

A COMPARISON OF ACADEMIC ADVISING EXPERIENCES AND SATISFACTION OF
AFRICAN AMERICAN MALES AND OTHER STUDENTS AT A PREDOMINATELY
WHITE INSTITUTION

by

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A dissertation submitted to the faculty of
The University of North Carolina at Charlotte
in partial fulfillment of the requirements
for the degree of Doctor of Education in
Educational Leadership

Charlotte

2014

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ABSTRACT

BILLIE HOWIE MEANS. A comparison of academic advising experiences and satisfaction of African American males and other students at a predominately White institution. (Under the direction of Dr. JAMES BIRD)

Of all college students, four percent are African American males of which one third graduate within six years. The status of African-American males in higher education serves as an impetus for research to investigate their collegiate experiences and factors that facilitate retention and persistence compared to other undergraduates. Although research indicates that academic advising is related to student success, there is a gap in scholarly literature devoted to its possible impact on the African American male. The research addressed the following questions: 1) To what extent are perceptions of undergraduate academic advising experiences similar for African American males and other undergraduates? 2) To what extent are perceptions of satisfaction with undergraduate academic advising similar for African American males and other students? A mixed-method approach included Two-Way ANOVAS to evaluate student ratings on the Academic Advising Inventory and themes/patterns from personal interviews were analyzed and synthesized. Student experiences and satisfaction with advising were also examined through the theoretical frameworks of Critical Race, Black Identity Development, Sense of Belonging and Person-Environment Fit. Information gleaned from such research informs diversity training for academic advisors and assist professionals in the psycho-social and academic progression of African American males in college.

ACKNOWLEDGMENTS

First of all, I dedicate this dissertation to the Father, Son and the Holy Spirit from which all blessings flow. In return, I hope to continue to be a voice for those marginalized and least among us. I have been fortunate to spend my life working in higher education, helping others unearth their passions and being a drum major for diversity, equity and social justice.

Secondly, I would like to dedicate this work to my only son, Burton Means. He has been my driving force, motivating me to stay the course and achieve my goals. In order to set an example for him, he has propelled me through this incredible feat. For him and other African American males, may you always appreciate the power and freedom that comes as a result of continuing education.

Thanks to each of my brothers for believing in me and supporting me over the years. The road has been tough, but I am proud of each and every one of them for being hard-working, responsible, God-fearing individuals devoted to family. My friends over the years have become my extended family. For those friends, especially, the group of you I have known since grade school, this degree is for you too. We have seen and experienced a lot of life over the years. I love you all; for there is nothing like the power of friendship.

Finally, I would like to thank my dissertation committee for their assistance. I appreciate all you do for the Educational Leadership Department at the University of North Carolina at Charlotte.

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LIST OF ABBREVIATIONS

AA	African American
AAI	academic advising inventory
ADM	academic decision making
CRT	critical race theory
DPA	developmental-prescriptive advising
EIP	exploring institutional policies
HBCU	historically black college/university
NACADA	National Academic Advising Association
PDIR	personal development and interpersonal relationships
PE	personalizing education
PEF	person environment fit
PWI	predominately white institution
RCS	registration and class scheduling
SC	selecting courses
TPS	teaching personal skills

CHAPTER 1: INTRODUCTION

The United States Department of Education (2012) reported that over 19 million students were enrolled in college in the United States, both full time and part-time and two and four-year institutions (2012). Of those students entering college, demographic increases are occurring in the number of racial and ethnic minority students (United States Department of Education, 2012). While approximately 74.4% of White students attend college immediately after high school, for African American those number are 62.5%, 58.4% for Hispanics and 85.2% of Asians. White students attend college and graduate at a higher rate than Black students. Racial and gender disparities also exists among graduation rates. For instance, female students graduate college at a higher rate than males and Black females outnumber Black males by a margin of two to one (Strayhorn, 2012; United States Department of Education, 2012). According to Strayhorn (2010), of the 19 million undergraduate students enrolled in higher education in the United States, fewer than 5% are African American males. One-third of African American males who enter graduate with six years, two-thirds of these students leave the university without graduating (Strayhorn, 2012; United States Department of Education, 2012). According the Bureau of Labor Statistics, 63% of the 18.9 million new jobs created in 2014 will require a post-secondary education. Without a college education, Black males will continue to be at an economic disadvantage. To address the problem, Congress directed the United States Department of Education to produce a report documenting the gaps in access to and

completion of higher education by minority males and to outline specific policies that can help address these gaps (United States Department of Education, 2012).

Researchers generally conclude that the major determinants of performance have to do with high-school preparation, socioeconomic status and admission tests scores (Cuyjet, 2006; Pascarella & Terenzini, 2005; Strayhorn, 2012). However, recently research has found the college environment and attributes of the college impact the overall experience of the student, affecting the success of African American students in particular (Strayhorn, 2012). One such determinant for college student success is academic advising (Pascarella & Terenzini, 2005).

Academic Advising

Academic advising is a very common collegiate experience according to Pascarella and Terenzini (2005). The positive effects of academic advising on college student retention and overall success in the research are clear. Students who participate in academic advising are more likely to graduate (Pascarella & Terenzini, 2005). Seidman (1991), for example conducted a random experiment of 278 matriculating college students. The students were randomly assigned to a treatment group that received pre and post admission advising. The researcher found the students who received advising were significantly more likely to persist and graduate (Siedman, 1991). In the 2007 National Student Satisfaction Report, academic advising is rated the second most important variable in student satisfaction with their college experience (Coll & Draves, 2009). While the aforementioned literature provides evidence that advising is helpful, there is a gap in the literature on how academic advising impacts minority students (Muesus & Ravello, 2010). However, the research shows that misconceptions of educators at Predominately White

Institutions (PWI) internalize and project negative stereotypes and myths that are unfairly used to describe African Americans males specifically (Garibaldi, 1992).

Previous research shows that traditional advising models must be discarded and tailored to students from diverse backgrounds. More appropriate models must take into consideration the Black experience when dealing with African American students for instance (Strayhorn, 2012; Tinto, 1993) and the type of university the minority students attend (Smith, 1991; Strayhorn, 2012; Tinto, 1993).

Ethnic minority students may seek different types of advising and some research suggests that these students spend less time with advisors than White students. Some researchers (Cuyjet, 2006; Herndon, Kaiser & Creamer, 1996; Guiffrida & Douthit, 2010) have assessed community college students to determine their preference for prescriptive or developmental advising styles. Developmental advising is described as a caring and concerned attitude towards students (Crookston, 1972). Prescriptive advising, on the other hand, is an authoritarian relationship wherein the motivation of the student is secondary to meeting academic requirements (Crookston, 1972). Herndon et al. (1996) found community college students preferred developmental advising (Lowenstein, 2014).

Developmental advising is designed to encourage and enhance change in students (Herndon, et al., 1996). Developmental and involvement theories support the proactive role of the advisor who assists students with more than just course selection and registration (Astin, 1985; Guiffrida & Douthit, 2010; Herndon et al., 1996). Academic advising involves, at the very least, the complicated process of guiding students through an academic career. Such guidance involves negotiating advice about degree requirements, course selection, career path, campus involvement and perhaps even physical and mental

well-being. Determining how to navigate this journey with one's advisees can be difficult. Most current approaches involve application of social scientific theory and developmental advising is one of those approaches (Champlin-Scharff, 2010; Hagen & Jordan, 2008).

Institutional characteristics influence the focus of student advising (Crockett & Levitz, 1983; Cuyjet, 2006;). Given the racial history and conflicts in the United States with segregation and Jim Crow laws prior to the Civil Rights Act of 1964, minority students attending Predominately White Institutions can be distrustful of persons from different backgrounds (Cuyjet, 2006; Guiffrida & Douthit, 2010; Strayhorn, 2006). In advising, this mistrust often produces hesitancy to disclose personal information. The experiences of these individuals may suggest that bureaucracies and their agents, in this instance, academic advisors, do not have their best interests at heart and are seeking to frustrate their goal attainment rather than support and advance it. These students may have concerns about being misunderstood, hurt or taken advantage of if personal information is disclosed (Cuyjet, 2006; Guiffrida & Douthit, 2010).

College advisors are on the front line working with ethnic minority students in the pursuit of success with limited time, resources and training for advising (Brown & Rivas, 1993). Advisors can be a primary means of guidance and support for the student. As colleges become more and more diverse, advisors must be cognizant of the challenges they confront (Brown & Rivas, 1993; Cuyjet, 2006; Guiffrida & Douthit, 2010). In order for advisors to become effective multicultural and pluralistic professionals, advisors might consider adopting a developmental approach to advising (Cuyjet 2006; Ender, Winston, Miller, 1984; Strayhorn, 2012). Advisors must develop an awareness of the diversity of cultural experiences ethnic minority students bring to the table and how these affect

advising relationships. This understanding is crucial to establishing rapport with students of color so as to impact engagement. Advisors must also help students of color increase their level of competence and achievement to take full advantage of the college experience (Brown & Rivas, 1993). It is incumbent of all advisors, regardless of their ethnicity to help students. All students need mentors who are personally interested in their achievement. Advisors do not have to share their ethnicity (Brown & Rivas, 1993). Brown and Rivas, charge that for advisors to succeed in cross-cultural advising interactions,

...advisors must become knowledgeable about how diversity is expressed in advising how cultural differences between the advisor and the student can undermine the advising encounter.

