They mildly influence my college participation	1. They influence my college participation 2.--- 3. They strongly influence my college participation

P6. My friends tell me I am proud of you. My dad he is happy P7. My family life is real stresses right now. My friends keep me motivated. P8. A whole lot P9. They tell me to strive for excellence and to keep going P10. --- P11. A lot. They are behind me 100%	lot They do not influence my college participation	They do not influence my college participation	4. They mildly influence my college participation 5. They influence my college participation 6. They influence my college participation 7. They influence my college participation 8. They strongly influence my college participation 9. They influence my college participation 10. --- 11. They strongly influence my college

				participation

21. What characteristics or factors most influence your college decision making?	P1. Mom P2. --- P3. My granny and my mom P4. I gotta make it when I am on my own P5. Success P6. --- P7. --- P8. Wanting to achieve my goals P9. --- P10. --- P11. ---	1. FACINFFAM 2. FACINFSUC 3. FACINFADV 4. FACINFOTH 5. FACINFNO	My family Success My advisor Other factors There is nothing that influences my decision making	Affinity Factors	My family Success My advisor Other factors There is nothing that influences my decision making	1. My family 2. --- 3. My family 4. Other factors 5. Success 6. --- 7. --- 8. Success 9. --- 10. --- 11. ---
22. Describe the ways in which your family, friends and community members support your higher education efforts.	P1. Advice P2. Financially and they share their time P3. They help me with my work P4. They encourage me P5. Financially and with my classes as much as they can P6. Mentally, financially I am on my own P7. Encourage me mentally P8. Help me with homework, pray P9. Advice, some tutor, some provide encouragement	1. SUPFINAN 2. SUPSOCIA 3. SUPMENTO 4. SUPPOLI 5. SUPEDUC	Financially Socially Mentorship Politically Educationally	Affinity Factors	Financially Socially Mentorship Politically Educationally	1. Mentorship 2. Financially 3. Educationally 4. Mentorship 5. Financially/ Educationally 6. Mentorship 7. Mentorship 8. Educationally

P10. --- P11. Spiritually, financially and encouragement	9. Mentorship 10. --- 11. Mentorship / Financially

Definition of Concepts:

Advisor or Advising Characteristics refers to a distinguishing feature or quality of an advisor or advising.

Affinity Factors are family, peer or mentor relational linkages or causal connections. They are social associations, connections, or affiliations between individuals.

Decision-making is the cognitive process whereby the results end in a course of action.

Perceptions are behaviors or beliefs of an individual or the act or faculty of apprehending by means of the senses or of the mind.

Success Factors are elements that contribute to a particular result or situation

APPENDIX G

INTERVIEW TRANSCRIPTIONS

Interview with P1

Tape started

Ms. Aaron: Okay *********

P1: *********

Ms. Aaron: What are your perceptions of academic advising? And how do you feel about academic advising?

P1: Well it's helpful causes it is my first semester and I really do not know too much about college and so the advising helps a lot.

Ms. Aaron: Do you feel that it is necessary to meet with an advisor?

P1: Huhuh…

Ms. Aaron: Why

P1: Like I said I have not been to college I do not know anything about. They tell me they give me advice on what classes I should take first and stuff like that…pause… Well I only went to the advisor once and she was just telling me what classes to take first and all sorts of stuff and social programs that they have. Student orientation and stuff like that and stuff I did not know about from just signing up.

Ms. Aaron: Okay um. You said you only went to meet with the advisor only once. Is this your first semester at TCC or in college.

P1: Yeah

Ms. Aaron: You graduated high school last year.

P1: I got my GED.

Ms. Aaron: Okay that is great

Ms. Aaron: How does academic advising influence your decision-making? I mean does it help you make decisions?

P1: Hum…causes when I am unsure unclear of something I go see the advisor. I was unsure of what classes to take. To help me figure out what I should do, what classes I should take.

Ms. Aaron: Okay, what do you feel are the goals and objectives of the advising center?

P1: Well, it's kind of in the name advice. It gives you advice on what to do.

Ms. Aaron: Now do you feel the advising center is meeting these goals are they doing that?

P1: For the most part I have not gone enough to say or make a clear thing but so far they have.

Ms. Aaron: Okay, How would you describe the academic advising that you've received at the college?

P1: They were very thorough and gave me a lot of information and made sure I understood it.

Ms. Aaron: Now, I would like for you to define success. How would you define success in regards to higher education?

P1: Well..*pause…*the more higher education you have the more success you will have more than likely.

Ms. Aaron: What do you….In higher education or attending college what do you think success means as far as attending college.

P1: Learning and retaining what you learned and using it to get work…

Ms. Aaron: Okay, using it to get work…

P1: Well using it in your career.

Ms. Aaron: Well then tell me how in your appoint how is the advising center or programs helping you to reach your college and career goals?

P1: Cause they help me with my classes and stuff like that. Most of the time I go to the advising center and they and they advise me pretty much.

Ms. Aaron: Okay, okay, do you feel that there are any more factors that would help you be more successful?

P1: Not that I can think of. I guess…*pause…*well they do have tutoring so I can't say that. Pretty much that's most I can think of.

Ms. Aaron: What do they have? I know you said tutoring, but what else?

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P1: They have tutoring, well they have a whole bunch of stuff that I don't even think about cause I have not even used yet.

Ms. Aaron: okay

P1: I have no doubt if I needed it I could go to the advisement center and find it if I had a problem.

Ms. Aaron: Now there is something that I am defining as participation, persistent, and success? And I am defining participation as you just participating in college, persistent meaning you continue to participate in college and success meaning that you graduate from college. What advising characteristics or factors or advisor characteristics do you feel are more likely to attribute to you participating and being persistent? What type of an advisor or what characteristics would an advisor have that would….hum?

P1: I think they would be easier to relate to so that I could talk to them more. They would have to know what they are doing. That goes without saying. I guess that's it.

Ms. Aaron: Now I know you said earlier that you only have meet with the advisor once. Was that a spontaneous meeting or did you have to go meet with the advisor?

P1: I had to. Cause they said that before you register you have to meet with an advisor.

Ms. Aaron: Now, okay, after you meet with the advisor how did you feel?

P1: Oh, I was pretty confused about coming here before and I figure it was not as confusing after she explained stuff to me.

Ms. Aaron: Okay, what is the most important advice that you have received from your advisor?

P1: Well she told me not to try to rush things. Try take go at a strong pace cause take to many classes you'll end up falling behind not take enough classes will take you forever to graduate.

Ms. Aaron: Now I know you only met with the advisor once. What type of rapport do you have with the advisor?

P1: I image it would be pretty much like an acquaintance.

Ms. Aaron: Would you like to see that same advisor again or it wouldn't matter?

P1: If I had a choice I would.

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Ms. Aaron: In your opinion are you being mentored by an advisor or a facility member?

P1: I wouldn't really say mentoring. Cause I mean like when I was in grade school and high school stuff it was more mentoring cause it was only one counselor. So, I always saw the same person all the time. It is not like that here.

Ms. Aaron: So you...have you developed a close relationship with any facility member? Somebody that is going to push you or encourage you.

P1: Well one of my teachers my...*inaudible*…he pretty much gives me advice all the time he tells me stuff. But it pertains to construction not college.

Ms. Aaron: Describe your ideal advisor.

P1: Hum…well someone who pretty much knows like been through similar things I've been through and done similar things they know if I was telling them something they would know what I mean. Cause a lot of people when I say stuff they don't understand what I am talking about, so someone who will understand what I am talking about.

Ms. Aaron: Okay, does that advisor have to be any particular race, ethnicity, or sex?

P1: No not really. I don't…I guess it's just because I grew up with all lots of different people. It doesn't really matter to me.

Ms. Aaron: Do you feel the advisor you met cared about you?

P1: Hum...she seems to care. I can't say for sure but she seem too.

Ms. Aaron: What is the highest level of education obtained by your family members?

P1: My mom has a master in Business Administration.

Ms. Aaron: Okay, now to what extend family, friends, or community influence your college participation.

P1: Everybody that knows me and as soon as I tell them I have registered for college. They kept saying you better do it, you better get on the ball and get to work and all the this other stuff. My aunt and cousin call up to check on me make sure I am doing good.

Ms. Aaron: What characteristics or factors that most influence your college decision making. What I mean by this I mean is it advising, is it family, friends, yourself.

P1: Do you mean influence my decision to go to college or what to take or what to major in?

Ms. Aaron: Hum…lets…to go to college and continue in college.

P1: Well probably my mom and…but mostly my mom. Cause I grew with and pretty much the only person I mostly see on a normal bases. And school is important and school is important thing to her and she made sure to pass it on.

Ms. Aaron: Now describe the ways in which family, friends, and community members efforts support your higher education efforts?

P1: Well my auntie when I called her to tell her she told if there was anything I needed help with to call her and let her know.

Ms. Aaron: What did she mean by anything?

P1: She just said anything, I guess she meant advice. That is the only thing I can ask her for.

Ms. Aaron: Do you have anything else you would like to say.

P1: No not really pretty much covered everything.

Ms. Aaron: Well thank you for participating in this study.

Tape stopped.

Interview with P2

Tape started:

Ms. Aaron: We're going to go ahead and start with this recording.

P2: Okay

Ms. Aaron: This is for my research for my dissertation

P2: Okay that's fine

Ms. Aaron: You've completed the survey and I am just going to get some more information from you. So tell me...

P2: Okay you know in the first place what I really give you about of the review what is the problem that we normally we international students coming here what we all have heard over there we have heard over in Africa. With regards to our academic subjects so when we coming here because we are. In the first place we know that this is an advance you know country. Everything is on the level they make everything to your own level reached at your own desires. I mean your special time a special time. But we are with the hope that when we get in here the academic care center for success…

Ms. Aaron: Hmm.

P2: …which really is sort of desperate. Ahh to see or to enforce the success into us…

Ms. Aaron: Hmm.

P2: …but when we get into here what we really seen over there or what we really think in our own perceptive…

Ms. Aaron: Hmm.

P2: …you know it is not what we really see here but in respect to the environment, the culture the tradition…

Ms. Aaron: Hmm.

P2: …everyone here we have a different *(unintelligible)* races *(unintelligible)* people of all ages that came together to circle here…

Ms. Aaron: Hmm.

P2: …in consider ship to that we know when someone is out of control of you know speaking his language he or she enjoy or he enjoy their international so much that she may not really share it with other people…

Ms. Aaron: Right.

P2: …but when got into here we all where first learn or trying to learn from them is to understand where they are coming from …

Ms. Aaron: Hmm.

P2: …in aspect of the language development (unintelligible)

Ms. Aaron: Okay.

P2: …so when we sit there the more you allow yourself the more we sit with them, listen to them the more they complicate issues by making things cumbersome for us. Instead of really instead of translating what we really have already heard over there where I came from. Translating it into a proper units different units and splitting it into pieces for us to make it a understand…

Ms. Aaron: Hmm.

P2: …because they way they coming from it's just the same thing as with their own cultural traditional academic styles or life styles. So this create a loop hole between we and the educational system and study for our own success becomes in a very big loop holes…

Ms. Aaron: Okay.

P2: …however if every time we're in a class every time we're in a class when they are really teaching they are out of control with their international and accents they teach in such a way that before you could ask a question they have already learned it the lecture is over with it and they call the next day they you would be left over they have what you call it offices different offices for a schedule more a for schedule for a what you want to call that a schedule for office time office time for students. The office time is not is not properly is not it is limited anyway. It is not efficient for us…

Ms. Aaron: right.

P2: …to share quality with them to share ideas…

Ms. Aaron: Right right.

P2: …because really offices they share one thing or another and there are times the times are just a run off…

Ms. Aaron: Right.

P2: …so time is running against them they want a caught on a schedule or another. In respect to that they don't give us a real application if we have any benefit of the contact from there…

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Ms. Aaron: Okay.

P2: …so however, we have our own system of letting *(unintelligible)* we cannot be able to determine our potential

anymore and secondly from our own educational kind of educational   ahhh educational standards…

Ms. Aaron: Hmm.

P2: …it's not the same standard here because I would say that…

Ms. Aaron: Is it higher or lower?

P2: …the standard here the standard here their technically advanced than ours.

Ms. Aaron: Okay

P2: We all we use the manner we almost use the manner in the educational systems over there.

