

- B. What advisers can expect from their advisees.
1. Thoughtful consideration of education and academic goals.
 2. Familiarity with the advisee's academic program including applicable requirements.
 3. Acceptance of responsibility for the advisee's choices and decisions concerning academic and educational goals.
 4. Questions when the advisee feels a lack of sufficient information. Don't be afraid to ask questions.
 5. Notification when the advisee encounters academic or other problems where the adviser might be an information or solution source.
 6. Careful reading and appropriate responses to communications from the adviser, department, college, or university.
 7. Consideration for other students.
 8. Time for the adviser to be able to fulfill certain advisement responsibilities rather than expecting "just a signature."
 9. An effort to become aware of important deadlines.
 10. An awareness that the adviser has other professional responsibilities and obligations in addition to academic advising.

Summary

The academic adviser is an extremely important and special individual to most undergraduate students. The adviser is the primary individual responsible for assisting and motivating the student who is attempting to identify, develop, and achieve academic, career and personal goals.

Certain knowledge areas are basic to advising. The knowledge areas include, but are not limited to, (1) department and course familiarity; (2) university services available to fulfill special academic or personal needs; (3) university policies and procedures; and (4) career development and job placement. In addition, this paper also identifies and discusses procedures that are effective in developing a good adviser-advisee relationship. The procedures include: (1) developing rapport and gaining student confidence; (2) showing interest in students; (3) recognizing the abilities of students and planning programs accordingly; (4) developing self-reliance and motivating students; (5) advising summaries; (6) being professional; (7) allocating time for advising and (8) identifying and knowing adviser/advisee expectations.

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Advising Transfer Students

Harold G. Severance

Sally Felker, a student writing an article "If You Were My Faculty Advisor," stated: "Please do not give up on me. If you do, I fear I may give up on myself. Believe in me so that I may believe in myself" (Bohm, 1978). All faculty advisors, agricultural ones are no exception, should heed the plea. So often, we advise the student, then, tend to forget them.

The thing that makes it (advising) all worthwhile is that probably no one is more valued in the career of a student than a knowledgeable, compassionate advisor. (Hoops, 1983).

Advising agricultural students at the community college level has been going on since four year institutions have accepted the transfer student. Many problems arise as to the nature of advising, the programs set forth, the receiving institution's guidelines, the student, the adviser, etc. The problems arising, hopefully, lead to positive outcomes for a student providing advisers do their job. At Cloud

Summary of remarks by Severance of Cloud County Community College, Concordia, KS, presented at annual NACTA conference, Columbia, MO, June 16, 1987

Community College and others we hope to do a top rate job of advising.

Before discussing the agriculture transfer student, some background information will indicate generally the overall type of student from North Central Kansas. From the Cloud County Community College ACT Class Profile Report 1986-87, the following information is listed:

1. ACT Scores: A large majority between 12 and 24 with the average 16.9 on a 0 to 36 scale.
2. High School Grades: 2.75 GPA on a four point scale.
3. Number of students in senior high school:
 - less than 100 59%
 - 100 to 199 26%
4. Home Community: Farm or country 35%
 - Community less than 500. 12%
 - 500 to 1,999. 9%
 - 2,000 to 9,999 31%
 - 10,000 to 49,999 5%
5. Expect to apply for financial aid 87%
6. Family income: \$6,000 to \$30,000. 54%
7. Distance from College:
 - Over 26 miles but less than 100 58%
 - 100 to 200 miles. 22%

Cloud County Community College students, therefore, are average in intelligence and come from a fairly centrally located area that is generally rural in nature.

Most of our agriculture students are aware of our type of program before they arrive on campus. Our recruitment program includes visits to many senior high schools throughout the state as well as Southern Nebraska. However, the knowledge of what our agriculture programs entail still needs to be explained at enrollment time.

New students pre-enroll at our campus during the summer. Incoming agricultural students are generally pre-enrolled by the agribusiness department chairman or if needed by another adviser from the department. The adviser counsels the student at this time in regards to the student's goals, high school records, career or transfer programs etc. Students are assigned an adviser for his/her stay at the college. They are at liberty to visit any of the advisers for consultation. Normally two advisers handle the transfer program with the four year university. Advisees may change advisers if the student feels another faculty member could better serve their specific interests.

Students at this pre-enrollment time are asked point blank what he/she wants to do in life. Straight forward responses are offered them by the adviser. Fallacies, dreams, etc., are put into perspective. Job opportunities are stressed. We try to be frank with answers and offer the best advice.

Students who are undecided as to their course of study are given counseling. We enroll them in courses the first semester which will transfer so they will not be behind. We let them get a semester under their belt before stressing a course of study.