Researchers (Cuyjet, 2006; Guiffrida & Douthit, 2010; Museus & Ravello, 2010; Strayhorn, 2010) in their study of advising of racial and ethnic minority students at PWI's, identified three themes. One is that ethnic minority students connected with advisors who humanized academic advising. Secondly, the findings showed that advisors that applied a multifaceted approach were more effective with the students. Finally, students appreciated a more proactive approach by the advisors who are often faculty.

The collegiate experience and relationships between faculty and African American males at PWIs was examined through the lens of Critical Race Theory (Delgado & Stefancic, 2001), Black Identity Theory (Cross, 1991), Sense of Belonging (Strayhorn, 2012) and Person Environment Fit Model (Hutz, Martin & Beitel, 2007). According to Guiffrida & Douthit (2010) given that more African American males are attending Predominately White Institutions and:

Because of the low rates of completion and the negative consequences that accompany them, educators must make efforts to increase persistence and degree completion among students of color. To increase persistence and attainment among

racial and ethnic minority undergraduates, educators must better understand the ways various factors can hinder or promote success among this population.

Critical Race Theory

The tenets of Critical Race Theory (CRT) include a belief that White privilege marginalizes people of color (Delgado & Stefancic, 2001). Because of the history and racial dynamics ingrained in the American culture, biases and advantages gained by those with certain traits are not often acknowledged by those in possession (2001). To address inequities experienced by people of color, CRT theorists believe that the unique stories of people of color must be recounted and researchers must use these findings to help improve conditions, i.e. the Black male experience at PWIs (Evans, Forney, Guido, Patton & Renn, 2010). Race is a factor in how others view the world, treat others and how they are treated. As faculty and advisors interact with African American males at PWIs, an advisor's racial attitude would be a factor in the quality of those academic advising relationships.

Black Identity Theory

Advisors are able to help students adjust to college in a variety of ways according to Cuyjet (2006). One is by being aware of the students' need to maintain their cultural connection and pride. Evans et al. (2010) posit that the minority identity development model was introduced in the late 1970's. Racial identity development is comprised of five stages. *Conformity* is where the individual identifies with the white culture and internalizes negative stereotypes about his/or race. The individuals move from *dissonance* (experiences contradictions in their view of the white culture), *resistance and immersion* (explores one's own culture), *introspection* (reconciles his/her cultural view with dominant society), *synergistic articulation and awareness* (new perspective & self-acceptance) according to Evans et al. (2010).

Later, Cross (1991) created the black identity model known as nigrescence which refers to the process of becoming black as a result of formative socialized experiences (Cross, 1991). The nigrescence model consists of four stages: pre-encounter, encounter, immersion-emersion and internalization commitment. In each of these stages, African Americans move from identification with the dominant White group towards an authentic identification and connection with the Black community (Cross, 1991; Evans, Forney, Guido, Patton, & Renn, 2010). Individuals who work with students at the college level who are aware of Black identity development would be equipped with tools to help the students develop into healthy adults in a PWI. Central to Black identity is racial salience. Racial salience refers to the amount of focus one puts on their African American heritage (Cross, 1991).

Sense of Belonging Theory

Sense of Belonging is a term used to refer to a sense of community or a feeling that members matter and are connected to one another (Strayhorn, 2012). Another definition is a student's sense of being accepted, valued, and encouraged by teachers and peers throughout the campus, including in the classroom by teachers and peers, social activities, relationships and general campus life (Strayhorn, 2012; Goodenow, 1993). A sense of belonging may be particularly relevant to African American males attempting to acculturate at a Predominately White Institution when looking at persistence (Strayhorn, 2012).

Person Environment Fit Theory

Person Environment Fit (PEF) often refers to the physical characteristics of the campus location, student population size and demographic composition of the student body

(Hutz, Martin & Beitel, 2007). The characteristics, however, might impact the students' full experience, satisfaction and engagement on the campus (2007). Just as Sense of Belonging Theory concerns itself with the student's connection and satisfaction with the campus, PET can also affect a student's desire to remain at the college. Student engagement is important to prevent drop out (Strayhorn, 2012).

Statement of Problem

Because of the low rates of college completion by African American students, negative consequences occur. The failure to earn a college degree impacts the individual in several ways including money spent on tuition and fees, forgone wages during enrollment, accrued debt for the cost of education, less access to higher paying jobs and other economic benefits. To increase persistence and graduation among African American males, the faculty and counselors have options to adopt non-traditional methods to affect this population (Cuyjet, 2006). Little research has been devoted to academic advising and its possible impact on the African American male college students' success. While a growing body of research addresses the factors that influence racial and ethnic minority student persistence and completion, the role of academic advisors in fostering such success is not well understood. As some institutions utilize academic advisors to improve retention rates (Killough, 2009), the role of advising in promoting success among African American male students could be particularly helpful (Cuyjet, 2006). This research examined the academic advising perceived experiences and satisfaction of African American males at a Predominately White Institution.

Purpose of Research

The researcher's purpose was to examine perceived academic advising/experiences and satisfaction of African-American male students at a Predominately White Institution (PWI). This research examined how academic advising might impact African American male students through the conceptual framework of Sense of Belonging, Person-Environment Fit, Black Identity Theory, Critical Race Theory.

Research Questions

The researcher used a two-phase research process to answer two research questions. The questions that guided this research were: 1) To what extent are perceptions of undergraduate advising experiences similar for African American males and other students? 2) To what extent are perceptions of satisfaction with advising similar for African American males and other students? A need for such research is addressed below.

Significance and Need for Study

African American male students continue to lag in enrollment and graduation rates behind their White, Asian, and Latino male counterparts in higher education. The status of Black males in higher education serves as an impetus for research to investigate collegiate experiences of Black male undergraduates and factors that facilitate retention and persistence. This research documented the perceptions of academic advising experiences and satisfaction with advising of African American males at a PWI. Also, focused advising methods for African American males might help them adjust to the university and develop psycho-socially and therefore improve their college success rate. The results from this study may help academic advisors become more culturally competent in dealing with

African American male students. Information gleaned from such research might inform diversity training for academic advisors.

Definitions

Prescriptive Advising

Prescriptive advising is an authoritarian relationship between the student and the advisor (Herndon et al., 1996). The student is secondary in the relationship in discussion primarily about academic performance. The prescriptive advisor expects the student to seek advice on academic matters such as selecting a major, class registration, grades and deadlines for example and talks are limited to such. The student expects the advisor to keep them informed of program requirements (Herndon et al., 1996).

Development Advising

Herndon et al. (1996) define development advising a more holistic approach to student concerns and issues. Developmental advising is intended to help the student with progressive change based on student learning theories (Chickering, 1969). Advisors serve as mentors to help the students identify and obtain life goals, develop appropriate attitudes, share concerns for self and other, promote academic and intellectual growth, engage in campus life and connect to campus resources that will help them. Developmental activities stimulate and enrich the college experience and connect the students to the college (Terenzini & Pascarella, 1991).

African-American/Black Student

African American or Black generally refers to those who can trace their ancestral origins to the African continent drawn from a plethora of cultural traditions, religions and history. Colonialism and slavery have categorized African Americans as involuntary

immigrants that were stripped of their identity, causing deep psychological trauma (Fanon, 1967) and prevented access to education for years. The terms African American and Black are used interchangeably (Evans et al., 2010).

Predominately White Institution

According to Lomotey, (2010),

Predominantly White Institution (PWI) is the term used to describe institutions of higher learning in which Whites account for 50% or greater of the student enrollment. However, the majority of these institutions may also be understood as historically White institutions in recognition of the segregation and exclusion supported by the United States prior to 1964. It is in a historical context of segregated education that predominantly White colleges and universities are defined and contrasted from other colleges and universities that serve students with different racial, ethnic and/or cultural backgrounds, e.g. Historically Black Colleges and Universities, HBCUs. (p. 524)

Critical Race Theory

The tenets of CRT include a belief that White privilege marginalizes people of color and impacts interactions and trust between people of color and Whites (Delgado & Stefancic, 2001). Because of the history and racial dynamics ingrained in the American culture, they are not recognized by most people, particularly those in positions of privilege. CRT could be a lens to examine the collegiate experience of African American males at PWIs according to Strayhorn (2012).

Black Identity Theory

Race is a social construct and helps determine how one views the world (Cross 1991, 2000; Evans et al., 2010). Racial identity theories focus on the role of race and the extent to which it is incorporated into the identity and one's self-concept. Black identity is a collective identity and shared heritage of those of African American descent and cultural construction with varying levels of degree (Cross, 1991; Cross & Vandiver, 2001).

White Privilege

White privilege is defined as the unearned entitlements possessed, granting certain power, advantages, system benefits, opportunities and more access than other groups (Evans et al., 2010). Often this power is not seen by the privileged group but is easily seen by nonwhites according to Ladson-Billings (2004). In order to rise above the oppression that comes with privilege, those in power can move from acceptance, naming oppression and on to integrating the knowledge to improve social justice.

Sense of Belonging

According to Strayhorn (2008),

Sense of Belonging consists of both cognitive and affective elements. An individual assesses his/her position or role in relation to the group (cognitive), which in turn results in a response, behavior or outcome (affective). Sense of Belonging, then, reflects the extent to which students feel connected, a part of or stuck to a campus...for example, some scholars measure a Sense of Belonging as how much others would miss you if you went away. (p. 31)

Person Environment Fit

Person Environment Fit is the student's general sense of belonging and allows one to adjust to college in a multifaceted psychosocial manner using a variety of coping skills (Hutz et al., 2007). Because most PWI's are comprised of White students, those who belong to an ethnic minority group often face unique adjustment challenges and have feelings of marginalization. If the students do not feel a genuine connection to the university, the student is at risk for leaving the university.