Ms. Aaron: Okay.

P2: So we need the grass roots of information and grass roots in education. Before we could we could deal with that advance or dealt through the system.

Ms. Aaron: Okay, now I want to go back I want to ask you a question.

P2: Yeah.

Ms. Aaron: You know what a mentor is?

P2: Yeah.

Ms. Aaron: Do you feel that you have a mentor here on campus where anyone can mentor you?

P2: Okay.

Ms. Aaron: Faculty member, lecture, and advisor anyone mentored you.

P2: We have ahh believe me when I coming here I never heard about that mentor and it is not advertised…

Ms. Aaron: Okay.

P2: …it is not properly advertised so if you are not smart enough like when you coming here I say new school international new school student you coming here with your desire to achieve the

success. So and you do not have the idea of separate kind of ahh center for education service like a mentor who can carry you over to the next level.

Ms. Aaron: Right.

P2: So when you are coming here believe me I looking at some kind of logos and banners trying to figure out if there is something like mentorship over there you know over there paper or over their logos. But I have never been able to find out and discover if we got a mentor until only til this is how I feel til one day I see that the way I am looking at you *(unintelligible)* someday it's like the stress is all over your body. I told you age is 24 you may not see me tomorrow here because this is my life I can *(unintelligible)* America is America will force education we force education in *(unintelligible)* and that made me into who I am in the next future. But I get here it has been so difficult for me to determine who is who and that everybody just watch me like this why am I looking at people like this and know be able to direct me or ask me what's my problem.

Ms. Aaron: Hmm.

P2: I think we have a from our psychological orientation except our lifestyles I believe that. When someone sees you here he or she you may discover that you from a new school or not. Because a new school has you way behind no matter what if you see a new school you will know and with a new school they don't even care how the new schools have been. The most students you have in the school who are doing bad in this school you know having a low grade in a new school, which is an international student. They are the worst student to have a low grade because they lack that first class education for standard education. Which we are not supposed to have already when we are at orientation. To have a *(unintelligible)* now to our success they should ground us on what this education is about us. Like ah the math class…

Ms. Aaron: Hmm.

P2: …I never learned that there what we do at test with a perfect example, this too is a perfect example I never realized that *(unintelligible)* to summer is six months I didn't even know that was six months. I wish I had a kind of process I could have followed. And in spite of that I have never

discovered a lecturer or teacher who came to me and asked me please your grades are too bad, before yourself go *(unintelligible)* go here. For your grade point. It is his or her responsibility what is your name you are not doing good in my class there is some steps I want you to take before you will be able to do good. It is not when you have come it might be late because you do not have orientation or when you meet a lecturer or when things that could go better go aria you just believe that at the end of day exam it could count. *(Unintelligible)* and you take exam you almost facts you may not realize upset that the count all this grading is from the grass roots. So this is the problem we do have we students do have over here.

Ms. Aaron: Okay now I have a question for you okay. Now you meet with the advisors upstairs the counselors upstairs have you meet with them?

P2: Yeah I have to say the advisor I meet with the last time was not the advisor I meet this time.

Ms. Aaron: Okay after you meet with the advisor do you feel better or you don't feel better how do you feel?

P2: I don't feel better I won't lie. I don't feel better you know she told me that ahh she give me some kind of priority I mean paying attention paying attention to me to hear from me from the (inaudible) trying to expose…

 Ms. Aaron: Hmm.

P2: …so she say that she really understood where I was coming from…

Ms. Aaron: Hmm.

P2: ..that ahh that's what the problems that the lecturer so call the teachers should really not to know that ahh the people like new students new schools who are just coming here and however they have a kind of needed of specific patient to whatever they are doing in this school for their success….

Ms. Aaron: Hmm.

P2: …so the probability of a student making it depends on how the understanding of the class how the lecture is coming together. So she really felt for me in away on what I am trying to say you know the heart is there. But ahh…

Ms. Aaron: I understand what you are trying to say.

P2: …things has already come packed around the time I was seeing cause I laid down all my problems I was having just like laying it out to you right now. So she said no matter things like this it is not that bad. That summer *(unintelligible)* is too short. But it really not the intent of the teacher or the lecture really help me fail, they want me to pass. So the first thing the lecture teacher is to help me to pass and every teacher must have to do that. So what she really promising me now is to see what she can do now by locating a tutor for me and if she can tutor for me the fear is paying for the tutor may be a problem. Because a tutor might need my financial *(unintelligible)* not only that the school has all that lab for the course of study. Depends on your different subjects anyway, like I was saying my math will be the problem now. There is a computer lab somewhere I told him I did not know the first place. It was when I was almost cry it was late I have been making a bad grade all my whole test is almost done I come out to make a grade now. She said that is why she kind of felt what I am saying the teachers are all the same of people are not much there…

Ms. Aaron: Hmm.

P2: …it is just a few people there. The reason why the student may not like going there so if I go to such a class that I may get lost. Because what she was trying to say like some African girls like me came from Africa about a month. So they need to understand what the culture is about and what the lecture is communicating and they can see the lecture as a friend you know *(unintelligible)*.

Ms. Aaron: You need to develop a relationship with them.

P2: Good good and if the lecturer is not going to carry a difference for you it is easy for the student to start failing.

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Ms. Aaron: I have a question for you. Now I see what you are telling me about the people at the school. But what about the people in your community and at home do they support you with education do they help you, do they help tutor you or do they help you?

P2: Okay they look at me from the start from my generation I have been smart student ever right from Africa that I have been good. That when I come here that I would beat the Americans so they were really surprised of when I came here I cannot be able to look at my potential anymore. Because they are like wow what's going so are you not making friends? I was like telling them man I meet friends but people are really not so unity like I thought they should been in a class…

Ms. Aaron: Hmm.

P2: …because I have always opposed the objective of a difference prospective and I am not getting it in my class I do not know why. So what I really sees in one of the class was a joy it was one white man and he told us what's your name this person described yourself everybody do it he goes around and says it collect a number collect the number of that boy collected the number of that girl. Everybody was like wow they have my number she or he know who I am. The electric component deposit is if you don't collect a number you go out of his class and everybody in his class is making A's, because we are like brothers and sisters…

Ms. Aaron: Hmm.

P2: ..in first education to us by trying to recommend us with each other…

Ms. Aaron: Okay.

P2: …so that in case you having hard time in reading or reviewing what the lecturer has done in class you can call for help with hey what did they say chapter chapter so so chapter…

Ms. Aaron: Hmm.

P2: …the person can review what the lecturer has done and the person can tell you how she reads no matter how white the color she may come from. Those are the things that really count. But in this class I am in mathematics the lecturer is not that kind of person like that. Everything

sometimes it's on email you do receive *(laughter)* she might even write send letter posted from to her…

Ms. Aaron: Hmm.

P2:…you know email is not a kind collaboration file communication it not a file of one on one communication so I think that the lecturer like to have attend on us she is not really reviewing everything about what this matter education is about. So when you missed up in the first place office hours is not enough for me. People are always there you go there you seldom see even some of the whites there *(unintelligible)* before you know it she look up her time for this person to this person the time is over she has to switch over to different thing.

Ms. Aaron: Okay I have two more questions for you. Okay.

P2: Okay.

Ms. Aaron: One cause I want to go back to your family. What is the highest level of education obtained by your family?

P2: Okay like my family we uhh I have a pharmacist there I have a nurse there a nurse and a pharmacist…

Ms. Aaron: Okay a nurse and a pharmacist okay.

P2: …and when I go back home they do ask me how is lectures going?

Ms. Aaron: Okay.

P2: I told them ahh I am doing fine but ahh I shouldn't be a complainant I shouldn't be a complainant by complaining that things are hard now let me just see. So the more I am seeing the more they keep asking me how is lectures or you know teaching go my last going on I told them that it is not going really far. That I really don't really have (unintelligible). Yeah so they have to so what they do so I have to be there to make friends my lecturer but they don't know what I am passing through so my time is not with the lecturer by locating time with me all alone. And however the lecturer she didn't be ahh learn how to count of consider some foreign students that come here.

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Ms. Aaron: Okay what is your major?

P2: My major is ahh I major in account some kind of accounting that is what I major.

Ms. Aaron: So you want to be an Accountant?

P2: No sorry I ahh that what I am trying to read in before, but what I am majoring is now is Nursing.

Ms. Aaron: That's a good field. Okay the other question I have is and you answer it somewhat but I want to hear from you. Does your advisor the counselor up there do they care about you?

P2: Yeah she gave me her attention but I sees her that as if she is in a hurry.

Ms. Aaron: Okay.

P2: I sees her as a person that was in a hurry the day she was interviewing me.

Ms. Aaron: Okay and you have met two different advisors you met with two different advisors.

P2: Yeah when I come into this school this time I do not have any problems.

Ms. Aaron: Okay now does it matter what color your advisor is? Does it matter if they are black or white or Hispanic does that matter? Does that make a difference?

P2: No ahh yeah does make difference from where I stand doesn't make difference.

Ms. Aaron: Now I am going to ask you this about your family or friends. I know they support you and they are very proud of you and you are the one they are depending on. How they support you but tell me how the ways they support you about encouraging you or they saying they are praying for you how do they support you?

P2: They provide the financial for the education that's their money for my own education there workers really they are always at work anyway they share their time they have to limited the time to years. There's not much I can say about that.

Ms. Aaron: Okay is there anything you want to say? I know you have a lot.

P2: (laughter)

Ms. Aaron: (laughter)

P2: Wow!

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Ms. Aaron: Okay thank you very much.

Tape stopped.

Interview with P3

Tape started:

Ms. Aaron: Okay. Tell me what is your name?

P3: ********

Ms. Aaron: *********

P3: P3

Ms. Aaron: Ok. And P3 um what is your classification are you a freshman, sophomore.

P3: I will be a sophomore this year.

Ms. Aaron: Ok . Um. First of all P3 tell me what are your perceptions of academic advising and how do you feel about academic advising?

P3: I feel it is a good thing...umm… Well really, I feel it is a good thing cause I always go to them if I need some type of advice.

Ms. Aaron: Okay.

P3: Of about any of my class or anything. Um perception, I really can't say

Ms. Aaron: Okay. Okay. Do you feel that um. You said you feel it is a good thing. So do you feel so you feel it is positive or negative?

P3: Very positive

Ms. Aaron: Very positive. Okay, Do you feel is it necessary to meet with an advisor?

P3: Yes

Ms. Aaron: Why?

P3: Well I mean it would be good to go to like when I had taken my Accuplacer. Um they told me like the woman told me I needed to sign up for this class before I could take these classes. She told me what classes would be best for me to take. After I have taken all my classes. So it's good. I would say yes. It's good

Ms. Aaron: Did you feel that you would not been able to get that advice from anywhere else? Or do you think anyone else could have helped you with that type of advice?

P3: No. If I did not go. I did not know anything about Accuplacer. I took the one time and right when I had taken it they told me about all this other stuff and I did not even know.

Ms. Aaron: Okay

P3: I did not know if you did not make a certain grade you have to be put into this class before you could attend this class.

Ms. Aaron: Okay now tell me how does academic advising influence your decision-making as far as um classes or career goals?

P3: A lot, a lot.

Ms. Aaron: Okay. Now you have visited the counseling and advising center what do you feel are their goals and objectives? Why are they there?

P3: Uh…to help you get through. Uh…I would say they something like counselors in high school. Um. They help you out with classes they try make sure um I don't wanna say that they are try to see if you're doing good in classes but (pauses). I am trying to think .it is right on the tip its right on my tongue. They help you into your classes and help you pick something you are comfortable with.

Ms. Aaron: Okay. Now do you feel that the advising center is meeting their goals and objectives doing what they are supposed to be doing?

P3: Yes ma'am

Ms. Aaron: And how do you…In what ways?

P3: If I never went to them, I would not be here. *(laughter)*

Ms. Aaron: Now tell me. How do you describe the advising that you've received at the college that you attend at this college?

P3: Wonderful

Ms. Aaron: Okay. Do you think it is the best it is just average or.

P3: It's not average it's above average to me. Um I would say that it is above average.

Ms. Aaron: All right. Now this is a little different question. How would you define success in regards to higher education? What do you consider success?