Our academic program is very flexible. We try to fit the student as best we can. We like to think our students come first. "Colleges of agriculture can ill afford to ignore their advising responsibilities." (Broder, 1982) We must do our best; we must think of that student in his total perspective.

Most of the in-coming agriculture students enroll in our Agriculture in Our Society class. During that class semester students are presented a wide range of agricultural occupational information through speakers, handouts, and discussion. The instructor, one of the transfer advisers, can evaluate throughout the semester the type of student in our agricultural program.

During this first semester we try to sense whether a student is transfer material. No matter what academic level that student is at, if he/she puts money on the registration table, we have to do the best for that student. Many students do not know how we have evaluated them, but it does give us some guidelines on how to advise them. During advising or consultation we can then provide needed direction. We might have to go off to another room to confidently advise the student. Students, with problems, do not want to be advised in front of other people. We might have to reroute their plan of study. We might have to put in some supportive courses before taking required transfer courses. Examples would be Intermediate Algebra before College Algebra or Business Accounting before Accounting I. The student has to understand his capabilities and take the appropriate courses.

Some courses in our program are designed for the career student. Most of our courses can be transferred "across the board" for like courses in agricultural programs at Kansas State University and Fort Hays State University. Example courses are: CCCC Animal Science Ag 105 will transfer to Kansas State University for Principles of Animal Science ASI 102 or to Fort Hays State University for Animal Science AGRI 111. Soils AG 104 at CCCC will transfer to Kansas State University for Soils AGRON 305 or to Fort Hays State University for Soils AGRI 215. As a result, advisers must understand **totally** the college and university catalogs. We must have a knowledge of the general education requirements of the receiving program and also what can transfer within and among the various disciplines at the receiving institutions. At CCC, the Dean of Guidance Services has provided to each adviser a loose leaf notebook listing CCC courses and their transferability to Kansas four year schools. (Bohm, 1978). As changes occur, the notebook is updated.

Some of our students enroll at our campus after successfully completing a one or two year vocational program. Our school will accept 30 blanket credit hours from that technical school providing said student uses them in a similar discipline area. The student must understand that vocational technical school transferred

hours will not be accepted as transfer hours if he/she decides to go on to a four year program.

Many of our college courses are similar to other four year program courses. If not required in the four year program curriculum, they are transferred as electives if accepted.

We want out students to be junior level students when they arrive at the four year institution. We stress transfer hours if that community college student is a bonafide transfer student. Otherwise, we stress an Associate of Arts Degree if that student is transferring to a school requiring higher credit hours of general education requirements.

Saxowsky and Leitch (1985) reported that students were enthusiastic about having an opportunity to react to their adviser and the department's advising program. We hope at CCC that our advising is top quality. While Allan and Jones (1983) indicated that the quality of advising provided students in the department appears to be quite satisfactory, some improvements are possible. I'm sure this is true and we, as advisers, need to continually improve on our knowledge, tact, and guidance of the transfer program.

A solid agricultural transfer program is a reward to the particular two year community college. Our transfer students often return to our campus and visit us. We always ask: "What did we do wrong?" They look at us in puzzlement and then indicate there were no problems. We ask them what needs to be done differently. If there are recommendations by the former student, the recommendations are generally directed towards the receiving institution. Often times we hear remarks such as our courses are very similar if not harder and contain more material than the four year school. A large majority of our transfer students will continue with an equal or near equal GPA. We also hear favorable comments from the advisers at the four year schools. If we have a problem or they have a problem, we communicate and solve that problem. I feel we have top rate rapport with the four year institutions, especially with the agricultural staff. We appreciate their acceptance of our program. Our instructors have been taught by many of the four year schools. Therefore, we feel the quality of our courses, because of their instruction to us, is just as viable in today's job market.

Along with the rewards, there are some problems. The problems listed are not in order, just problems that arise often during pre-enrolling for the next semester.

1. Goals: Often times students are just undecided by the end of the semester about their goals. They want to try another avenue. This might cause problems in the number of hours transferred. We must make it very clear as to possible outcomes.

2. Career Students: There are times when the career students decide college life is not so bad.

During the third semester they want to become a transfer student. They must understand the situation. They may not be able to transfer as

many hours as a bonafide transfer student. We try to reroute their schedule so they can get as many transferable prerequisites as possible.

3. Understanding Transfer Programs: Some students just do not understand the transfer program. They are vague as to the reasoning behind the program. They do not realize what is transferable or accepted by the four year school.

4. Believing the Adviser: Some students just do not have the faith in the adviser when setting up the student's course of study. Our recommendation is to have that student visit the proposed four year school with a transcript and a two year college line schedule in hand. Thus the four year institution plans their transfer course of study at the two year school. When the student enters the four year program, both student and new adviser should have an understanding of the student's goals.