According to Hutz et al. (2007), in addition to understanding concerns from a global perspective and helping students gain subject-matter knowledge, higher education professionals must also be able to identify environmental factors (external) that have a negative impact on ethnic minority students.

Summary

African-American males are entering and graduating from college less than their White counterparts and less than females, including African American females. Some research has shown that African American males at PWI's are less engaged with their academic advisors, although advising has been shown to be an effective way to help students succeed in college. A small amount of research has been conducted on African-American males and college success, but less has been conducted to determine the best way to effectively advise this cohort.

Several theories are associated with the Black male condition. One of which is Critical Race Theory. CRT addresses the need to sort the differences and expectation of privileged attitudes and expectations of mostly White academic advisors from the trust level of African-American males (Hutz et al., 2007). Another theory associated with Black Identity Development is that of masculinity and the intersection of the two identities. Several factors might determine the student's motivation to seek and/or accept appropriate advising recommendations. For example, some factors might be the socio-economic status, whether a first-generation college student, self-efficacy level and academic preparation.

Several academic advising techniques already exist, but research has shown, academic advisors may not be adequately trained to deal with the changing demographics and influx of ethnic minority students at the collegiate level (Hutz et al, 2007). Two such academic advising techniques are the prescriptive and development approaches. Prescriptive deals with providing the student with facts related to courses and deadlines, but little attention to the student's background and personal interests. The development approach involves the advisor building a more personal, holistic relationship with the

student. The advisor gets to know the students, his or her career interests, personal challenges and suggests professional development opportunities.

The research study designed to augment and extend the research literature surrounding African American male students at a major Predominately White Institution. Non-transfer sophomores, undergraduate students from a public/doctoral research university were asked to complete the Academic Advising Inventory (AAI) to determine their perceived experiences and satisfaction for advising. Juniors were also asked to participate in one-on-one interviews to capture any additional academic advising experiences related to the context of the campus environment of the PWI.

CHAPTER 2: REVIEW OF LITERATURE

Landscape of African Americans in Higher Education

In chapter one, the researcher presented the problem and the related questions to be researched. In chapter two, the researcher has provided a review of the possible literature on related variables found within the research questions. With this purpose, each section includes an integrated summary of studies with positive and negative results of previous related studies. The organization of chapter two demonstrates what is known and needs to be known regarding the research at hand.

Although African American male students are entering college in higher numbers, one-third of African American male undergraduates graduate from college (United States Department of Education, 2010). The literature review reveals a plethora of research on minority students' academic success in college, including persistence. The focus of this research, however, is an examination of the African American males' college experience and how academic advising might contribute to the students' success in college. Less is known.

According to Raushi (1993):

Academic advising is probably the single most educational activity that all students experience as they move through college. Quality student advising fosters student development and at the same time enriches the academic community. (p.5)

History of Advising

The process of academic advising has been around since the 1800's and a historical perspective helps us understand the role it might play for African American males. During the colonial period, college presidents assisted students with academic and personal concerns (Gordon, 2004). In 1870, Harvard's President, Charles Eliot was the first to devote an administrator to the academic advising process. Harvard's curriculum had become more complicated with the initiation of an elective system rather than all compulsory courses (Tuttle, 2000). In 1876, Johns Hopkins University established a faculty advisor system according to Tuttle (2000). By 1930 most colleges and universities had implemented some sort of academic advising system. As the student population grew and became more diverse after World War II, academic advising garnered more attention in higher education (Tuttle, 2000).

Over the past 125 years, faculty advisors have remained an important resource for students. However, how academic advising operates depends largely on each college's choice. Gordon (2004) found that as college curricula have become more complex, advising departments have become more specialized. The unique needs of the growing diverse student groups also require a more specialized approach. The advisor is in need of skills training for diverse populations (Gordon, 2004).

Articles by Crookston (1972) on developmental advising and O'Banion (1972) on a five-stage academic advising model were groundbreaking and changed the professional approach to advising in higher education. The approaches were novel because they were the first standard models developed for academic advising. Prior to these models, advisors only looked at helping students with class selection. The National Conference on

Academic Advising was first held in 1977, the National Academic Advising Association (NACADA) was founded in 1979. In 1981, the NACADA Journal, the Journal of The National Academic Advising Association was started (Tuttle, 2000). During the 1970's, the academic advising process became more professionalized and more important to the colleges.

Academic Advising and Student Persistence

As academic advising has evolved over the years, empirical research on its effects has shown to improve students' persistence (Aune, 2000; Pascarella & Terenzini, 2005). In the Siedman (1991) study, the students who received pre-admission and post-admission advising were more likely to continue from year one to year two of college. First year to second year retention is predictive of retention through graduation. The study revealed that students receiving advising are more likely to persist towards graduation. However, only a few empirical studies have focused on how academic advisors shape minority undergraduates' experiences. According to Museus and Ravello (2010):

In our extensive review of extant literature on this topic, we found no rigorous empirical studies focused on the characteristics of academic advisors or advising that positively or negatively impacts the success of students of color. The dearth of research in this area could be one reason that many institutions fail to maximize the potential positive impact of their advising programs. (p.48)

The research in the subsequent section is representative of the literature on advising African American students at Predominately White Institutions, including those advising practices which might aid in student development and persistence. However, there is minimal research on advising the African American male.

Advising African American Students

Research from higher education and cultural studies that has examined the African American college student experience at PWI's is presented here to assist the reader in understanding how Black college students' relationships with faculty, family, friends, peers and Black student organizations can help or hinder their academic achievement and persistence (Guiffrida & Douthit, 2010).

On average, African American faculty member representation is less than 7% at most PWI in the United States (Chronicle of Higher Education, 2012). Therefore, African American students have very few role models as faculty academic advisors at these institutions, contributing to the lack of understanding of students of color at PWI's (Frost, 1991; Strayhorn, 2012; Tinto, 1987). A small body of literature exist that focuses on the relationship of faculty and African American students, even less is focused on the relationship between faculty and the African American male student. According to Strayhorn (2008), 75% of African American students attend PWI's. However, they continue to experience hostility, social isolation and other challenges to success at the institutions. Both African American men and women experience unwelcoming environments (Cuyjet 2006; Satterfield 2008; Strayhorn 2012), but African American men struggle to overcome negative stereotypes that classify them as dangerous, uneducable, dysfunctional and threatening. From an advising perspective, given that most advisors are White, these negative stereotypes could negatively impact the advisor-advisee relationship (Cuyjet 2006, Guiffrida & Douthit, 2010).

Some of the more recent literature regarding the African American male is encouraging. In a qualitative study, Nathan (2008) explored critical factors believed to

contribute to African American male academic success. In the study, extrinsic and intrinsic characteristics were the drivers in academic success of these students. For example, relationships with friends improved the students' chances of retention in college. McClure (2006) found that historically Black fraternities created a sense of connectedness and family for the African American male and endeared the students to the college. This sense of community yielded academic success of the students as well. McClure's study included 20 African American males. Also, Harper and Harris (2006) found that Black fraternities helped the students develop leadership, cognitive skills and racial identity. This example of how African American students engage in the university is information needed for academic advisors who advise with a holistic approach.

In a study by Strayhorn (2008), even high achieving black collegians reported feeling undue pressure to prove themselves intellectually at PWI's. They also reported the experiences of negative stereotypes and challenges associated with their superior academic abilities (Strayhorn, 2009). While Strayhorn's studies on high achieving Black students at PWI's are all qualitative studies, the literature is scarce on quantitative studies on the topic.

Studies on first-year attrition have indicated that minority students leave college due to lack of social contact with other members of the college community (Strayhorn, 2012). Faculty advisors can play an important role in endearing the student to the campus environment and being a trusted guide. However, Herndon et al. (1996) found community college faculty advisors have challenges ahead in a climate of diminishing resources and time needed to properly implement advising programs for minority students (Brown & Rivas, 1993).

As colleges become more and more diverse, advisors must become more culturally competent as well (Brown & Rivas, 1993). For example, in order for advisors to become effective multicultural and pluralistic professionals, they must consider adopting a developmental approach to advising (Ender et al., 1984) given that empirical research has been used to study developmental advising (Winston & Sandor, 1984). Advisors must develop an awareness of the diversity of cultural experiences ethnic minority students contribute and how these differences affect advising relationships. Students have different advising needs and those needs might be different than those of White students. Museus and Ravello (2010) charged that current advising models were developed using White students from Predominately White Institutions and that:

Current models of student development fail to account for the influence of culture on the developmental process and result in a fundamental lack of understanding of minority students. Although the quality of advising has been linked to persistence, a small and growing body of literature focuses on positive faculty advisors influences on students of color. (p.48)

There are some models to help advisors understand and effectively respond to students of color (Atkinson, Morten, and Sue, 1983; Cross, 1971; Ruiz, 1990). These models all clarify the impact that socialization in a hostile environment can have on the identity development of persons of color. These identity models point out that there are passages or stages through which ethnic minorities move in developing a strong sense and acceptance of self and others.

Cuyjet (2006) and Strayhorn (2012) found that past experiences with racism and prejudice causes many ethnic minority students to be distrustful of persons with backgrounds different than those. For instance in the academic advising process with faculty, African American students may not fully disclose personal information readily.