P3: Success *(pause)* what do I consider success? Woo...that is a good question. Oo That's a good question. Uh…for one success what I would consider success.

Ms. Aaron: Hmmm.

P3: Do you mean successful?

Ms. Aaron: Hum being successful

P3: Getting out of here, starting my career, being successful doing what I want to do basically that is it.

Ms. Aaron: Okay now in your opinion tell me how is the counseling advising center helping you to reach your college and career goals?

P3: Well *(pause)* I go to them and they have helped me a lot with classes. What classes are best in my opinion they have a lot to do with helping me get some of these classes.

Ms. Aaron: What advising factors do you feel would help you be more successful? Is there anything that the advising center can do to help you to be more successful or what do they do to make you be more successful?

P3: I really don't know *(laughter)* I went brain dead right there. What could they do?

Ms. Aaron: Hum.

P3: *(silence)* I really don't know.

Ms. Aaron: Okay we can come back to that question. Now let me explain something to you when I look at participation

I look at participation this is how I define participation. Participation is enrolling college, persistence staying and continuing in college and success completing a degree. What advising characteristics do you feel are more likely to attribute to participation, persistence, and success?

P3: Okay repeat that again *(laughter)*.

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Ms. Aaron: What advising characteristics *(pause)* Is there anything that the advisors do that would help students you in particular. Participate or stay in college or be successful complete your degree?

P3: Well a lot of stuff they do I do not think *(pause)*

Ms. Aaron: What is one thing that they do?

P3: Well I mean just advising just in general like *(pause)* I mean it would be mainly up to me to stay in school.

Ms. Aaron: Okay

P3: if you ask me, it will be up to me.

Ms. Aaron: You do not feel the advisors are responsible for encouraging you to stay…

P3: I think they should encourage you…

Ms. Aaron: Okay

P3: But like far as me or anybody else that need assistance *(unintelligible)* stay in school the whole time

Ms. Aaron: That is good. How often do you have regularly scheduled or just spontaneous meetings with your advisor?

P3: Not too many. I try not to (unintelligible) so much *(laughter)* I really do not have that many or I really do not go see him that much cause all my classes run during the time their working.

Ms. Aaron: Okay now how often do you go see them?

P3: I probably go see them once or twice a month.

Ms. Aaron: Okay that is a lot. Do you think that is a lot?

P3: That is a lot to me.

Ms. Aaron: Okay now after meeting with your advisor how do you feel?

P3: I feel great.

Ms. Aaron: Do you feel that you have made…

P3: I mean like I feel if there is a decision need to make by chance, I feel I made the right decision

Ms. Aaron: Now what is the most important advice that you have received from your advisor?

P3: Taking a reading class *(laughter)*

Ms. Aaron: In your opinion are you being mentored or has an advisor or faculty member mentored you?

P3: No

Ms. Aaron: No. Since you have been here at TCC, have you had the same advisor or do you see a different advisor every time you go?

P3: I only have one advisor I cannot think of her name, but that is the only one I see.

Ms. Aaron: *(cough)* Describe your ideal advisor, what would your ideal advisor be like?

P3: Hmm…

Ms. Aaron: Be like…

P3: An advisor that knows me well, know me well

Ms. Aaron: Okay

P3: Ahh…what limits I have, what classes are best for me…

Ms. Aaron: Okay

P3: and I would say interested in a person like that.

Ms. Aaron: Does race or ethnicity matter?

P3: Oh no

Ms. Aaron: Does gender matter?

P3: No

Ms. Aaron: Okay. Does your advisor care about you?

P3: Yes

Ms. Aaron: Why do you say that?

P3: I mean cause long as those line are I know they're trying to get to us real fast and try their best. But they ask me how I am doing in my class, how I have been, and what I am there to see them for. Things like that.

Ms. Aaron: Okay the last few questions are about your family.

P3: Okay

Ms. Aaron: What is the highest level of education obtained by your family members; by members of your family?

P3: My grandmother went to college but never finished, my mom got a GED cause she got pregnant with me…

Ms. Aaron: Okay

P3: …my dad went to high school but I think he dropped out. The highest would be my grandma.

Ms. Aaron: Okay. Now to what extent does your family, friends, or community members influence you participating in college you attending college?

P3: My family they have a lot to do with it…

Ms. Aaron: Okay

P3: …cause if it was not for them I would be here.

Ms. Aaron: Okay. Now describe the ways in which your family, friends, and community members support your higher education efforts or how do they support?

P3: If I need help with my work they will help me *(laughter)* my granny, my friends and family always tell me if I need the help. If I am not here, I am at someone else house. I am at a friend's house trying to do my work. I have my granny is always getting on me about going to school doing right. So family has a lot to do with it.

Ms. Aaron: Okay now this is the last question. What characteristics or factors most influence your college decision making? And what I mean by that is who influence your decisions in college or what influences your decisions about college?

P3: My granny and my mom.

Ms. Aaron: Okay

P3: Cause mean I really want to be the one to actually graduate. Cause we do not have anyone in my whole family WE DONT HAVE no one graduated college.

Ms. Aaron: Now P3 do you have any questions or anything else you would like to say or add to this?

P3: NAW

Ms. Aaron: You do not have anything else.

P3: No.

Ms. Aaron: Well thank you very much I really appreciate it.

Tape Stopped

Interview with P4

Tape started:

Ms. Aaron: Okay tell me what your name is your name

P4: ********

Ms. Aaron: ******** I am going to interview you and I am interviewing you for my dissertation I going to ask you some questions about the academic advising, the advising center, family, and peer support. Okay.

P4: Okay

Ms. Aaron: My first question for you is what are your perceptions of academic advising are and how do you feel about academic advising?

P4: I do not know much about it. I you think it would be good for students. I really had not had an advisor I just depend more on my family and parents for any type of advice.

Ms. Aaron: When you *(pause)* have you met with any of the advisors here at TCC?

P4: Maybe I am not sure *(laughter)* it been long the way I never like went to an advisor too much though. I have been to counselor things like that.

Ms. Aaron: Okay okay and the counselor and advisor we use them interchangeable, but we are going to refer to them as an advisor's.

P4: Oh I been I one one time

Ms. Aaron: Since you have been in college, you have met with an advisor once.

P4: Yes ma'am

Ms. Aaron: And okay *(pause)* How did you feel about that meeting or how did…?

P4: It was good he really helped me cause I had a lot of questions of a program that wasn't offered here. So he knew where I needed to go and get a lot of information. It was helpful it wasn't a waste of time.

Ms. Aaron: Do you feel that it is necessary to meet with an advisor?

P4: If you have nowhere else to go. I mean pretty much if you know what to do it is good to go to one. But if you already know I want say it is necessary.

Ms. Aaron: Okay now *(pause)* How does academic advising influences your decision-making. Your decision to attend college to take certain classes?

P4: Uh take what you need to take *(laughter)*. They uh… *(pause)* I don't know myself I just take whats need to take so I can go on and do what I need to do.

Ms. Aaron: Okay…

P4: and make sure I have all of it in order.

Ms. Aaron: Okay what do you feel are the goals and objectives of the counseling center or the advising center?

P4: To help a student on whatever they need and if they have any questions get information about something is therefore to help us along the way and to be there.

Ms. Aaron: Okay is the counseling and advising center meeting ah these goals and objectives?

P4: For me they did yeah they did

Ms. Aaron: And how and in what ways

P4: Well I wanted to find out information on the aviation program and he gave me what I need to do and financial aid too. He helped me out a lot just tell me what to do to qualify make sure I keep doing certain thing's help everything get paid for and what classes I need to take for certain for that program you know gave me the number and everything and who I need to talk to and all that he helped me out a lot.

Ms. Aaron: How would you describe the academic advising that you have received at this college at the college?

P4: It was good it was ah what I needed I guess it was good

Ms. Aaron: How would define success in regards to higher education?

P4: Doing all you can do to the best of your potential do not settle and you know do what you can do not settle for what you do not have to settle for.

Ms. Aaron: Okay in your opinion is the counseling/advising center helping you to reach your college or career goals

P4: Yes ma'am

Ms. Aaron: They are in what ways?

P4: They help me find out what I need to do to get to where I want to go.

Ms. Aaron: Okay what advising factors do you feel would help you be more successful? What can they do up there or what things can they do in the advising center that would help you be more successful?

P4: Hmmm…maybe to like cause I didn't know who they were are what they suppose to do until I when somebody at the desk I did not know they were there they make themselves more noticeable more out there. I think most students don't know where to go.

Ms. Aaron: Now let me explain something to you I look at a participation as an individual going to college participating in college, I look at persistent as an individual staying in college and completing you know staying in college and success as ah basically completing college. Um what

advisor characteristics do you feel are more likely to attribute to participation, persistence and success?

P4: Could you repeat that please?

Ms. Aaron: What advisor characteristics or advising characteristics do you feel are more likely to attribute to you participating, being persistent, and being successful in college.

P4: Someone that is an advisor showing that they care and that they have been there and something they have not done. If somebody that advise me to go to college stay college and complete it and make sure they have done it themselves and qualified to even tell me that and the experience of knowing that I can do cause they did it before. That would be a big thing.

Ms. Aaron: Okay now tell me how often do you have regular scheduled or spontaneous meetings with your advisor?

P4: Rarely…

Ms. Aaron: Rarely

P4: I have one time

Ms. Aaron: One time and what is your classification freshman sophomore?

P4: Freshman

Ms. Aaron: Okay but you are at the end of your freshman year

P4: No going into my sophomore year

Ms. Aaron: So you are going into your sophomore year. So you have been in school for about nine months

P4: Yes ma'am

Ms. Aaron: After you meet with the advisor how do you feel or after you met with the advisor that one time how did you feel?

P4: I felt good I felt I needed to get everything I needed to get. Told me everything I needed to know I did everything I *(inaudible)*

Ms. Aaron: Okay what is the most important advice that you've received from your advisor.

P4: Uh…I would say advice to me like the person advice how to get into a program and what I need to do for financial aid. It was not like a personal advice it was more more of instructions than directions.

Ms. Aaron: Describe the type of rapport you have with your advisor. What type of relationship do you have with your advisor or the advisor that you met?

P4: Uh…

Ms. Aaron: Or do you not have a relationship?

P4: Not really, only thing I can think of is the one time as acquaintances *(inaudible)*

Ms. Aaron: *laughter* it was an acquaintance well then this goes to my next question. In your opinion are you being mentored um or has an advisor or another faculty member mentored you?

P4: Well not coming along *(inaudible)*

Ms. Aaron: And you only meet with the advisor once so the next question probably really does not pertain to you. But did you have the same advisor throughout your college year?

P4: I guess... *(laughter)*

Ms. Aaron: Now describe your ideal advisor. What would you think your ideal advisor would be?

P4: Uh…I really don't know cause some of these students that can always look after me to make sure I am doing what I am suppose to be doing some of these students *(inaudible)* I don't know *(laughter)*

Ms. Aaron: Would it matter the race or the ethnicity of the advisor?

P4: Not to me it would matter race gender it really wouldn't matter to me *(inaudible).*

Ms. Aaron: Okay

P4: Just *pause* as long as you know, they care and are concerned. I do not want them to be you know, you know *(inaudible)* I just want them to be a nice person that receives me like as someone who needs help.

Ms. Aaron: Okay. Does your advisor care about you or did the advisor you met care about you?

P4: Yeah I think he did he was able to help me out.

Ms. Aaron: What was he? Any particular race?

P4: Yeah ah…African American

Ms. Aaron: Male

P4: Yes male

Ms. Aaron: Okay. What is the highest level of education obtained by your family members?

P4: *(no response)*

Ms. Aaron: High school, college, some college

P4: It was college yeah college

Ms. Aaron: Okay. To what extent does your family, friends or community members influence your college participation?

P4: They do I will not say it's all of them. But it is half-and-half me and them pushing behind me.

Ms. Aaron: Okay. So your family…

P4: Family primarily

Ms. Aaron: Primarily okay. Describe the ways your family, friends and community supports your higher education efforts.

P4: They just encourage me to stay you know don't you know it might be hard at first tuff just even though you have to do it. (*inaudible)* In order to have a comfortable living you have to finish it does what you need to do to get there. So they always (*inaudible)* I have my own mind set to do just in case to push me along.