5. Grade Point Average and D's: Students with less than a 2.0 GPA or "D's" on their transcript could have difficulty programming their course of study at the four year school. We try to give them the best advice possible. If a student is low in one or two courses which are terminal, we advise the student to get into a program where the low grade courses will not delay his/her four year course of study. They just have to know what is the policy.

Not all advising problems exist at the two year school. The four year school has their share of problems, and I am sure they realize the situation.

1. Advisers: Many advisers at the four year school just do not understand the transfer agreement between the two year and four year schools. I can understand the confusion that could exist as there are many community colleges and other institutions offering agricultural courses in Kansas. New faculty advisers are unfamiliar with the agreement. Fortunately, at KSU and FHSU communications are great and we can solve the dilemma before damage is done.

2. Good Advisers: Unfortunately the good advisers are swamped with advisees. We at CCC know who they are at the other four year programs. When our students ask who they are, we tell them. When one adviser at KSU has over 90 advisees; that person must be a very caring person.

3. Time: We continually hear that some advisers at the four year schools do not spend much time with their advisees. They are busy with teaching, research, college/university work, personnel work. The student is low on their priority list. Department heads and deans need to reward those top advisers. Afterall, the student is our livelihood.

4. Understanding the catalog: Many four year institutions provide a catalog that is hard for the student to understand. Part of the goal in our

Agricultural in Our Society class is to understand what is required and what can be transferred to the state four year agriculture programs.

Saxowsky and Leitch (1983) indicated: "As an alternative to requiring all faculty members to serve as academic advisers, departments may want to implement a procedure to identify and utilize only their most effective advisers." The feeling in our Agribusiness Department at CCCC is that all are committed to the advising program.

In conclusion advising transfer agriculture students can be time consuming. Each student is a different case and must be handled accordingly. The time involved, the understanding of the student, the counseling provided, the decisions made, and the results to be obtained are all brought about by proper advising. Advisers must have a good understanding of the transfer agreement, they must have good rapport with the four year school, there must be a good communication link between the schools, and both

should have an open mind as to what is accepted. Proper advising is always a learning experience. Frequently the four year schools ask us: "When are you going to send us another Alan Nelson, or a Pat Pfizenmaier, or a Veryl Kennedy, or a Jon Nelson?" Then we feel we have succeeded in advising.

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Advising Freshmen

Diana G. Helsel

Introduction

When advising freshmen, one of the best means of preparing for the task is to become sympathetic with the many changes the students are undergoing during their first year in college. Due to these many transitions (e.g. transition to adulthood, transition to college life, etc.), freshmen have critical needs that are unique to them. These critical needs are often accompanied by chronic problems that experienced faculty and advisors have observed in freshmen. This paper will describe student challenges and needs, and will highlight several programs that meet the needs of freshmen and help them make a successful transition from high school to university life.

How Freshmen Feel

At the beginning of each academic year advisors may prepare themselves for their interactions with freshmen by remembering what they felt like as a freshman. Excitement and chaos overtake our campuses as each new academic year begins. Parking becomes a problem, traffic becomes congested, confusion seems omnipresent, and for new freshmen and their parents it is also an exciting and frightening world.

One of the most common feelings for freshmen is one of being overwhelmed. Students are overwhelmed from a variety of directions including:

- an unparalleled sense of freedom;
- a substantial amount of responsibility;

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- high expectations of self;
- pressure from parental expectations;
- uncertainty about faculty expectations;
- breadth of careers to choose from;
- new people.

The quantity of new information confronting freshmen is staggering. At the University of Missouri-Columbia, for example, there are over 250 degree programs. Students often have identified only a limited number of occupations, e.g., medicine, law, journalism, business, veterinary medicine, dentistry, and teaching. The challenge of selecting among those 250 opportunities is overwhelming. Mastering "the system" is another substantial challenge. The routine of pre-registration, adding/dropping classes, changing grading systems, etc., are all new jargon and procedures for freshmen.

Additionally, freshmen are exposed to a wide variety of people, personalities, and cultures. It is common for us to observe a student who has led a "sheltered life" being confronted with a radically different personality and cultural type.

A substantial portion of the freshman challenge is identifying and facing their own expectations. Some examples of student sentiments that reflect their expectations include: (1) "These will be the best years of my life," (2) "I have to make good grades," (3) "I want to be a social success," (4) "I must fulfill my family's dreams," and (5) "I can't let anyone know I'm afraid of failing."

At the same time students encounter these new situations, they are continuing the transition from