Because these students believe these advisors do not have their best interests at heart, the advisors instead may be in a position to derail their goals rather than support them. Rivas and Brown (1993) found these students may have concerns about being misunderstood. Much has been written about how cultural differences can undermine communication (Sue & Sue, 1990; Strayhorn, 2012; Tannen, 1990). Allen Ivey (1981), former president of the American Psychological Association Division of Counseling Psychology, has argued that in order for one to counsel a person from a different ethnic background from their own, without cultural sensitivity training, this counseling is unethical. Cuyjet (2006) and others (Herndon et al., 1996; Museus & Ravello, 2010) have stressed the need for cultural sensitivity training for advisors in some form.

This cultural understanding is crucial to establishing rapport with students of color so as to impact engagement. Advisors must also help students of color increase their level of competence and achievement to take full advantage of the college experience (Brown & Rivas, 1993). It is expected of all advisors, regardless of their ethnicity to be able to help students. All students need mentors who are personally interested in their achievement. Advisors do not have to share the ethnicity but must be able to relate to the student (Brown & Rivas, 1993). For advisors to succeed in cross-cultural advising interactions, advisors must become knowledgeable about how diversity is expressed in advising and how cultural differences between the advisor and the student can undermine the advising encounter (Brown & Rivas, 1993).

Also, Museus and Ravello (2010), in their study of advising of racial and ethnic minority students at PWI's found three themes. One finding is that ethnic minority students connected with advisors who humanized academic advising. Secondly, the findings

showed that advisors that applied a multifaceted approach were more effective with the students. Finally, students appreciated a more proactive approach by the advisors.

My review of literature suggests that academic advising can assist students with college persistence and college success. Developmental advising requires the student and advisor become proactive partners in the entire college experience, from dealing with personal and extracurricular activities to registering for classes. African Americans are more at risk to college dropout than most protected minority groups in the United States. Although, there is a growing research on minority student success in college, more needs to be known related specifically in regards to the African American male advising experience. This research examines the academic advising experiences and satisfaction with advising of African American males at a PWI.

The literature also indicates that developmental and prescriptive advising are the most studied methods (NACADA, 2012). Although, these approaches have been studied at community colleges, developmental advising is implied to be a more suitable approach to working with ethnic minority students. There is a gap in the literature on how these two styles impact African American males.

Prescriptive Advising

Prescriptive advising involves less of a relationship between the student and the academic advisor (Herndon et al., 1996). The topics discussed during prescriptive advising usually are around academic course requirement, class registration and choice of a major (Crookston, 1972). Students see the advisor as the expert and the authority, thus expecting them to understand the college and curriculum requirements. Although developmental advising is preferred by most students and researchers (Herndon et al., 1996; Winston &

Sandor,1984), some students with limited time to commit and who have more experience with campus life, may prefer prescriptive advising (1984). However, one focus of this research is to examine perceived experiences and satisfaction with academic advising at a Predominately White Institution.

Developmental Advising

Development advising was first introduced by Crookson (1972). Developmental advising is where advisors and students share in the responsibility (Tuttle, 1991). It is a holistic approach with the philosophy that advising is a process; it is concerned with human growth; it is goal oriented and establishes a caring relationship. Development advising is collaboration between academic and student affairs and it involves the entire college community. In the case of African-American students, given that this group might require different advising needs, advisors who adopt the development advising process tailor their advising needs to the group. The advisors in the developmental process also demonstrate that circumstances surrounding individual differences, not stereotypes, define individual needs. To understand minority student development thoroughly requires an examination of social environmental factors such as economics, ethnic or cultural background, racial and gender bias and their interactive effects on American society and students' growth (Raushi, 1993). According to Frost (1991), while some African American students are hesitant to ask for services based on their cultural needs, this hesitancy can contribute to academic difficulty and cause students to leave higher education without adjusting (Tinto, 1987); thus, contributing to the underrepresentation of African American students in college.

Sutton (2006) found that academic advisors who adopt the developmental approach should make efforts to enhance the college fit for minority students in particular. For example, one might refer the student to the Office of Multicultural Affairs or other ethnic clubs if the student has a need to associate with other students of color.

Other suggestions (Strayhorn, 2010; Sutton, 2006) are that advisors encourage involvement on campus because African American students, often first-generation students, have less support from their families. Retention of African American students is a concern of many colleges. Because clubs and organizations allow the students to connect and make friends, this advising method might be crucial for the African American students' persistence. Studies of students at both predominately Black and White institutions show that academic performance and satisfaction with college are interrelated. African American students are less likely to get involved at PWI's and less likely to report positive relationships with faculty (Cuyjet, 2006; Strayhorn 2010).

The amount of time spent with the advisor can vary depending on the type of student and the student's background. For example, Herndon et al. (1996) found that White students in transfer majors receive significantly more advising than Black students enrolled in transfer majors and White students enrolled in non-transfer majors. White females received more advising than Black females. Mostly females preferred development advising. The Herndon et al. (1996) study on community college students might have implications for this research on African American male undergraduates at four-year institutions and the quality of the advising experience.

According to Frost (1991), by avoiding stereotypical attitudes and expectations, White academic advisors at PWI's who advise African American students may need to get

involved in cultural sensitivity training to examine their own beliefs and misconceptions about others, including understanding the importance of role models. African Americans may be hypersensitive to the indications of stereotypes given the history of these behaviors by the dominant group. These negative stereotypes can also become a self-fulfilling prophecy for the student (Strayhorn, 2012). Lee (2007) found that educators' predetermined negative impression of African American men limited the students' learning potential. Strayhorn (2012) as well found that low expectations of African American male shapes student performance and achievement. Advisors who espouse to the developmental advising approach can help students navigate racism on the college campus (Cuyjet, 2006; Guiffrida & Douthit, 2010).

Heuristic Advising

Heuristic advising is very similar to developmental advising and one might say that developmental advising is a heuristic advising style. Academic advising in higher education involves a complicated process of guiding students through an academic career (Champlin-Scharff, 2010). Such guidance involves negotiating advice about degree requirements, course selection, career path, campus involvement and perhaps physical and mental well-being according to Champlin-Scharff (2010). Most advising techniques involve application of social theory (Hagen & Jordan, 2008). For instance, advising involves student development theory developed by social psychologists as Erikson, Chickering, Piaget, Cross and Tinto (Hagan & Jordan, 2008). These social theories are usually based on research with White students. However, some models come from application of humanities (Champlin-Scharff, 2010). The Heuristic model for advising was developed from Martin Heidegger's hermeneutic philosophy as a foundation for

conceptualizing an understanding of the advisee. Heidegger's theory provides both the opportunity to uncover how advisors might better understand their advisee as well as explore an active and ongoing interpretation changing with the situation. Developmental advising is hermeneutic because it is reactionary to the student's condition and situation (Champlin-Scharff, 2010). Hermeneutics is less of a model than the opportunity for the advisor to reflect on how the advisee makes sense of things important to them (Champlin-Scharff, 2010). For academic advisors working with the African American male, this technique might be effective. The process of getting to know the student from a cultural perspective is relevant to this research on African American males; given these students bring a different set of needs and experiences to the college campus.

To use hermeneutics theory, academic advisors need to acknowledge their advisees as beings for whom interpretative activity is fundamental to existence. One should consider the four important concepts of interpretation, connectedness, world and time (Champlin-Scharff, 2010). Hermeneutic theory involves the notion that interpretation is meaning and that meaning is informed by a continually changing contextualization. Advisors should keep in mind the information they want to uncover about the advisee (hobbies, work experience, etc.). Advisors should ask open ended questions and also get to know the advisee personally in hermeneutics (Champlin-Scharff, 2010). As hermeneutics is similar to developmental advising, research on this technique is relevant to research on advising the African American male given that these students may bring a different set of circumstances to the university. As advisors are taught to be open minded about different student experiences and backgrounds the advisor-advisee relationship could be strengthened as this research on the African American male might uncover given the

limited research available. The following information on advising African American males further demonstrates what we know and need to know regarding advising this population.

Peer Mentoring Model

Mentoring has also been linked to positive student outcomes, including racial identity development, persistence and graduation rates in the academic context (Thomas, Hu, Gewin, Bingham, & Yanchus, 2005). Peer mentoring has been especially helpful by allowing other students to advise and guide students through the academic maze. There is evidence that students who have participated in peer mentoring programs benefit in a variety of ways. Participants in mentoring programs have greater levels of satisfaction and are more involved in university activities (Cuyjet, 2006; Thomas et al., 2005). Evidence suggests that minority students lack access to mentors and are therefore limited in their career, academic and professional development (Thomas et al., 2005). For the African American male, peer mentoring can aid in helping them connect to the campus and success academically.

Peer mentors can provide the student with psychosocial support, information, feedback, friendship, informal advising and career strategizing (Thomas et al., 2005). These peer mentoring relationships tend to last much longer than other mentoring relationships and thus provide opportunities for continued mentoring. Peer mentors are generally more available than traditional mentors (Thomas et al., 2005).

Some community colleges are creating unique advising models to help ethnic minority students succeed through connection with peers. Given that African American females earn double the number of associate degrees than African American males, St. Petersburg College formed Brother to Brother as a means to recruit minority males, but

also to identify issues for community college dropouts (Henningesen, 2005). Not only does Brother to Brother provide academic advising, it also provides workshops on financial management, male/female relationships, police interaction and conflict resolution. The program also offers career planning services, textbook lending services, tutoring, early registration and assistance in locating campus services (Henningesen, 2005). Other models for males include nationally recognized male mentoring programs combining peer mentoring, motivational speakers, academic support and peer accountability.