Ms. Aaron: What characteristics or factors most influence your college decision-making? What pushes you the most? What one thing.

P4: When I live on my own, I want to be able to live comfortably. (laughter) you know it's not really trying to make the most money or trying like that one day I can't stay with my mom and dad forever so you have to get out and take care of yourself.

Ms. Aaron: Okay P4 do you have anything else you want to add?

P4: *(inaudible)*

Ms. Aaron: Do you think I forgot some questions or there was a question that I should ask?

P4: (silence)….Nothing I can think of.

Ms. Aaron: Thank you for participating in this interview I really appreciate it okay.

P4: Your welcome.

Ms. Aaron: All right.

Tape stopped

Interview with P5

Start tape:

Ms. Aaron: Okay we're going to go ahead and start. Tell me what your name is.

P5: ********

Ms. Aaron: Okay ********. Okay P5 tell me what are your perception of academic advising? and How do you feel about academic advising?

P5: *inaudible*… academy advising is important not just in college but as far as high school too and um...I believe it helps them sort of have a guidance you know and um... Why I believe it's necessary is because um you know we're kind of young students we kind um exactly know what classes we need to take and or degrees we need to pursue. So I think that advisor should or advising should be in every college and high school.

Ms. Aaron: So you pretty much feel that it is necessary.

P5: Yeah. Very necessary.

Ms. Aaron: Okay tell me something, how does academic advising influence your decision making?

P5: Um…I think it like influences it by giving me confidence as far like um…you know if I need to… *pause*

Ms. Aaron: We can come back to that.

P5: Let's come back to that.

Ms. Aaron: What do you feel are the goals and objectives of the advising center?

P5: I think the goals are to help you graduate and as far as get an Associate degree and help you find a career you're trying to find in life.

Ms. Aaron: Um…Do you feel the advising center is helping you to meet those goals objectives?

P5: Yes, I myself personally walked myself in to the advising room they help me you know with the classes I need to take and steps I need to take.

Ms. Aaron: Give me some examples of ways that their helping you meet your goals and objectives.

P5: By telling me like what exactly what I need to have um...

Ms. Aaron: As far as classes

P5: As far as classes

Ms. Aaron: Now, how would you describe the academic advising that you've received here at this college?

P5: I say it's fairly fair its good I mean I think it could be better.

Ms. Aaron: In what ways?

P5: In what ways? Um…I think they can always do more…*pause*

Ms. Aaron: How would you define success in regards to higher education?

P5: Success…*pause…um*

Ms. Aaron: What do you think success is in higher education?

P5: I think um...success in higher education is you know doing your best in all your classes. Um…you know study hard on work that you can do. Go to tutoring as much as you can um…anything you can get yourself involved in to make your education excel more. I think that's a proves success in higher education.

Ms. Aaron: What advising factors do you feel would help you be more successful?

P5: Um…I think for me I think just putting in more time into my studying more…um

Ms. Aaron: Do you think that is an advising factor? I mean what what can the advising center do or… *phone ringing…* what factors they have to that will help you be more successful.

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P5: Oh…just having a written out….*pause*

Ms. Aaron: A program of work or…*pause*

P5: Yeah I think a program work or time just to organize set mapped out...um degree plan

Ms. Aaron: Okay. Now there are three things I want to talk about participation, persistent, and success? Now I am…uh looking at participation as people just attending getting into college participating in college, persistent is viewed as you staying in college you know not dropping out of college and success I am looking at that you're reaching your goal of getting a certificate or degree. Now what advisor if you would look at the advisor the person. What characteristics do you feel are more likely to attribute to you participating in college, being persistent and being successful in college?

P5: So which one of those three or one of them are you saying…um

Ms. Aaron: What do you feel an advisor needs in order to participate or stay in school or be successful.

P5: Um…*inaudible…*I think you know come up with some new ideas…um as far as like…*inaudible.*.I am sorry…

Ms. Aaron: You are doing well.

P5: Come up with new ideas um try get into or get he or she student in more activities or anything that can help that person to stay in school keep them encouraged. I know my mom she sometime do certain kind of games or something. Are come up with something that will help them learn more. Help them stay in school.

Ms. Aaron: Like incentives or something?

P5: Well yeah…um sometimes incentives but it does not have to always be incentives you can come up with you know other ideas.

 Ms. Aaron: Okay how often do you have regularly scheduled or spontaneous meetings with your advisor?

P5: I should have meeting with my advisor I don't. I mean I did have meeting at the beginning of the semester. I think if I would meet with them more it will keep me on top of my school work. But because of work and everything else…*inaudible*

Ms. Aaron: What occurs in the meetings you do have or the meeting you did have?

P5: Um he was just telling me exactly what I need to do. Um you steps I need to take to um get to college and he would tell me what I need to next semesters or this is what you should focus or the class I need to focus on stuff like that.

Ms. Aaron: Now after meeting your advisor how do you feel?

P5: I feel I gotten some things done um because its straight forward and tells me what I need to take.

Ms. Aaron: So do you feel the meeting was worthwhile?

P5: Yes absolutely.

Ms. Aaron: What is the most important advice that you have received from your advisor?

P5: Um…like he said just keep showing up and keep talking to him keep check in. that way we can stay on top of your grades and see where you're at as far as classes that way we can you know go about you know next semester.

Ms. Aaron: Describe the type of rapport do you have with your advisor?

P5: Type of rapport?

Ms. Aaron: What type of relationship do you have with your advisor?

Ms. Aaron: You're shaking you head you don't have a relationship with your advisor?

P5: Not really, I mean not a relationship it more like a what I need to get done type of thing.

Ms. Aaron: Do you feel you're being mentored by an advisor or a facility member? No…

P5: I would say no mentorship

Ms. Aaron: You wouldn't say mentor, say it loud.

P5: I would say no mentor, no mentorship

Ms. Aaron: Now have you had the same advisor throughout your college tenure since you been here? Have you had the same advisor or do you see a different advisor every time?

P5: I see the same one.

Ms. Aaron: And describe your ideal advisor. What would the ideal type advisor be?

P5: Like how it should be?

Ms. Aaron: Umm…

P5: I think they should show more interest more I guess care I think I always think they care not saying they don't care they should always be 100% when a student comes in they should always take the extra step.

Ms. Aaron: Does your advisor care about you?

P5: Well I think he does care. I think he's just this is what you should do to get done. I think there is someone else out there he needs more.

Ms. Aaron: Now I want to ask you questions about your family. What is the highest level of education obtained by your family member or members of your family?

P5: Um they have all graduated college except one. My middle brother he still working he actually sees an advisor all the time.

Ms. Aaron: When you said graduated college do you mean with an Associates or Bachelors?

P5: All of them have bachelors.

Ms. Aaron: All of them have bachelors. Okay um tell me to what extent do your family, friends, or community people influence you attending college or participating in college?

P5: Influence me…um

Ms. Aaron: Are do they influence you?

P5: I want say they influence me. I think they influence me by them getting their degrees. You know I see I look at them and I see an example this is what I need to be doing and you know um and I think I have that self-motivation as well to so.

Ms. Aaron: Okay what characteristics or factors most influence your college decision making? Decision about you in college whether it's taking classes, attending college, staying in college what most influences you?

P5: Um just to be successful you know to…*pause*…without having an education you know it is kind of hard for you to make it for anyone to make it. Especially with this economy now I guess um . So…*pause*…I just want to be successful and want to be achieving a goal.

Ms. Aaron: Tell me tell me the ways your family and friends support your higher education efforts?

P5: My mother she'll come in she will try to help me pay for my classes and whatever they can do to help me pay for my financial aid. Um they always help me with my classes as much as they can.

Ms. Aaron: Okay do you have any other statements that you would like to make in regards to this interview?

P5: You must see an academic advisor um I believe that's you have that in order to know where you're going you don't want to be stuck college and just start taking classes. I think you should always see someone to help you out.

Ms. Aaron: Now you said you must see an academic advisor. When you do visit with an advisor do you feel that they actually help you to the…help you?

P5: I think they help me you know cause when I go in um at least I know that I got pointers at least about where I am trying to go and the degree I am pursue. Um I think and cause they have experience and know exactly what you need to take. I hope that answers your question.

Ms. Aaron: It does, do you have anything else you would like to say.

P5: No ma'am.

Ms. Aaron: Thank you. **Tape Stopped.**

Interview with P6

Tape started

Ms. Aaron: Okay tell me what is your name?

P6: ********

Ms. Aaron: I am going to ask you a few questions ***** about your perceptions about academic advising okay.

P6: Yes ma'am

Ms. Aaron: And the first question is what your perceptions of academic advising, how are do you feel about academic advising?

P6: Well I feel like it is necessary. Um even for those who think that maybe it is not necessary because like I said things change from course to course year to year and um but for other people it is not as helpful as it is to like say somebody else…I guess the best way to put it is helpful either goes some more than others I think it's beneficial.

Ms. Aaron: Okay do you feel it is necessary to meet with an advisor?

P6: Um at some point, yes like at least once or twice throughout your career yes.

Ms. Aaron: Ok. And how does academic advising influence your decision-making?

P6: Well um sometimes, it gives you clarity because I know for me for instance. I went and I knew what I wanted to do already and so I did not need them to tell me well this and this is what you should do you know. That part I was already set on. But as far classes that needed to be taken some of those classes I was able to avoid or I was able to make sure I took the right ones in place of…instead of taking incorrect me. It benefits me some people really do not know what they want to do so they need advice from other people to help them.

Ms. Aaron: Okay that is great. What do you feel are the goals and objectives of the advising center?

P6: That is a good question. For my experience, I feel they are here to help you find out what you want to do so they can help you I guess. Because some people take, the courses or whatever and they are not sure what you need to do. So I think they are here to clear up things. Like clarity.

Ms. Aaron: Okay…

P6: And not to cut you off…but sometimes to motivate you too. Because sometimes you take a class you say I don't feel like I want to do that and all need is that extra person to say oh you know I think you can make it and help you support other avenues help you go about with your decision-making.

Ms. Aaron: Now from what you just told me. Do you feel that the counseling and advising center here is meeting those goals?

P6: Um help me *(laughter)*

Ms. Aaron: Help you okay…

P6: I went to the counseling center one time I did not have to go back. So they help me.

Ms. Aaron: How would you describe the advising you have received at this college? At TCC.

P6: Um…well Mr. Fox…

Ms. Aaron: Ummm…

P6: He was the one that kind of advised me so once like I sat down and talk to him that one time. Only thing I really needed was to get like a transcript a copy of my schedule something like that. But pretty much, they are real passionate about what they do.

Ms. Aaron: Ummm…

P6: Like I said, I have only been up there once or twice. But from my personal experience like I said, it was always a positive thing. I never went up there and thought hum they did not answer my questions or felt like they just blew me off. Now sometimes depending on what time of year you go or time of day it is kind of pack and so you get discouraged waiting on them for an hour. But other than that, I mean I guess that is why when I went I make sure I get the information I need retain it so I want have to come back wait in this line.

Ms. Aaron: Um, I want to change the subject for a minute. How would you define success in regards to higher education?

P6: Success hum…wow (laughter). Obtaining as much information that was given to you and applying it. Because people can obtain information but they do not use it. It is like well are you

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successful what was accomplished you can measure what you have accomplish if you never do anything. You have to apply it like and if you can apply it and actually retain it then it's okay you are successful. Maybe not to the degree that other peoples are but you are successful.

Ms. Aaron: Tell me something. How is the advising center helping you to reach your goals?

P6: Well I know they cut out a couple of classes for me. Because I was taking some classes prior to like not knowing. They said you do not need to take this class but this class you do need to take. So it kind of cut down on the backtracking and doing stuff over again unnecessary stuff so that is what it help me out at.

Ms. Aaron: What advising factors do you feel would help you be more successful? What can the advising center do to help you be more successful?

P6: Um…I guess it is kind of hard because like with them they told me what I need to know so far and if I do not know, I am the type of person, I will ask. But so I mean there is really nothing else they can do they have done their part for the most part. So if I go up there and have a question and they can answer hopefully to the best of their ability. And maybe try to steer me down some avenues to get their easier or less strenuously. But other than that, they have done their job. In my opinion.