Academic Achievement, Advising and the African American Male

Strayhorn (2008) posits that many variables contribute to the attrition of African American males at a PWI. Those factors include the high school preparation, financial aid, the quality of the learning environment, racism in the classroom including micro-aggressions, how the institution handles racism, general relationships with other students, campus engagement, relationship with faculty/staff, family issues and psychosocial issues (Cross & Slater, 2004; Cuyjet, 2006; Wood & Urias, 2012).

Watson (2013) indicated that college preparation, knowledge of self, racial and ethnic resiliency, and campus climate were the strongest predictors of academic achievement and retention. When compared to African American females, African American males scored lower on assessments measuring motivation (Cuyjet, 2006), thus further jeopardizing persistence on the college campus overall. African American males who are high achievers face ridicule from both White and Black students. White students see their high motivation as aggressive and cocky while other Black students may see them as “acting White”. African American males can experience additional pressure and

isolations due to high levels of Black identity, aggression, athleticism or the use of slang and wearing of urban attire (Cuyjet, 2006; Strayhorn, 2012).

Advisors can help students adjust and gain access to campus resources to help with factors influencing drop out (Museus & Ravello, 2010), however there are gaps in the literature regarding research on advising African American males. Novel, Levitz, Saluri and associates (1985) suggest that there needs to be more effort towards retaining advisors to work with students of color, particularly African American men. Tinto (1993) believes that individual departure from college is influenced by the interactions between the student and educational environment over time. Black men arrive on campus having to deal with others' perceptions of them and the myths and stereotypes associated with them. Schlossberg, Lynch, and Chickering (1989) looked at the idea of students feeling marginalized upon entering college. The authors conclude the more the student gets involved in the campus life, the more the student is likely to feel important, appreciated, and a vital part of the campus community. Based on this literature, there is less empirical research on advising minority students, let alone the best approach to advise African-American men given that faculty academic advising can be helpful with student persistence and success. The implications for this research on the African American male experience is an attempt to fill the void in empirical research in utilizing appropriate advising to help African American men persist and graduate from college. Table 1 includes literature related to academic advising methods and theoretical models used to frame this research. Following the table is a discussion of the theories used to conceptualize this research and explore the cultural environment of a PWI. This culture was examined through theoretical

lens of Critical Race, Black Identity, Sense of Belonging and Person Environment Fit (See Table 1).

Table 1: Themes, theories and main topic sources

Dimensions	Theorists/Literature
Development Advising	Crockett (1985); Crookston (1972); Frost (1991); Grites (1979); Raushi (1993); Terenzini & Pascarella (1991); Tinto (1987); Tuttle (1991); Winston, Ender, & Miller (1982); Winston & Sandor (1984)
Prescriptive Advising	Crockett & Crawford (1989); Crockett (1985); Crookston (1972); Frost (1991); Grites (1979); Herndon, Kaiser & Creamer (1996); Raushi (1993); Terenzini & Pascarella (1991); Tinto (1987); Tuttle (1991); Winston, Ender, & Miller (1982); Winston & Sandor (1984)
Peer Mentoring Model	Cuyjet (2006); Henningsen (2005)Thomas, Hu, Gewin, Bingham, & Yancus (2005)
Critical Race Theory	Cross (1991); Cross & Vandiver(2006); Cuyjet (2006); Gibson (1986); Kincheloe & McLaren (2000); Ladson-Billings (2004); Palmer & Maramba (2011); Saluri & Associates (1985); Stayhorn (2012); Tinto (1993)
Cross' Black Identity Theory	Chickering (1969,1975); Cross (1991); Cuyet (2006); Delegado (1995); Delgado & Stefancic (2001); Ladson-Billings (2004); Lazur & Majors (1995); Vandiver (2001); O'Neil (1995); Syed (2010); Wester, Vogal, Wei & McLain (2006)
Person-Environment (F-E) Fit	Chavous (2000); Cuyet (2006); Hurato & Carter (1997); Hutz, Martin & Beitel (2007); Museus & Ravello (2010); Stayhorn (2008; 2012); Tinto (1993)
Sense of Belonging	Chickering (1989); Hurato & Carter (1997); Museus & Raveloo (2010); Strayhorn (2008, 2012)

Theories and Relevance to Academic Advising

Despite the fact that African American students are more likely than ever to earn high school degrees and attend college, they continue to be far less likely than Whites to graduate. This continued disparity between the educational attainments of Blacks and Whites is clearly reflected in the significantly higher attrition rates experienced by Black college students. Recent statistics indicate that only 40% of Black students who begin college will ultimately graduate compared with more than 61% of White students (Cross & Slater, 2004). This gap becomes even larger when focusing solely on the growing numbers of Black students enrolled in predominantly White institutions (PWIs), which are often more accessible than historically Black colleges and universities (HBCUs) because they greatly outnumber HBCUs. Therefore, the cultural climate of the PWi is explored in this research as a possible confounding variable which could impact the African American males' perceived experiences and satisfaction with advising.

Although many things can impact the culture of an institution, given the history of race relations between Blacks and Whites in America, African American males in particular have harbored distrust of White Americans. The literature has suggested that a student's relationship with faculty can be very important in their persistence and college success (Guiffrida & Douthit, 2010). Academic advisors are in ideal positions to prepare Black students and their families for the unique sociocultural challenges they face when transitioning to college. Likewise, counselors working in college counseling centers and in various academic advising and student support and retention programs are well suited to provide support and systemic changes that will assist in the success of Black students at PWIs. Nevertheless, although counselors have become leaders in promoting social justice in education, disseminating research on effective multicultural counseling processes, and

identifying links between racial/ethnic identity development and mental wellbeing, little attention has been paid in counseling literature to understanding the Black college student experience at PWIs, in particular the African American male's predicament.

This is an important gap in counseling literature given the central role of higher education in generating opportunity for historically marginalized populations and the American Counseling Association's mandate to promote social justice by understanding and serving the needs of diverse populations (Lee, 2007). Although research focusing on the Black college student experience has not been given high priority within counseling circles, there is a well-developed tradition of scholarship within college student affairs literature that explores the challenges encountered by Black students in higher education.

To explore the cultural and environmental factors of a PWI, this research examined Critical Race Theory for the students' perceptions of racial attitudes of faculty and staff. Also Black Identity Theory allowed the researcher to explore the need for the African American males to express and strengthen awareness of their racial heritage. Finally, Sense of Belonging and Person Environment Fit theories were examined through the African American males' connection to the university because of perceptions of cultural factors associated with a PWI.

Critical Race Theory

This section includes examples of research on student development theories and other college environmental factors which may influence the African American male experience and be useful to academic advisors working with this cohort.

The literature is replete but growing on the conditions and experiences of African American men at institutions of higher learning and has noted various phenomena

responsible for the academic disengagement of African American men in higher education (Bailey & Moore, 2004; Davis, 2003; Maramba & Palmer, 2011; Strayhorn, 2008). One is Critical Race Theory.

Critical race theory is the process of examining White privilege and how this advantage oppresses others (Cross & Slater, 2006; Kincheloe & McLaren, 2000; Palmer and Maramba, 2011). Critical race theory provides a lens for understanding the academic disengagement of African American men at Predominately White Institutions. Critical race theory also provides understanding to develop strategies that may encourage African American male achievement according to the work of Palmer and Maramba (2011).

Although more African American male students are attending PWIs for a multitude of reasons, Strayhorn (2012) and Tinto (1993) found African American males view environment of the PWI as less supportive than expected. Students have reported a lack of trust between them and their faculty members, including faculty advisors. In the results of a study by Strayhorn (2012), African American male students, including the highest academic performing students, report faculty members possess negative stereotypes of them as less capable students. Strayhorn (2012) found in his study that 88% of high-achieving black collegians report feeling pressure to prove their intellectual ability despite prior academic achievements and accolades. When these types of stereotypes exist, the African American male can disengage from the institution or perform according to expectations, oftentimes less than they are capable (Strayhorn, 2012).

For those faculty advisors at PWIs who are typically White, Strayhorn (2012) found that these faculty members held negative stereotypical images of the African-American male and this impression caused the students to distrust and avoid the advisor,

perform less than their ability academically and disengage from the university. Therefore, the research implies that advisors and other White faculty dealing with African-American men, might want to critically examine their belief system and attitudes towards others different from them in order to improve the relationship. Critical Race Theory aims to promote transformation through enlightenment because it causes one to examine the sociocultural, political and the economic forces that shape our consciousness. According the research of Kincheloe and McLaren (2000), Critical Race Theory allows oppressors to become aware of their motives and are then able to change their behaviors to help marginalized individuals to become success, and in our case that would be African-American men. Kincheloe and McLaren (2000) argue that the faculty advisors represent the dominant group interests in maintaining the status quo to protect their power and advantages. Individuals are consciously or unconsciously aware of this power struggle. Therefore, critical race theory helps to examine how advising can negatively impact African American men at Predominately White Institutions. Critical Race Theory shifts the blame from the student to the higher education institution, social structures and processes to explain the disengagement of African-American men and low graduation rates (Gibson, 1986; Freire, 1998; Palmer & Maramba, 2011). According to Freire (1998):

Education is concerned with the transmission of knowledge, but education is controlled by the ruling class and to protect their interests...the ruling class ensures that the knowledge transmitted serves those ends. From a democratic perspective, society is controlled by an elite group which assumes its culture and values supreme. (p.74)

Not only is the understanding of race and its relevance to faculty interaction important to the student in his/her persistence and success at PWI's, it is incumbent of the faculty advisors and those who train faculty advisors to be aware of conscious and

unconscious attitudes towards those unlike them and how this might impact the advising relationships with African American men in particular (Museus & Ravello, 2010; Palmer & Maramba, 2011; Raushi, 1993; Strayhorn, 2012). The following section on Black Identity Theory allows the student to further examine the role of race on their college experience.

Black Identity Theory

As Critical Race Theory is a multifaceted approach of individuals committed to challenging and deconstructing the relationship of race, racism and power (Delgado & Stefancic, 2001). Acknowledged in this theory is that racism is a part of America life. Second, the African American voice is necessary to challenging White privilege and third, the dominant culture will not concede power unless there is something in it for them (Delgado, 1995; Ladson-Billings, 2004).

Cross (1991), created the Black identity development model of nigrescence, “the process of becoming Black”. Cross introduced five stages of the model with racial salience being the foundation of the theory. Racial salience refers the importance of race to the individual and view of the world (Cross & Vandiver, 2001; Vandiver, 2001).

In a study by Wester et al. (2006), the research found that the social construct of the Black male is not always compatible with some situational demands at the PWI. Many African American men struggle with assimilating their masculinity into the environments at the PWI. Often times, the display of Black male masculinity feeds into the stereotypes that are formed by White faculty, including faculty advisors (O’Neil, J.M., Good, G.E., & Holmes, S., 1995). With nigrescence, the goal is to help the African American male become comfortable with their level of blackness and navigate the environment of the

PWI. Students with a high racial salience might be more able to effectively assert their identity by connecting with other students like them, getting involved in other African American organizations on campus such as Black fraternities. At PWIs, the African American male is often caught in the continuum between European American gender roles and African American gender roles. According to Lazur and Majors (1995),

If an African American male acts according to his culture, those in the dominant culture view him as different, bar his access to resources and may even engage in acts of violence against him. If he acts according to the prescriptions of the dominant culture, he ascribes to a system that, in effect, negates him, and he is considered by his own people to have “sold out.” (p.340)

The implications of the Wester et al. (2006) study shows that those working with African American males at a PWI might look at the intersection of masculinity and racial identity. Depending on where the male students falls on the racial salience scale for instance, the faculty advisor might want to determine what type of activities on campus, classes, majors or mentors on campus might be best suited for the African American male (Wester et al., 2006). The research of Wester et al. (2006) suggest that their research be replicated to include a larger number of African American men due to the small sample size.

Syed (2010) found that ethnic minority students with high racial salience may feel an additional need to fulfill themselves through their choice of a major that is compatible with their ethnic identity (Hurtado, 2004). For instance, students many major in Social Work, Psychology, African American Studies or Ethnic Studies. Families may pressure the students to purse those majors and may be looking for a connection with their communities to affirm their identities (Syed, 2010). Advisors should be aware and sensitive to this phenomenon.

Person-Environment Fit (PEF) Model

College adjustment is a multifaceted psychosocial process that imposes stressors on students and requires an array of coping skills (Hutz et al., 2007). Students experienced adjustments demands to the academic, social, personal and emotional attachment to the institution (Hutz et al., 2007). According to Tinto's (1993) model of student departure from college, perceived level of PEF, from an academic and social perspective, impacts student retention or persistence. According to the model, students who find congruence in fit between themselves and the culture of the university increase their satisfaction and are more likely to continue through college.

Ethnic minority students also appear to face unique difficulties that majority students do not face on predominately white campuses (Hutz et al., 2007). They include perception of racially hostile climate (Hurtado & Carter, 1997; Schwitzer, Griffin, Ancis & Thomas, 1999), a feeling of social isolation and a general sense of incongruence with the university environment (Chavous, 2000). Although hurdles these students face have been well documented in the literature, how to deal with these challenges have been studied less (Hutz et al., 2007). However, what we do know is that academic advisors can plan a major part in helping the students adjust to the college environment (Museus & Ravello, 2010).

Hutz et al. (2007) also found significant differences across men and women in their perceptions of adjustment to the university. This information could be crucial to help academic advisors adopt a developmental approach to advising, helping the students cope with racism and other environmental stresses of a PWI if needed. Female students not only reported higher levels of overall adjustment, but they also reported higher levels of academic adjustment according to the work of Tomlinson-Clarke (1998). Tomlinson-

Clarke found that African American females found a higher level of adjustment to the PWI environment than White females and African American males. However, other studies show that European American students perceived higher levels of Personal Environmental Fit in a PWI than did first-year students who belonged to diverse cultures in general. In another study (Smedley, 1993), researchers found no difference in the first-year minority versus majority students' PEF. On the other hand, several studies show that minority students experience lower levels of PEF at PWIs than White students. For instance, Smedley (1993) found minority students were stressed to the lack of PEF and poorer academic performance. Loo and Rolison (1986) found minority students reported a sense of isolation and White cultural domination than White students.

According to the findings of Hutz et al. (2007), the social adjustment in PEF for minority students appears to be lower than White students. Hutz et al. (2007) states:

It is important for college counselors not only to attend to the possibility that some minority students may experience lower levels of social adjustment than usually expected of new college matriculates but also to actively seek out methods to help them cope and increase their social support on campus and within the larger community. On the basis of our findings, particular attention must be given to African American male students in increasing their PEF. (p.138)

Guiffrida and Douthit's (2010) research indicates that strong relationships with faculty is a major factor in student success in higher education. Also, their research suggests that for ethnic minority students, relationships with faculty are particularly important. For example, they found that a strong faculty-student relationship has a strongly positive correlation with student satisfaction with college and academic achievement (Astin, 1993; Terenzini & Wright, 1987) and retention (Defour & Hirsch, 1990). Studies have shown that for African American male students, forming a relationship with faculty is difficult.

The literature suggests academic advising is important to the student's success. As African American males attend more PWI's, the context of advising could be studied to determine the impact on their experience. The goal of such research would be to consider the African American's cultural heritage in relation to his college persistence to graduation. These themes emerged through individual interviews with students at the university in this study.

Summary

While the aforementioned literature provides evidence that advising can affect persistence and degree completion, research on how the nature of academic advising influences African American male students is less clear. For instance, there is no literature examining the advisor-advisee relationships of African American males even though African American males are more likely to persist when their cultural identity is appreciated by faculty and are connected to faculty on campus (Cuyjet 2006; Strayhorn 2012). Although the quality of academic advising has been linked to persistence, the paucity of literature on the qualitative aspects of academic advising on the African American male student is in need of further review.

Due to the low academic persistence rates of African American males in higher education, there has been a recent surge in the literature on the experiences of African American males in higher education. Given that 75% of African American students are attending PWIs and these students, especially African American males, are experiencing negative stereotypes and less than welcoming environments at PWIs, more empirical research is needed on how to improve these environments for the African American male. Student development theory is shaped by Euro-American values since most of the research

to develop theories was completed on White students (McEwen, Roper, Bryant, and Langa, 1990). As community colleges are usually at the forefront of addressing needs of students of color, much of the research on the minority student experience has been at the community college level including the use of developmental and prescriptive advising.

Research has shown that academic advising can make a difference in students' college experience. Advising is generally known to run on the prescriptive to developmental style continuum with more students preferring developmental advising. However, developmental advising has been primarily studied using community students. Developmental advising goes beyond the signing of forms and disseminating advice on course registration, it is a genuine connection with the student. Most research on advising has been conducted on White students. The researcher examined the exposure to academic advising by African American male college students at 4-year PWI's through the lens of Critical Race Theory, Black Identity Theory and models of academic advising. The culture is the context in which advising happens and students have many concerns outside of the classroom. It has been asserted that culture is the normative and social glue that holds an institution together (Vandiver, 2001), and culture shapes just about everything that happens on a college campus (Kuh, 2001). Specifically, campus culture has been defined by Kuh (2001) as the:

Collective, mutually shaping patterns of norms, values, practices, beliefs and assumptions that guide the behavior of individuals and groups in higher education and provide a frame of reference within which to interpret the meaning of events and actions.

Based on what we know regarding the experiences of African American males at PWI's, this research examined the African American male's perceived experiences and satisfaction with advising at a PWI, given the absence of abundant research in this area.

Additionally, the research examined these perceived experiences and satisfaction with advising through the lens of Critical Race Theory, Sense of Belonging, Person Environment Fit and Black Identity Theory.

CHAPTER 3: METHOD

The researcher's purpose was to compare academic advising experiences and satisfaction of African American males and other undergraduate students at a Predominately White Institution. The comparison was completed using the theoretical frameworks of developmental/prescriptive advising, Black Identity Theory, Critical Race Theory, Sense of Belonging Theory and Person-Environment Fit Theory. The researcher focused on two questions: 1) To what extent are perceptions of undergraduate advising experiences similar for African American males and other students? 2) To what extent are perceptions of satisfaction with advising similar for African American males and other students? This research might have implications for ways to impact African American college students' persistence and graduation rates through the advising experience. In this study, a mixed-methods approach was used to examine African American male advising experiences and satisfaction in the context of a Predominately White Institution.

Sample

The participants in this study were non-transfer, sophomore undergraduates from a predominately White public doctoral/research university in the southeastern region of the United States who completed the Academic Advising Inventory (AAI) and juniors at the same school who participated in personal interviews. The researcher invited all 2003 non-transfer sophomores of the University to complete AAI; thus the 145 participants represent a 7% response rate. Demographically, the 145 participants self-identified their

race/ethnicity as 25 (30%) African American/Black; 2 (2%) Hispanic American; 1 (1%) Asian Americans; 48 (60%) White; and 6 (7%) Bi-racial. The group was comprised of 27 (33%) male and 56 (67%) female. Of the 145 students, 85% were assigned advisors and/or were advised through a university advising center and the other 15% were advised by peers or selected an advisor through an academic department.