Ms. Aaron: Okay I am going to change the question around a little bit. I define participation as an individual just attending college, persistence as an individual staying in college and continuing and the success as completing a degree. What advising characteristics or factors do you feel would help you participate more in college, persist to stay in college, and be successful?

P6: The short term mini-mesters the short term ones because a lot of times people look at me in particular look at me going to this class for 16 weeks. This one class I have to slowly but surely get but you really can't do too much because it takes up so much time and then you have to work so the six week course or eight week course like the summer and mini-mester and stuff. They allow you to just focus that little bit of time, get the same amount of information, and apply it. I think that is the best thing, one of the best things they have.

Ms. Aaron: How offend do you meet or have regularly scheduled or spontaneous meetings with your advisor?

P6: Okay I have been here since March 22 and I have been there twice like maybe once every other month.

Ms. Aaron: You have been here since March 22, 2010.

P6: Yes ma'am

Ms. Aaron: And you have been there twice every other month?

P6: Yes ma'am

Ms. Aaron: Okay that is great. What occurs during these meetings?

P6: Um…the first one they introduced themselves they say hello um I ask them they ask me what they could help me with I tell them. The first time was like I need to know what courses I need to take the curriculum and how I go about picking my classes and stuff. They helped me with that and advise me not to take too many spring semesters; they said you should not go four credits because it is intense. I considered those, they advise me to do two they told me not to do four. Well I did not do four and I did not do two either, I did three and I was successful at it. But they take into perspective that stuff that I was not thinking about they bring to your attention so it helped me out. And the second one I ask them for my classes again and they said well you do not have to take this class you only have to take these two. And they gave me papers for a nursing program to look at and get some more information on. Something about scholarships, I need to go look at because I did not do it yet.

Ms. Aaron: Now after meeting with your advisor how do you feel?

P6: A little bit relieved I mean at the end of the day you are only going as far as you allow yourself to go. At least it is like having a map to a city you know you have some assistance. Instead of making a wrong turn here or wrong, turn there. As oppose to finding out you made a wrong turn it is like a map to your success.

Ms. Aaron: What is the most important advice you have received from your advisor? That you feel.

P6: *(laughter)* I would have to say don't put more on your workload than you have to like cause it always okay you can take classes one at a time…

Ms. Aaron: Right.

P6: …and do better but if you fail a lot of classes you can't eraser that off there so it's like to as much as you can don't overload yourself.

Ms. Aaron: Describe the type of rapport you have with your advisor?

P6: Um..I would really not say I have a rapport with them. I have seen them, well I take that back I have seen Mr. Fox. Because he sees me , I am not really sure if he is an advisor or not…

Ms. Aaron: No his not he is over the advisors he is the Dean over students.

P6: …oh he wanted me to go see somebody and they were out at the time so I did not see them. He took the initiative to say look this is what we're going to do. The second time I went I just seen who ever I really didn't really know who to see.

Ms. Aaron: In your opinion are you being mentored by an advisor or faculty member?

P6: No not really like well Mr. Fox to an certain extent yeah. Because he made sure he asked how are you doing how is your class coming along and it's because…

Ms. Aaron: But do you feel he is mentoring you?

P6: Not really no some people do not need mentors. Like the old saying don't fix it if it is not broke. So I am not broken to an extent, so I guess but if I was probably in trouble I am pretty sure he would reach out and try to help me.

Ms. Aaron: Have you had the same advisor out through your college tenure? Every time you go to the advising center do you see the same advisor?

P6: For the most part I do but for the exception of the two. I see one or the other those are the only two I have ever seen.

Ms. Aaron: Describe your ideal advisor?

P6: Wow…um…*(laughter)* ideal advisor I guess it would be one that knows you. Well I guess you would have to come more than once to actually know you and I guess quick and efficient.

Ms. Aaron: Does it matter their color or gender?

P6: No it don't matter.

Ms. Aaron: Does your advisor care about you?

P6: *(laughter) ahh…* to some degree yeah to some degree. Maybe not like a lovey dovie or if I came up missing he wouldn't know it. But after a while it might sink in oh I haven't seen him in a long time.

Ms. Aaron: What is the highest level of education obtained by members of your family?

P6: Ahh…you mean like my mom and dad?

Ms. Aaron: Yes

P6: My mom I think she did some college like something she was in the army for a little bit and then kids life and stuff like that happen. My dad he is from out of the country so went to school like in Panama he did something like vocational type school and then when he came to the states he took a few other classes but it was only career oriented stuff I guess vocational.

Ms. Aaron: To what extent does your family, friends, or community members influence your college participation or influence you going to college?

P6: Well whether they tell to me yeah you should go or not. I take into consideration *(pause)* well I look at them and say well did you go to college? And if they didn't I look at the situation and try to say, not saying it is guaranteed I won't go across that. But it would be a lot more easier because I am in college now and I do not have to worry about getting turned down because I have a degree. And people that go to college I know for a fact they make money than people that don't. People that go to college a little bit and people that go a lot they all make a different amount of money so you want to make things a little bit easier on yourself go to college.

Ms. Aaron: Now this is one of the last questions. Describe the ways in which your family, friends, or community members support your higher education efforts.

P6: Ah my friends *(laughter)* they tell me okay yeah you're in college I proud of you, what are you in college for this time. Because it seems like I always trying to learn something, I not always in college. But I do try to learn stuff and they are supportive about they try to help me if they can or get help if they can. My family my dad he is happy about it I mean he's like his approach to it is that is what he wants to do. He is good at it I am going to help him and whatever he can help me with he tries to help me with and if he can't oh well I can figure it out. They pretty much are in support of it.

Ms. Aaron: Do you look at support as them mentally and socially supporting you or…?

P6: Mentally. Financial no I am on my own on this one. That is just something that comes with the territory. But for my dad it is tuff for him, I feel if he wanted to he could but he can't so *(pause)* and *I* look at that as that makes me want to go to school even more. Like we have a lot more opportunities here in this country and that other people don't even realize that. I am like you guys should really take advantage of this stuff. Another thing that made me want to go to college was I had just got out of high school and I was on my own and I had a roommate he was 23. I talked him into going to school. Let's go to college whatever I am going to sign up too. We went down there and signed up and they said you have to pay your money by the end of the day blah blah and I was like dang I did not know that. So his dad paid for him and he went to school and dropped out. I asked him why you do that dropped out. So the second time go around I convince his daddy to let him go to school and we went down there again and within like a month he dropped out again. I asked him why you dropped out that's money that your parents just paid for you. You didn't have to get tuition or scholarships are anything and you just dropped out you just wasted the money that was given to him. Here I am me who wanted to go and didn't have the money and opportunity missed. I just said when I get the chance to go no matter how late it is or how early it is. I am going to make sure I make the best of it cause people throw away stuff and they don't realize the understanding of an education. They can take stuff from you but they can't ever take what you know from you.

Ms. Aaron: Right.

P6: They can never take what you know from you. So I mean you know what you know that's it and after that said I am going to school. I got discourage a lot of times because they always tell you, you can't do this you have to be 25 years old be married or be have a child.

Ms. Aaron: Umm.

P6: If you have a child at 19 you can't do anything for that child so basically you want me to be a dead beat before you give me some money. It don't work out that way so I made to this stage and I got myself taken care of so I am in. I taking all the fast courses I can, I am not flunking them I got all A's and B's.

Ms. Aaron: That's great.

P6: Came through it and when I am finished I will see ya'll at the finish line.

Ms. Aaron: Now is do you have anything else that you want to add?

P6: Um… No matter what they do-no matter what you do along as you're doing something fulfilling. I mean just because you're not getting there in the same pace as everybody. Doesn't mean you want get there everybody takes different routes everywhere in their life and it is all about stepping stones. You got to take one step at a time.

Ms. Aaron: I just have one more question for you. With my study I am doing this study because I see a lot of young African American males dropping out of college. Why do you think they are dropping out?

P6: Because they don't apply themselves and high school…the difference between high school and college…

Ms. Aaron: Umm.

P6: …is that people pass them because they want you to get out of their face. Because you know we're just going to pass you whatever. A lot of my friends honestly dropped out of high school and people were like well I grew up in a bad neighbor, so did I. I use to gang bang do a lot of stuff. But it never made me stop to want to know the stuff.

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Ms. Aaron: Ummm.

P6: Because if you don't know something it's like you might as well die. If you don't know or learn anything it's pointless. I use to tell my friends, it's like well (*pause...laughter)* it was funny like in elementary school I use to get all A's and B's…

Ms. Aaron: Ummm.

P6:…and then like conduct behavior would be needs improvement. It wasn't like bad I was just finishing my work early and I was in there talking to kids. Keeping them from learning, not purposely…

Ms. Aaron: Right.

P6: …like and it's like sometimes I get bored…

Ms. Aaron: Ummm.

P6…or they way you approach people with stuff. It's like you hit them with all these facts that's boring and they do not understand and they don't know how to fathom it. Instead of taking them individual sit down and talk to them or understand where they come from or sometimes it's a different they can't relate. Like you have a student that comes in and on their side of town you know there is gun shots and stuff like that, they are consistently waking up, they feed their little brother or little sister and stuff like that. And you have another student who don't have to worry about that. Sleep in a nice comfortable bed and both parents are at home. Not saying it's an excuse but it does make a big difference.

Ms. Aaron: Ummm.

P6: Because you have a lot more external influences than this person and when you taking that to work and taking that to school it plays apart in your life and lucky for me God bless I have been able to kinda zone stuff out.

Ms. Aaron: Ummm.

P6: Stay focus. I am not perfect I get off track too and done a lot of stuff I wish I had not done. You know took advantage of opportunities but for the most part I can knock at that out the way

and see the bigger picture and so like see…and the money too. A lot of people don't have the money. Like even here coming here it's a community college you have to get the money. Well people say it's all kinds of scholarships out there. But yeah you know how to get them but these people don't know how. Even me I did not know how to get the scholarships or financial aid.

Ms. Aaron: Ummm.

P6: To a certain extent you know at first and when you tell these people there is stuff we can get. If you know that why don't you help them, they don't have the resources I want say the resources.

Ms. Aaron: Right right.

P6: But the information to get to the resources it's like we both have the same opportunities but like I said opportunities. But you are getting a head start at least you know. I mean good for you because people told you but people don't know and you shake your head ah poor you but you're still not telling them. Now you give them the information show them how they refuse to do it. Then now it's on them they don't have other avenues or no place to stay and have to worry about going to school. Like me today honestly I didn't know how I was going to get to school today.

Ms. Aaron: Ummm.

P6: But I still got here…

Ms. Aaron: Right.

P6: …and so I told my teacher look if I do don't show up today because I come to class every day. But because of other situations this week has been kind of hard for me getting back and forth to school and ah…I got here. And people do not look into consideration okay he is having this and this problem. People grow up…everybody has their problems and excuses…

Ms. Aaron: Ummm.

P6: …but sometimes I feel like if you focus on that person you would be able to understand. It is real easy to fix but people just don't care out of sight out of mind okay whatever and they feel the same way out of sight out of mind well forget it.

Ms. Aaron: Right.

P6: They do on about their business and some of them are just *(pause)* just say it's their loss *(laughter)* that is all I can say about them, no hope for them. But that's it.

Ms. Aaron: Well Justin I thank you. Do you have anything else you would like to say?

P6: No ma'am.

Ms. Aaron: Okay I am going to go ahead and turn off the recording.

Tape stopped.

Interview with P7

Tape started:

Ms. Aaron: Let me see if we can't start. This is a test.

Ms. Aaron: Okay tell me what is your name?

P7: ********.

Ms. Aaron: Okay ******** I have a couple of questions for you and I have already explain the study to you.

P7: Yes ma'am.

Ms. Aaron: And you signed the form consent document. My first question for you is what are your perceptions of academic advising is and how do you feel about academic advising?

P7: My perceptions is the advisor usually guides me towards what classes I need to take in order to achieve my major. So I think my advisor my school is pretty helpful.

Ms. Aaron: Okay do you feel that it is necessary to meet with an advisor?

P7: Ah yes I do feel that it is necessary.

Ms. Aaron: Why?

P7: Uh… well so I will know that I am doing the right classes my advisor make sure I am on track to getting towards that degree. Make sure I am doing all the classes I need to do.

Ms. Aaron: Okay tell me something how does academic advising influence your decision making?