Ultimately the researcher used African American males, African American females, White males and White females for the study since these groups had the largest response rate to the AAI. White and African American students represent primary groups of interest given the context of race relations in the United States. According to the U.S. Census Bureau (Stoop, 2004), White Americans are the majority demographics in the United States and African Americans are the largest minority group. The year 2005 marked the 50th anniversary of the U.S. Supreme Court's ruling in *Brown v. Board of Education* (1954) guaranteeing equal access to education for all Americans. In the 50 years since that landmark ruling, Blacks have made substantial gains in educational attainment with the additional passage of the Civil Rights Act of 1964. However, achievement and college graduation gaps still exist (U.S. Department of Education, 2012). This study examined how academic advisors can assist African American males' success in college, given this group's graduation rates.

Part I of the AAI was completed by African American males ($n=6$, 9%), White males ($n=16$, 23%), African American females ($n=17$, 25%) and White females ($n=30$, 43%). Approximately 47% of students responded incorrectly to answers in Part I, thus incorrect responses were discarded. Parts II, III and IV of the AAI were completed by

African American males ($n=9$, 9%), White males ($n=22$, 21%), African American females ($n=30$, 28%) and White females ($n=45$, 42%).

Additionally, the researcher invited 1360 juniors to participate and 12 volunteered. These students were comprised of 3 (25%) African American males, 2 (17%) African American females, 1 (8%) Hispanic male, 2 (17%) Hispanic females, 2 (17%) White females, 1 (8%) White male and 1 (8%) Asian male (See Table 2). The researcher compared African American and White respondents to the AAI and thus compared results of African American and White respondents from the interviews as well.

Table 2: Profile of juniors interviewed and studied*

Pseudonym	Race/Ethnicity	Gender	Major/Minor
1. Kim*	White	Female	Nursing
2. Sally*	White	Female	Human Resources
3. Maya*	African American	Female	Sociology/Math
4. Teena*	African American	Female	Communications/Political Science
5. Justin*	White	Male	History
6. Andre*	African American	Male	Criminal Justice/Women Studies
7. Anthony*	African American	Male	Communications/Film Studies
8. Derrick*	African American	Male	Psychology
9. Laura	Hispanic	Female	Communications
10. Selena	Hispanic	Female	Biology
11. Jesus	Hispanic	Male	Religious Studies
12. Tang	Chinese	Male	Finance/International Business

Setting

The selected institution is a predominately White public doctoral/research university in the southeastern region of the United States. The institution leverages its location to offer internationally competitive programs of research and creative activities, undergraduate, graduate and professional degrees and a focused set of community engagement initiatives. The institution offers 86 Bachelor's, 63 Master's and 19 Doctoral degrees. It is a National Collegiate Athletic Association (NCAA) Division I school founded in 1946. In the fall of 2013, the institution enrolled 26,571 students of which

21,503 are undergraduates. Of the undergraduates, 16.6% are identified as African American compared to 61% White. Of the total African American undergraduates, 9.8% are African American females and 6.8% are African American males.

The university in this study has a higher than national average, both retention and graduation rates, for Black and White students. The University's Office of Institutional Research (2014) reports first-to-second year retention rates in the academic year 2011 – 2012 to have been 81.9% for African American males; 89.7% for African American females; 77.7% for White males and 80.5% for White females. The national graduation rate for a public doctoral university was 41% in 2005 and the rate for African American males was 30% (United States Department of Education, 2012). This university's graduation rates for Black and White students, male and female are or slightly above the national average (ACT Institutional Data File, 2012). At this institution, the 2005 six-year graduation rates were: African American males 49%, African American females 55.6%, White males 53.3% and White females 54.9% (University's Office of Institutional Research, 2014).

The University's advising department is organized along three areas of foci: undeclared majors, departmental advising and pre-professional advising. Secondary advising is also available through a multicultural academic center and through the athletic department. Students elect to participate in advising on a voluntary basis. Faculty are provided advising resources as well. The University's Center for Teaching & Learning offers professional development opportunities for advisors via workshop and online training, including training in developmental advising.

The University's multicultural academic center provides services which include but are not limited to academic advising, academic issues workshops, peer counseling such as Brother to Brother (a peer mentoring support group for African American males), tutoring and personal counseling. Moreover, the multicultural academic center serves as a clearinghouse for information and referrals to other university resources and academic support services. At this university, a diversity statement is included on all syllabi.

Procedure

After the Institutional Review Board's approval of the intended research, an email letter was sent to all sophomores who had not transferred into the University, requesting them to complete AAI online. A URL link was indicated in the letter with a copy of the Informed Consent (See Appendix A). Survey respondents were entered into a drawing for a \$100 gift card funded by the researcher. A copy of the letter is provided (See Appendix B). The researcher sent two reminder emails to the students. (See Appendix C and D).

Juniors were invited to participate in the interviews (See Appendix E). Semi-structured interviews were conducted by the researcher for the 12 students at a designated campus location. The interview questions are provided (See Appendix F). The interviews were recorded with the permission of the students as they signed an informed consent which was collected at the sessions (See Appendix G). As an incentive, the students who participated in the interviews received a \$15 gift card funded by the researcher. The researcher transcribed the interviews and coded them for various themes, patterns and discrepancies. The researcher approached the interviews objectively, given this study was exploratory in nature.

Both the AAI and the interviews were used and/or designed to answer the following research questions: To what extent are perceptions of undergraduate advising experiences similar for African American males and other students? To what extent are perceptions of satisfaction with advising similar for African American males and other students? For the purpose of this study, satisfaction is defined as the student's preference for the advisor's style in which assistance is delivered. Experience is defined as the student's collective exposure to advising sessions whether those communications are in-person, telephone or email.

The researcher examined the interview transcripts for certain themes and patterns through coding. As it pertains to experiences and satisfaction, the following themes emerged from the interviews related to experiences and satisfaction with advising: 1) Prescriptive/developmental advising; 2) satisfaction with advising; 3) advisor-advisee activities; 4) Person Environment Fit; 5) Sense of Belonging; 6) Black Identity Development; and 7) Critical Race Theory.

Instrumentation

The Academic Advising Inventory (AAI) was used to obtain ratings on the students' advising experiences, satisfaction with advising and demographic information (See Appendix H). Permission to use the inventory was granted by the National Academic Advising Association (NACADA, 2014).

The Academic Advising Inventory was developed in 1983 by Roger B. Winston, Jr., Ph. D. and Janet A. Sandor, Ph. D. at The University of Georgia and was designed to measure three aspects of academic advising (NACADA, 2014): 1) Experiences represented by perceptions of the nature of advising relationships seen along a developmental-

prescriptive continuum in Part I and the frequency of activities taking place during advising sessions in Part II; 2) perceptions of satisfaction with advising in Part III; and 4) descriptive information about the respondent in Part IV (Winston & Sandor, 1984). The researcher added three questions to Part IV to determine the race and gender of the advisor and the student's interest in participating in an incentive drawing for a \$100 gift card. A total of 60 items were included in the instrument and took approximately 20 minutes to complete. The following scales and subscales for the AAI are described below:

Developmental-Prescriptive Advising (DPA) Experience Scale

The scale describes the nature of the advising relationship and the breadth of topics and concerns addressed during advising sessions and are composed of three subscales. It represents a continuum between the two contrasting behavioral styles and attitudes—prescriptive and developmental—as perceived by students. Low scores (14 to 56) indicate that prescriptive advising is prevalent and result when students report a relationship based on authority, with the advisor functioning as the expert. Typically the advisor diagnoses the student's problems, prescribes remedies and gives detailed instructions. Formal academic matters are the exclusive or primary focus of prescriptive advising. High scores (57 to 112) indicate developmental advising and result when students report: (a) advisor and student have established a warm, caring, and friendly relationship; (b) advisor and student share and clearly negotiate responsibilities for various advising tasks; and (c) advising is based on a concern for the student's total education and use of all available resources within the collegiate environment. The total Developmental-Prescriptive Advising scale (DPA) is composed of three subscales, Personalizing Education, Academic Decision Making and Selecting Courses, which are described below:

Personalizing Education (PE) Subscale

This subscale reflects a concern for the student's total education, including career/vocational planning, extracurricular activities, personal concerns, goal setting and identification and utilization of resources on the campus. The advising process addresses both academic and personal interests and concerns.

Developmental advising, high scores (33 to 64), is characterized by a mutually-derived relationship that is warm, trusting, and purposive. The student's total experience in the college environment (in and out of class) is considered important and worthy of attention in the advising relationship. Both the advisor and student share their expectations of the advising process and share responsibilities for its success.

Prescriptive advising, low scores (8 to 32) describes student-advisor relationships that are formal and distant. Academic matters are the only subjects thought appropriate to be dealt with in the advising process. The advisor is perceived as the expert in the advising situation and is responsible for its success. Students are seen as being primarily receivers of information.

Academic Decision-Making (ADM) Subscale

This subscale focuses on the process of academic decision-making and the responsibilities for making and implementing those decisions. The process includes monitoring academic progress, collecting information and assessing the student's interests and abilities concerning academic concentrations. This subscale also focuses on the student's registration for appropriate courses.

High scores (17 to 32) are indicative of developmental advising, that is, the advisor helps students evaluate academic progress and identify steps or consider alternatives. The

advisor then trusts students to carry through and take responsibility for their own decisions. Low scores (4 to 16) indicate prescriptive advising, that is, the advisor tells students what to do, when to do it, and makes sure that they follow through. Many decisions are made by the advisor for the student.