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P7: Uh…a lot *(laughter)* usually I mean what ever she says I need to take to get to get my pre-nurser my degree I am working for I mean I have to take I do not have any other choices I just she tells me take something I just take it.

Ms. Aaron: Okay so it strongly influence your decision making.

P7: Yeah strongly.

Ms. Aaron: What do you feel are the goals and objectives of the advising center/counseling center?

P7: Uh…I feel like to see people they advise succeed in what they are trying to accomplished *(pause)* on the educational level.

Ms. Aaron: Okay do you feel the counseling or advising center are meeting these goals?

P7: Yes ma'am.

Ms. Aaron: In what ways are the meeting the goals.

P7: I mean making sure I stay on task…

Ms. Aaron: Okay.

P7: …on task to getting to where I want to get like making sure I am taking the right classes telling me I need to take this class in order to get to where I want to get.

Ms. Aaron: Okay how do you describe the academic advising that you've received at the college that you attend at TCC?

P7: Oh really good.

Ms. Aaron: Okay I have a different type of question for you. How would you define success in regards to higher education?

P7: Well now a days the times we live in economy the way it is you can't really you need a college education a good education to get a good paying job. So the way I see it is the more higher education you have the better the opportunities will be open to you once you leave.

(phone is ringing)

Ms. Aaron: Okay in your opinion how is the counseling or advising center helping you to reach your college goals?

P7: Yes ma'am.

(phone is ringing)

Ms. Aaron: Tell me how are they helping you reach your goals.

(phone is ringing)

P7: I mean advice advice on what they fell is in my best interest and it really is not forced upon me you know they'll just give me their advice and I will take their advice, I say I take their advice 99.9% of the time. Cause it will better my education.

Ms. Aaron: Do they do anything else besides offer advice that helps you reach your goals?

P7: I mean they will ask me how I am doing in the classes I am in…

Ms. Aaron: Um um.

P7: …how everything is going you know before they go straight to the business on how I am doing in stuff.

Ms. Aaron: Now what advising factors do you feel would help you be more successful? What could the advising center do to help you be more successful or what one thing is it that they do that helps you to be more successful or that will help you to be more successful?

P7: Uh…*(pause)* maybe emails. Emails for this is for me I like to know emails of my whole curriculum of what I need to take and maybe a designate time of how long it take including me doing summer classes or excluding summer classes so I will know how many years I have if I stay on track of what they have given me.

Ms. Aaron: Okay now do they provide you with a degree plan when you go up there?

P7: Yeah they ah…they show me the degree plan but it seems like a big book that has the degree plans for like all the majors and stuff…

Ms. Aaron: Uh uh.

P7: …so I mean they show it to me but I did not get a copy…

Ms. Aaron: Okay.

P7: …so I mean it would be nice if I can get email.

Ms. Aaron: Email of that degree plan something like that?

P7: Yes ma'am

Ms. Aaron: Now let me explain a couple of things to you. I look at I am going to ask you a question but I want you to understand what I am asking you. I look at participation as an individual just participating in college, um persistent as a person staying in college and success as a person completing a degree. Now saying that which advising characteristics or factors do you feel are more likely to attribute to participation, persistent, and success?

P7: Factors as in what….

Ms. Aaron: What one thing would help you to participate; you are already participating in college. But to stay in college and to eventually get a degree. What is the one thing that one advising factor.

P7: I mean to me there isn't anything an advisor can do like it all depends on the student how their motivation fells. I am motivated cause I kind of slipped up my first year so I am motivated now seeing my parents situation I am motivated to do what I have to do now to better set off in the future. So there isn't anything an advisor can tell me.

Ms. Aaron: Okay.

P7: They can't motivated me anymore. I mean they can advise me to do the right thing but I am already I made that decision that I know what I want to do.

Ms. Aaron: P7 do you think you really don't feel the advisor has anything to do with your success or participation your continued participation in college?

P7: No ma'am.

Ms. Aaron: You feel it is basically up to you?

P7: Yes ma'am. I feel it is up to any student I mean the advisor can't do the work for you. They can tell you what to do what classes to take I mean they can't come to class and make sure that

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you are paying attention and stuff like that. It is up to the student they're can only do so much as far as I am concern they do a lot.

Ms. Aaron: Okay that's good. So when you meet with an advisor is giving you high quality advising and it is up to you to take that advice and go on…

P7: Yes ma'am.

Ms. Aaron: …so do you really feel that you are receiving high quality advising?

P7: Yes ma'am I do.

Ms. Aaron: Okay how often do you have regularly scheduled or spontaneous meetings with your advisor?

P7: Ahhh my advisor has an open door policy so even if you is in the office with another professor she'll tell me to wait in the waiting room.

Ms. Aaron: Okay.

P7: But she'll ahh like my second half of the semester she set appointments for this upcoming year she set appointments. Me being bashful I missed almost all the appointments she set.

Ms. Aaron: Okay

P7: Then I finally met up with her it was actually spontaneous I guess I know my schedule and she made time. She did it on the spot.

Ms. Aaron: So how often do you meet with them about a semester? Two, once, three times?

P7: I want to say I try to do it twice a month but I want to say once.

Ms. Aaron: Okay okay.

P7: I want to say four months four times.

Ms. Aaron: After meeting with your advisor, how do you feel?

P7: Pretty good I feel good.

Ms. Aaron: Okay you feel that you have been helped.

P7: Yep I feel that's what.

Ms. Aaron: What is the most important advice you have received from your advisor?

P7: *(laughter)* work hard.

Ms. Aaron: Okay (laughter). Describe the type of rapport or relationship you have with your advisor.

P7: Ahh *(pause)* my advisor of course she want to be close closer to me being a student. But it is pretty distant but I am going to fix that next year. I am try plan on seeing my advisor three times a month once every week at least just to talk.

Ms. Aaron: Okay now in your opinion are you being mentored I know you said you're going to work on it in the future but or you being mentored are has an advisor or other facility member mentored you?

P7: What is mentor I know I have heard of it but... *(paused)*

Ms. Aaron: I mean have they taken you under their wings and tried to show you the way and guide you along.

P7: No ma'am.

Ms. Aaron: Pulled you back when you get off track?

P7: No.

Ms. Aaron: Encourage you anything like that?

P7: No.

Ms. Aaron: Okay um…

P7: My coach is a pretty good mentor

Ms. Aaron: Is that a coach on campus or off campus?

P7: On campus.

Ms. Aaron: Okay okay did you have the same advisor throughout your whole college do you see the same advisor?

P7: Yes ma'am.

Ms. Aaron: Okay now describe your ideal advisor.

P7: I mean good advice make sure I have everything that I need or might need. Answers all the questions about the major I am interested in or trying to pursue. That is basically it.

Ms. Aaron: Alright does it matter the race and ethnicity?

P7: No

Ms. Aaron: What about gender does it matter if it is a male or female?

P7: Nope.

Ms. Aaron: Nope. Okay does your advisor care about you?

P7: Yes

Ms. Aaron: You feel she does?

P7: Yes emails to simply putting stuff in my mailbox, phone calls setting up appointments and stuff. Yeah she does.

Ms. Aaron: Okay now these questions I am going to ask you about your family. The last few questions. Okay what is the highest education obtain by your family members or members of your family?

P7: A Bachelor by my mom.

Ms. Aaron: Okay to what extent does your family, friends, or community members influence your college participation or you persisting in college?

P7: I mean family life right now is really stressed. I want to say my friends my real close friends like better than my brothers. Like they are all going to school and for me to just stop it would not look good in their eyes so that keep me pretty motivated.

Ms. Aaron: Describe the way in which your family, friends, and or community members support your higher education efforts?

P7: My family supports it by uh uh…my sister is pretty supportive, my mom and dad they are little iffy. But my friends…

Ms. Aaron: Okay do they those individual support you maybe financial, educational giving you help with your homework or just encourage you mentally or spiritually?

P7: They encourage me mentally.

Ms. Aaron: Did you have any other questions or any other comments or statement you want to make?

P7: No ma'am.

Ms. Aaron: Okay thank you very much.

P7: No problem.

Tape stopped.

Interview with P8

Tape started

Ms. Aaron: What is your name?

P8: ********

Ms. Aaron: ******** I am going to interview you for my dissertation it is on African American Males Perception of academic advising and I am going to asks you some questions about how you feel about academic advising, your academic advisor and your family.

P8: Yes ma'am

Ms. Aaron: The first question that I have is what is are your perception of academic advising and how do you feel about academic advising?

P8: Well my perception of it is it's a good way to find out what you need and what your requirement you need to graduate in the major or field you will graduate in and *(unintelligible).*

Ms. Aaron: How do you feel about academic advising?

P8: I like it because it gives me someone to talk to about what I am majoring in and going down the right path.

Ms. Aaron: What are you majoring in?

P8: Culinary Arts and Business

Ms. Aaron: Is it necessary to meet with an Advisor?

P8: Yes ma'am

Ms. Aaron: Why, tell me why

P8: That way you know what classes to take and that way you don't take classes you need to be in. Then a good way to know how many classes to take when you need to have them and how long it's going to take to graduate.

Ms. Aaron: How does academic advising influence your decision making?

P8: It influences it about 50% because after I talk to my parents about what I am going to do. I then come and talk to my advisor about what I am going to do and they help tell me with what I am supposed to be doing.

Ms. Aaron: Do you take the advice of your parents or the advice of your advisor? Which advice do you feel is most important?

P8: I feel that the advice of the advisor is important but I take the most advice from my parents.

Ms. Aaron: What do you feel are the goals and objectives of the advisor/ or counseling center?

P8: Probably to help people graduate and help them whenever they need help. And do the best they can do.

Ms. Aaron: What type of help?

P8: I say find the right classes to take or find the right major what every major is right for the person right classes to take.

Ms. Aaron: Did your academic advisor help you with those decisions?

P8: Yes ma'am…yes ma'am

Ms. Aaron: Is the counseling/advising center meeting the goals and objectives that you just said in helping you to find the classes and sorts?

P8: Yes ma'am it has.

Ms. Aaron: And how are they doing that?

P8: By finding out first what's my major what classes I need to take my core classes get those out the way and after I get my core classes then the electives toward my major.

Ms. Aaron: Okay…how would you describe the academic advising that you've received at the college you attend?

P8: From as many times I've only went a couple times but the times that I do go they are very helpful in what I need help with so I give them a 10.

Ms. Aaron: okay you give them a 10.

P8: Out of 10 I give them a 10.

Ms. Aaron: How would you define success in regards to higher education? What do you consider success?

P8: Finding something you like and sticking with it and doing it to end of time I guess.

Ms. Aaron: In your opinion how is the counseling/advising program that you're in or center you use helping to reach your college and career goals?

P8: How is it helping me?

Ms. Aaron: Humm…

P8: Oh like I said earlier about helping me well after figure I want to major I was going to major in they tell me what classes I need to take so I can get that major so I can graduate.

Ms. Aaron: What factors do you feel would help you be more successful?

P8: Uh we…

Ms. Aaron: Is there anything that the advisor does or they have at the advising center that can help you be more successful?

P8: Um they are doing a good job the way it is. I mean they're doing a good right I do not think they need to do anything.

Ms. Aaron: Okay now with this question it says which advising characteristics do you feel are more likely to attribute to participation and participation means you are going to college, persistent means that you are going to stay in college and success helping you to be successful in college and complete your degree. Which type advisor characteristics do you feel that would help you with that?

P8: Someone to talk to anytime you need him or her. They are a good listener and they know what's best for you and shoot a good friend I suppose.

Ms. Aaron: Okay …More like a mentor?

P8: Yes ma'am

Ms. Aaron: How often do you have regularly scheduled or spontaneous meetings with your advisor?

P8: Not that mean. I only went a couple of times.

Ms. Aaron: And what is your classification?

P8: Freshman

Ms. Aaron: what occurs in the meetings when you do meet?

P8: They ask what I am there for and I tell them I am trying to figure out what classes I am suppose to take. And so they may look up my test scores and they will tell me okay you will need to take this, this and then I would say thank you.

Ms. Aaron: After meeting with your advisor how do you feel?

P8: Very helped well cause now I know what I am suppose to be taking and so now I can go on to campus cruiser/web advisor pick all my classes and take my classes.

Ms. Aaron: What is the most important advice that you have received from your advisor?

P8: Don't give up and don't drop a class unless you really really have too.

Ms. Aaron: Describe what type of rapport you have with your advisor.

P8: Rapport…

Ms. Aaron: What type of relationship do you have?

P8: The times I went we have a good relationship. She helped with what I needed help with. Other than that it is a good relationship.

Ms. Aaron: In your opinion are you being mentor or has a faculty or advisor mentor you?

P8: Not really I do not go enough for them to be a mentor. I only went a couple of times.

Ms. Aaron: when you do go do you have the same advisor throughout your college tenure.

P8: No I have had a different one each time.

Ms. Aaron: Describe your ideal advisor?

P8: They listen, trustworthy, honest, caring.

Ms. Aaron: Does race or ethnicity matter?

P8: No it doesn't matter.

Ms. Aaron: Does your advisor care about you.

P8: Yes ma'am.

Ms. Aaron: You feel they care about you.

P8: Yes ma'am.

Ms. Aaron: What makes you feel they care about you.

P8: Cause they really are there to help me graduate and succeed for the near future.

Ms. Aaron: What is the highest education obtained by your family members (e.g. mother, father)

P8: Oh they have Associates.

Ms. Aaron: Both of them.

P8: Yes ma'am.

Ms. Aaron: To what extent does your family, friends, or community members influence your college participation. Remember I defined participation you are going to college

P8: A whole lot.

Ms. Aaron: A while lot.

P8: Yes ma'am they contribute a whole to it.

Ms. Aaron: Describe the ways in which family, friends, or community members support your higher education efforts.

P8: Oh…whenever I was having trouble with classes they would help me with my homework and studying. Turn off the TV instead of watching TV tell me to study they pray for me all the time. That's it.

Ms. Aaron: They want you to be successful.

P8: Yes ma'am they sure do.

Ms. Aaron: This is going back to one question before that question. What characteristics or factors most influence your college decision making?

P8: Characteristics?

Ms. Aaron: Are what one thing most influence your college decision making?

P8: Wanting to achieve my goals.

Ms. Aaron: That's good. Okay P8 is there anything that you would like to add to this interview. About college or about participating in college, academic advising, family, the advising center.

P8: No they are doing a good job it's just I do not go there enough to know a lot. Cause I just go there when I need help with my classes. Other than that I good so.

Ms. Aaron: So that is the main purpose for you using the advising center.

P8: Yes' ma'am.

Ms. Aaron: You just attend there when you need help…

P8: Help with my classes.

Ms. Aaron: To decide on which classes to take.

P8: Yes ma'am

Ms. Aaron: Okay thank you.

P8: No problem.

Tape stopped.

Interview with P9

Tape started:

Ms. Aaron: Okay tell me what is your name?

P9: I am ********.

Ms. Aaron: Alright ******** tell me what is your perceptions of academic advising? How do you feel about academic advising?

P9: I think academic advising is a good thing. It help students figure out their way through college it helps them with what they need to know and what classes they need to take in whatever major their in.

Ms. Aaron: Okay do you feel that it is necessary to meet with an advisor?

P9: Ah yes ma'am it is. An advisor they will help them not if you're an incoming student if I might say. Help them tell them which way they need to go and what to do to accomplish their goal.

Ms. Aaron: How does academic advising influence your decision making? Do you listen to the advice they give you and make decisions based upon that advice?

P9: Yes ma'am they help us with pretty most of our decisions. My school per say they'll tell us to choose what we what to do and by that if we choose one way they are going to give us what we need to do to go that way.

Ms. Aaron: Okay what do you feel are the goals and objectives of the counseling/advising center?

P9: To get the students to graduate and succeed in life.

Ms. Aaron: Okay is the counseling or advising center at your school meeting these goals or objectives?

P9: Yes ma'am they are. It just depends on the student if the student want to achieve their goal they are going to help them achieve their goal.

Ms. Aaron: How do you describe the academic advising that you've received at the college you attend?

P9: I think it is great academic advising. My counselor she helped me with a lot of things my first year in college.

Ms. Aaron: Tell me this is a little bit different question. How would you define success in regards to higher education?

P9: Success I would say is *(pause)* I would say graduating. That's like a big thing that everybody is trying to meet and for them to reach that they would have to do a lot of things that regards advising.

Ms. Aaron: Okay in your opinion how is the counseling/advising center helping you to reach your college or career goals?

P9: Um for me they show me where the classes I need to be or tell me what I need to hear to either it was a personal problem or academic problem they'll help me out with that whatever it is.

Ms. Aaron: Okay, now what advising factors do you feel would help you be more successful? What about advising would help you be more successful?

P9: Pretty much the atmosphere. Like if you walk in an advisor office if it is a great atmosphere it will make the conversation just flow better instead of just being the student being nervous in talking to the advisor.

Ms. Aaron: So is it just the atmosphere or is it the advisor's persona or how the project themselves? If they project themselves, I do not know what you mean tell me.

P9: I say for like the atmosphere pretty much their surroundings because like some students are real nervous about going into the advisor. They say "I am going to meet the advisor today" and their like I don't know what to do. Just calm go in there is an atmosphere of just relaxation their going to calm down and just tell them what they need to know.

Ms. Aaron: Now I want to give you a definition of something okay and how I define these terms. I look at participation as you going to college just going to college, I look at persistent as you staying in college and I look at success as you graduated from college. Now I am going to ask this question. What advisor characteristics do you feel are more likely to attribute to participation, persistent, and success?

P9: I would have to say um…I don't know what the word for it but being I would say being straight up with the student. Um um…telling them what they need to know and telling them just straight out the top straight off the top head of the head.

Ms. Aaron: Okay.

P9: What they need to know.

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Ms. Aaron: How often do you have regularly scheduled or spontaneous meetings with your advisor?

P9: For me it's like every three or four weeks just to get everything done and let them know like for the Spring I met with my advisor four or five times.

Ms. Aaron: Okay.

P9: I tried to figure out what classes transferred over from the community college over to the university.

Ms. Aaron: After meeting with your advisor, how do you feel?

P9: I feel like I have been helped. I feel real good after meeting with my advisor.

Ms. Aaron: What is the most important advice that you have received from your advisor?

P9: It would be keep your head on because during testing time everybody it's everybody goes crazy and it's a lot of stress comes upon you. Just keep focused and keep your head on straight.

Ms. Aaron: Describe the type of repoire or relationship you have with your advisor.

P9: With my advisor we're *(pause)* I want say we're real close we are friends we like to talk a lot.

Ms. Aaron: In your opinion are you being mentored or has an advisor or other facility member mentored you?

P9: Um not an advisor no.

Ms. Aaron: Maybe a facility member?

P9: Yeah a facility member.

Ms. Aaron: Did you have the same advisor throughout your college tenure?

P9: Yes ma'am.

Ms. Aaron: Describe your ideal advisor.

P9: My ideal advisor would be someone whose I would say a laid back type person that want just talk to you and tell you what you need to know straight up and want have any problems just telling you. Like they will know you they will know you personally…

Ms. Aaron: Um um.

P9: …they like you need to do this and do this and be gon on about your business not worrying about anybody else.

Ms. Aaron: Does race or ethnic matters?

P9: Um it depends on the student. Cause it depends on what school the student comes from.

Ms. Aaron: Okay.

P9: Like if a student comes from a African American high school they might have better chance with an African American advisor just talking to them.

Ms. Aaron: Okay does gender matter does it matter if it is a male or female?

P9: Like again it depends on the student. Cause some males don't take advice from females and the same from females to males.

Ms. Aaron: Okay. Does your advisors care about you?

P9: At times yes… *(laughter)*

Ms. Aaron: Explain that.

P9: Um I would say because like at times there is other things she has to worry about other students that she has to attend to not just me.

Ms. Aaron: What is the highest level of education obtained by your family?

P9: Um…I say a doctorate degree.

Ms. Aaron: These last questions I am going to ask you focus on your family, okay.

P9: Okay.

Ms. Aaron: To what extent does your family, friends, or community members influence your college participation?

P9: They tell me to strive for excellence and keep going. For my family they tell me to keep going as far as you want to go. Just do just do. You can be at school how long just do and make the good grades and graduate and achieve your goal.

Ms. Aaron: Describe the way in which your family, friends, and or community members support your higher education efforts? How do they support you?

P9: Um some give me advise, others they um…some try to tutor me in what their major was their strong subjects and others they just tell me to keep going you are doing good we are proud of you. To some that make me feel good cause I am making a difference and my family they actually watching me and it feels good.

Ms. Aaron: Do you have anything else you would want to add.

P9: No ma'am

Ms. Aaron: Okay thank you very much.

P9: Thank you.

Tape stopped.

Interview with P10

Tape started:

Ms. Aaron: Oh darn man where the…oh Lord

…paper shuffling

Ms. Aaron: Okay

Ms. Aaron: Okay, P10 my first question for you is what are your perception of academic advising? What do you think about academic advising in general?

P10: I mean I think hum the people are there to help you and make help your choose your college choices or classes like that. And like if you are not really sure about what your gona to do or what your gonna to major in they can help you choose what type of classes you might have and what it take so when you do want transfer here or there. To pretty much just help you anyway possible to better yourself in college. That's it.

Ms. Aaron: Okay, is it necessary to meet with an advisor? And tell me why it is or why it is not.

P10: Well yea I think it is a little bit hum cause I mean you don't always know you don't always know what you want or what you what to do. So I think it is if you want to be sure cause they're adults so you're a young adult so they might know a little bit more than you do just from experience from when they were when they were just getting in college or so it's always even if

you do think you know what you want to do and what classes you want to take I think it would always be good to make sure from a older you know older person so.

Ms. Aaron: Okay now how does academic advising influence your decision making as far as classes or your future?

P10: Well it influence it a little bit or well a lot I would say cause you go up in there and they ask you a lot or question and you ask them this and that and a lot of people don't really tell you what you need to have or what you do they tell you what they think is best for you even though it might not or might if or might not so I mean I think it's I think it's good cause I mean you do get to know more and they do. The advisor they do know what they're talking about half the time…

Ms. Aaron: hum...

P10: So I mean I would think to take into their advice real well…

Ms. Aaron: hum...

P10: So or at least use it as a thought if you're not going to you know completely agree with what they're saying...

Ms. Aaron: hum...

P10: At least keep it as a thought cause they know what they're talking about so I mean I think it helps a lot cause I mean you get different opinions from not just them but from your family and everybody else and so you would put it all together come up with the best choice from people who actually cares. So.

Ms. Aaron: Okay, hum...what do you feel are the goals and objectives of the advising center?

P10: Hum… just to help kids out students out young adults to help them out with what they want to do in life and to be successful in life. You I mean it's always good to have help and as far as I think their job is just to help you out as much as they can. I mean that's why they do their job just to help you out and try to put you on the right path for success. So I mean I believe that is what their jobs suppose to do so I mean just to try to help you as much as possible. So.

Ms. Aaron: Now do you feel the counseling or advising center is meeting these goals are they doing that?

P10: Ah, I believe for the most part they are I don't ah, as far trying to ah get you to the right classes and what you need what not what classes you will need for next semester or anything like that. I think they are doing they're jobs. I don't know about I don't know about as far as influence or anything like that. But as far as just getting what you need and just to go on to the next level or to do what you need to do in the classes. I think they're doing their jobs as far as that. But I do not actually think when you walk out you feel influence or anything or like that half the time.

Ms. Aaron: Now, I want you to personalize this, How do you describe the academic advising that you've received here…

P10: Ohh…

Ms. Aaron: at the college you attend?

P10: Ohh, I like it I mean I just got from I just came from there. I mean she gave me a lot of good information a lot of it I already knew but wasn't sure so I went there and just found out and she I mean it made since. She so...pretty...

 Ms. Aaron: Now you knew. How did you know this information, did you just know it?

P10: It was just like classes I wasn't sure I had to take I was talking about transferring. So I was like well I was trying see if I could take these classes or what classes I had to wait on or can I just take them here or would I have to take them there. Which would be a better suit for me when I transfer.

Ms. Aaron: Okay, and where are you planning on transferring to?

P10: Oh…next Fall I should be trying to transfer to uh..Blinn College. Blinn Junior College.

Ms. Aaron: Now, how would you define success in regards to higher education? What do you see as being successful in education?

P10: Well me personally I think it ah graduating with your Associate or whatever degree you came for. I mean it might not be the best but I mean if you went to school I believe you went for at least to get your degree.

Ms. Aaron: Okay, so you would define success as reaching your…

P10: Reaching that ultimate degree or associate which if you want your degree in associate then if you want your bachelors you go get your bachelors. So…

Ms. Aaron: Okay, okay, now what advising factors do you feel would help you be more successful? What can an advisor do to help you be more successful?

P10: Hmm(sound)…I mean really just help me just help me with making sure I have the right classes and doing having doing the right thing…

Ms. Aaron: hum...

P10: And maybe here and there just slide me a little bit of influential you know advise…

Ms. Aaron: hum...

P10: for just school in general. Just make sure you staying focus and all that. Not just classes I need to take and all that.

Ms. Aaron: Okay, I only have a few more questions. How often do you have or regularly scheduled or spontaneous meeting with your advisor?

P10: Uhh..mine is just spontaneous I don't really have anything planned. It is just whenever I need need help with anything.

Ms. Aaron: Do you go once a year twice a year or once a semester, twice?

P10: Probably, probably ah three times maybe.

Ms. Aaron: A year or a semester?

P10: Three…semester

Ms. Aaron: Three times a semester

P10: Yeah probably

Ms. Aaron: So you use the advising quit frequently?

P10: Yeah pretty much just when I need advise really or some help.

Ms. Aaron: Do you go for academic advise or other type of advise

P10: No it's pretty much academics. Just classes.

Ms. Aaron: Okay, okay and after meeting with your advisor, how do you feel?

P10: I feel pretty good I feel I learned. I know what I should do as far as getting my classes I need to take. I feel more confident in my goal. So I know what I need to take and I got better advise from my advisor. So I feel more confident in what I need to take in all that.

Ms. Aaron: Okay now, what is the most important advise that you have received from your advisor?

P10: Hmm…well I do not know about important really….*laughter*. Cause they haven't really said anything important like. I mean I pretty much go for my classes half the time, so I just try to see I mean they gave me good advice on what classes to take and whatever. But they haven't really as far as like anything advise wise of life I really I don't know if I have receive some…

Ms. Aaron: Important advise?

P10*: laughter*…yeah important advise.

Ms. Aaron: Do you have a good repore with your advisor.

P10: A good report..hmmm

Ms. Aaron: A good repore, like.

P10: Hmmm…*laughter..*they uhh

Ms. Aaron: I mean do you have a good relationship with your advisor?

P10: Nooo..I don't …*laughter*…I go in there…hummm

Ms. Aaron: Do you see the same advisor when you go in there.

P10: No… *laughter*….I see a different ones.

Ms. Aaron: Okay

P10: Which I don't go in so.

Ms. Aaron: Okay, in your opinion are you being mentored by a advisor or a facility member?

P10: No not at all.

Ms. Aaron: And describe your ideal advisor. What what is an ideal type person that you would see as an advisor.

P10: Huh…Somebody that is just beside helping you with your classes and trying to figure out what you what you need to take and all that. Maybe just try having a friendship /relationship with that person just maybe when you see them in the hallway "what's up" know a little nice little confrontation you can have a good conversation with that person and   he ask you how you're doing and you know what I am saying. He acts pretty much act like he cares, you know.

Ms. Aaron: Does it matter what color or what ethnic group your advisor is come from?

P10: No it does not matter what color at all, just somebody that just pretty much cares and want to see you do good.

Ms. Aaron: Now with meeting the advisors that you have met here do you feel any of the advisors care about you.

P10: Well I don't… I believe they do I mean they are pretty friendly people. So I mean it wasn't I believe they care about me making sure I get the right classes and stuff I wouldn't say they don't. Cause I mean cause all the people I then went to they have pretty much helped me out. And..

Ms. Aaron: So, would you say okay they care about you receiving the classes but do they care about you graduating?

P10: Yeah, I see. Well see I don't…from the effect I got I wouldn't say they care about me graduating. But far as class wise and doing this and that I would say they do get you the right classes and all that. But as far as getting you to graduate or giving you some advice to graduate make sure you graduate not just to get your classes I wouldn't I haven't got that. I wouldn't think so.

 Ms. Aaron: Okay do you have anything else you would like to say.

P10: No I am good.

Ms. Aaron: Well thank you for participating in this study.

P10: No problem.

Tape stopped.

Interview with P11

Tape started:

Ms. Aaron: Okay tell me what is your name?

P11: ********

Ms. Aaron: Okay the first question I have for you ******** is perception of academic advising? How do you feel about academic advising?

P11: Um…I feel like it helps us a lot cause we're not really educated on what do or what steps to take towards what classes you need stuff like that so it's a big help.

Ms. Aaron: Okay do you feel it is necessary to meet with an advisor?

P11: Yes it's necessary.

Ms. Aaron: Why?

P11: It should be required I mean *(pause)* really time is money money is time so you don't want to waste time taking classes you don't need you want to be directed in the path that is going to lead you to success. So I think the advisors help you do that.

Ms. Aaron: Okay tell me how does academic advising influence your decision making?

P11: Uh…a lot you might think one thing is right but in reality what he say or she say she knows what she doing so she probably right about most things so that's it.

Ms. Aaron: Okay what do you think are the goals and objectives of the advising center?

P11: The goals is to get you on track and keep you on track and to help you graduate college.

Ms. Aaron: Okay now do you feel advising center is meeting these goals?

P11: Ah yeah they are meeting these goals. I do.

Ms. Aaron: In what ways?

P11: I mean *(pause)* like I mean they help me to get to where I need to cause if I had did it myself I would have been taking the wrong things you know wasting money I could be saving on something I need or classes I should be taking.

Ms. Aaron: How would you describe the academic advising you have received at the college you attend at TCC?

P11: How would I describe it?

Ms. Aaron: Hmm.

P11: It was I went yesterday and she showed me what I needed and it went well. She showed me what I needed and she talked to about what I need to do to get into those classes and what steps I need to take it helped me a lot.

Ms. Aaron: Okay how would you define success in regards to higher education? What do you think success mean in higher education?

P11: Ah really just *(pause)* getting a degree in something that you like really not just anything but something you like that will take you forward to things later in life that will keep you happy.

Ms. Aaron: Now in your opinion how is the advising center helping you to reach you goals, college or career goals?

P11: Like again like giving me the steps like baby steps tell I graduate so taking class by class by class to get to the final degree.

Ms. Aaron: Now what advising factors do you feel would help you be more successful?

P11: Advising factors as in what…*(pause)*

Ms. Aaron: Is there something the advisors can do or the advising center can do or something they can do to help you be more successful?

P11: Um...something that they do?

Ms. Aaron: Hmm.

P11: Ah…*(pause)* I don't know cause this is my first time being advise like that…

Ms. Aaron: Hmm.

P11: …so I mean I really don't know…

Ms. Aaron: Okay.

P11: …cause I wouldn't know what to expect.

Ms. Aaron: Okay now I look at these three things I look at participation as a student actually going to college participating in college, persistent as an individual continuing in college and success as graduating with a degree. Okay what advisor characteristics do you feel would help you help you to participation, persistent, and eventually graduate and a success?

P11: Hm really just being positive you know pointing us into the right direction and showing us the effects of what our degree could get us…

Ms. Aaron: Okay.

P11: …the ups and downs of getting one and not getting one. Just to motivate us and keep us going.

Ms. Aaron: Okay how often do you have regularly scheduled or spontaneous meetings with your advisor? How many times a semester?

P11: About two or three.

Ms. Aaron: Okay now what happens during the meetings when your meeting with your advisor?

P11: We talk about your current classes and how your doing and talk about your future and what and how your doing and what to do to get to your degree. Talk about your degree plan but your still but you go over little by little with specific details.

Ms. Aaron: Okay after meeting with your advisor how do you feel?

P11: I feel good I mean I feel I am going in the right direction and that I will be alright in taking classes.

Ms. Aaron: What is the most important advice the advisor has given you?

P11: Hmm *(pause)* what's the most important advice? Ah *(pause)* take classes you need...

Ms. Aaron: Okay.

P11: …well for me it's taking classes I need to get to like well I got developmental classes so I need developmental classes to get to the regular classes…

Ms. Aaron: Okay.

P11: …so that is how she helped me the most.

Ms. Aaron: Okay now describe the type of repoire the type of relationship you have with your advisor?

P11: It's positive it's like not like your mom's it's like she comes down to your level and she talks to you on a college student level and she you know it's good.

Ms. Aaron: In your opinion are you being mentored by an advisor or another facility member?

P11: Yeah.

Ms. Aaron: You are?

P11: Yes ma'am.

Ms. Aaron: How are you being mentored?

P11: I mean just somebody to talk to when things are going good or going bad and just somebody to show us how to get to the ultimate goal.

Ms. Aaron: Now is an advisor at TCC mentoring you?

P11: Ah not at TCC.

Ms. Aaron: Okay at another school?

P11: Right another school

Ms. Aaron: Okay now how many times have you met with an advisor here?

P11: Just once.

Ms. Aaron: Okay describe your ideal advisor.

P11: Uh…*(pause)* my ideal advisor is sweet as in like common courtesy things like hi how are you doing how your things like that and somebody who are on top of their stuff and person that will encourage me and help me with whatever I need.

Ms. Aaron: Now tell me when you met with the advisors do you feel that the advisors care about you?

P11: I did feel that way.

Ms. Aaron: You did…

P11: Yes ma'am.

Ms. Aaron: …okay. I want to ask you some questions about your family. What is the highest education obtained by your family members?

P11: Hmm well my mom got her Bachelor degree and my dad did some college.

Ms. Aaron: Okay to what extent does your family, friends or community members influence your college participation?

P11: A lot they are behind me 100% they encourage me to keep on doing what you are doing.

Ms. Aaron: Okay now describe other ways your family, friends or community members support your higher education efforts how does they support you as far as that?

P11: Ahh…*(pause)*

Ms. Aaron: Do they support you financial, encouraging you saying you can make it, mentally, spiritually?

P11: I mean it is spiritually, financially, and encouragement it would be those three.

Ms. Aaron: Will they help or do they help you as far as you know your work your academic work?

P11: Right if I need help they will help me with it without a doubt so they would be happy to do that.

Ms. Aaron: Okay do you have anything else you want to add?

P11: Ah…*(pause)* no not really.

Ms. Aaron: Okay you do not have anything else want to say?

P11: *(silence)*

Ms. Aaron: Well thank you very much.

P11: You are welcome. **Tape stopped.**

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BIOGRAPHICAL INFORMATION

Terry Aaron holds a Ph.D. in Urban and Public Administration from the University of Texas at Arlington. She received her Master's degree in Counseling and a BA in History and Psychology from the University of Maryland, College Park. She currently serves as the Director of Continuing Education Services for Tarrant County College Southeast Campus in Arlington. Aaron's previous positions included Coordinator of Special Projects at TCC; Admissions Counselor/Graduate Advisor at UTA; College of Education, Student Service Administrator at the International University of Germany and Research Assistant with Walter Reed Army Institute of Research. Her research studies include: Closing the Gap in Higher Education: African American Male Perceptions of Advising at a Two-Year College, Senior Leadership Study: Influence of Leadership, USAREUR/74 OPTEMPO and PERSTEMPO Study, Enlisted and Officer Retention, and the Military Training Environment. Her community involvement includes serving on the Arlington MLK Birthday Celebration Board, along with leadership positions with the Texas State Christian Education Association and the Region IV International Christian Education Association. She is also a member of the American Counseling Association, National Council for Continuing Education and Training, Texas Association of Continuing Education, Phi Theta Kappa Honor Society and Chi Sigma Iota Honor Society.

Terry was born in Austin, Texas to Larry Canada, and Georgia Canada. As military dependents, Terry and her two brothers Larry Jr. and Gene grew up in Kenitra Morocco and Austin, Texas. She graduated from Lyndon Baines High School in Austin, Texas. In 1982, Terry was united in marriage to Sammy L. Aaron. They have four sons and two daughter in-laws: Gary, Dominic, Sherterica, Roderick, Cuchea and Cedric. Terry and Sammy's three grandchildren are Roderick Jr., Riley and Ray.