Selecting Courses (SC) Subscale

This subscale deals with the process of course selection, first determining specific course needs and then planning an appropriate schedule. High scores (9 to 16) (developmental advising) reflect the behaviors and attitudes of advisors who collaborate with students to evaluate academic course needs and then suggest important considerations in planning a schedule. The advisor evidences trust in students to make the final selections.

Low scores (2 to 8) (prescriptive advising) indicate that the advisor accepts the major portion of the responsibility for choosing courses and planning students' schedules. Grades and test scores are seen as being of primary importance in determining appropriate courses for students.

Part II of the AAI describes topics of discussions which occur during advisor-advisee meetings. These student experiences are depicted via the AAI using five scales. These scales are Personal and Interpersonal Relationships, Exploring Institutional Policies; Registering for Classes; Teaching Personal Skills; and Academic Major and Courses. The scales are described below:

Personal Development and Interpersonal Relationships (PDIR)

Activities associated with this scale include: 1) interpersonal exchanges that serve as foundations for a friendly personal relationship; 2) discussing student's college experiences—both classroom-related and extracurricular activities; 3) addressing personal

issues such as academic, personal problems and/or values; and 4) discussing both short-term and long-range plans for the future.

Exploring Institutional Policies (EIP)

This scale describes advising activities that provide general information about the college, explanation of academic rules and regulations including transfer credit. Other topics like academic probation and identifying campus resources may be a part of the activities as well. If students are interested in pursuing cooperative education or study abroad programs, advisors' assist with this as well as refer students to the financial aid office.

Registration and Class Scheduling (RCS)

Students most frequently visit their advisors to discuss and plan for class registration. Therefore, activities falling within this scale include signing registration forms, selecting courses and planning class schedules for the next term. During the semester, if a student needs to adjust classes after registration, those discussions fall under this scale.

Teaching Personal Skills (TPS)

Discussion and activities that fall under this subscale have to do with teaching the students personal skills. The activities associated with this scale are discussing college policies, study skills and tips and time management techniques. Activities could also include the advisor referring the student to campus services rendering workshops on these topics.

Academic Majors and Courses (AMC)

The experiences included in this scale include discussing possible academic majors and minors. Additionally, the advisor and student may discuss courses and other requirements associated with different majors and minors. Discussions of majors and minors may lead to talks on career plans, pre-major requirements or prerequisites, minimum grade and GPA requirements for majors and the number of courses in such majors or minors (See Table 2).

Internal consistency reliability for the Developmental/Prescriptive scale was obtained using Cronbach's alpha. The Cronbach's alpha is reported to be .78 for the AAI (Winston & Sandor, 1984). The coefficient alpha reliability measures for subscales were for Personalizing Education (PE) .81; Academic Decision-Making (ADM) .66; and Selecting Courses (SC) .42. Furthermore, the AAI is endorsed by The National Academic Advising Association (NACADA) which promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students (<http://www.nacada.ksu.edu/>). The AAI is grounded in theory and compares prescriptive and developmental advising comprehensively and has been used by universities around the world (Herndon et al., 1996).

Since 2008, 51 colleges and universities have used the AAI to examine their institutions advising practices. Those schools include, Kansas State University, University of Maine System, University of North Carolina at Wilmington, University of Delaware, Dillard University, Liberty University, Washington State University, Ithaca College, California State University, Loyola University, University of the South, Ohio University,

Brown University, Johns Hopkins, Oregon State University and University of British Columbia (NACADA, 2014). Table 3 has AAI scale and subscale scores and ranges.

Table 3: Academic advising inventory scale and subscale descriptions and score ranges

Scale/Subscale	Description
Part I	
Developmental-Prescriptive Advising (DPA)	Prescriptive is when advisor is in position of authority and directs student to needed classes. Developmental is when advisor shares in the responsibility of the student's total educational success. Advising is warm, trusting and purposive. <i>Low Score 14-56. Prescriptive Advising High Scores 57-112. Developmental Advising</i>
DPA Subscales	
Personalizing Education (PE)	Advisor is concerned with academic and personal concerns, as well as, extracurricular activities. <i>Low Scores 8-32 Prescriptive Advising High Scores 33-64 Developmental Advising</i>
Academic Decision Making (ADM)	Includes monitoring academic progress, determining majors, minors and relevant classes. <i>Low Scores 4-16. Prescriptive Advising High Scores 17-32. Developmental Advising</i>
Selecting Courses (SC)	The process of course selection and planning a schedule. <i>Low Score 2-8. Prescriptive Advising High Score 9-16. Developmental Advising</i>
Part II	
Personal Development and Interpersonal Relationships (PDIR)	Interpersonal exchanges between student and advisor. Discussion of college experiences in and out of the classroom. <i>Scores range from 0 - 60</i>
Exploring Institutional Policies (EIP)	Discussion of college rules and regulations such as academic probation, campus resources and financial aid. <i>Scores range from 0 - 25</i>
Registration and Class Scheduling (RCS)	Signing registration forms, selecting courses and adjusting class schedule. <i>Scores range from 0 - 20</i>

Design and Data Analysis

This researcher used an exploratory two part, mixed-method design, combining quantitative data from the AAI results with qualitative data obtained from semi-structured interviews. In phase one of the research, the researcher used a Two-way ANOVA to analyze data collected from student results on the AAI. The analysis was of three different

dependent variables 1) developmental - prescriptive advising experiences; 2) advisor-advisee experiences and 3) satisfaction with advising. The researcher used Two-way ANOVA's to control for two independent variables, race (Black and White students) and gender (male and female). The students self-identified their race and gender under demographic information in Part IV of the AAI. The Two-way ANOVA was selected because it allowed the researcher to determine possible interactions between gender and race on the dependent variables by comparing the means scores between groups.

In phase two of the research, a semi-structured interview protocol was designed to examine students' advising experiences and advising satisfaction through the lens of four student development theories, Critical Race Theory, Black Identity Theory, Sense of Belonging and Person-Environment Fit Theory. The interviews were used to supplement data obtained from the AAI results and to examine student development and environmental factors which might impact academic advising according to the literature. A copy of the interview questions is provided (See Appendix H). The students interviewed were recorded and transcribed. Various themes, patterns and discrepancies were noted by the research and verified by other individuals.

African American male comments to interview questions were compared to White males, White females and African American females regarding advising experiences and satisfaction with advising. Also, African American male comments were compared with African American females regarding the culture of the institution around theoretical frameworks of Critical Race Theory, Black Identity Theory, Sense of Belonging and Person-Environment Fit.

Critical Race Theory posits that biases of an individual might impact perceptions and expectations of another. At a PWI, the advisor's perceptions of African American males might impact the quality of the advising experience and satisfaction with advising on the student's part. The quality of advising could thus impact the African American male's sense of belonging and person-environment fit. If the student does not fit in or feel respected, they could exit the university. Also, an advisor that is culturally aware and trained in developmental advising might be able to assist the African American male more objectively and even refer students out who might have adjustment issues and challenges throughout the campus.

Summary

The researcher used both quantitative and qualitative analyses of student ratings on the AAI to determine perceived experiences and satisfaction with academic advising. The information learned through personal interviews with students was used to supplement and triangulate the findings related to perceived experiences and satisfaction with advising. The researcher used comments from the interviews to examine the racial and cultural context of this PWI, a possible confounding variable to advising experiences and satisfaction.

CHAPTER 4: RESULTS

In this study, the researcher documented and compared perceived experiences and satisfaction with academic advising of African American males and other students at a Predominately White Institution. Data from student ratings on the AAI and the semi-structured interviews are included within. At the conclusion of this chapter, the researcher compares the findings of both qualitative and quantitative data related to perceptions of academic advising experiences and satisfaction of African American males to other students at a PWI.

Results of the AAI and semi-structured interviews were analyzed and synthesized through the lens of various advising models and student development theories: Prescriptive/developmental advising experiences (Winston & Sandor, 1984) including, advisor-advisee activities, satisfaction with advising, Critical Race Theory (Cuyjet 2006), Black Identity theory (Cross, 1991), Sense of Belonging Theory (Strayhorn, 2012), and Person Environment Fit Theory (Hutz et al., 2007).

There were 145 students who completed the survey. Twelve students were interviewed and included three African American males, two White females, two African American females, one White male, two Hispanic females, one Hispanic male and one Chinese male. The researcher selected the personal interview to triangulate the advising experience and satisfactions results from the AAI and to explore additional student insights. All non-transfer sophomore undergraduates at the university were invited to complete the Academic Advising Inventory (Sandor & Winston, 1984) to determine

students' perception of their academic advising experiences, satisfaction with advising and demographic information.

Perceptions of Academic Advising Experiences

Developmental-Prescriptive Advising (DPA)

When experiences with advising were examined on a DPA continuum via Part I of the AAI, there were no differences in ratings between African American males, African American females, White males and White females. While African American males and White females scored in the higher range for developmental advising, all four groups of the students reported receiving some degree of developmental advising. Means and standard deviations for participants' ratings of advising experiences across subscales are displayed in Table 3. No statistically significant effects were indicated for Developmental-Prescriptive Advising total score across Gender, $F_{1,65} = 1.75$, $p=.614$ or Race, $F_{1,65} = 0.38$, $p=.854$ main effects of Gender x Race interaction, $F_{1,65} = 3.04$, $p=.086$ ($\alpha=.05$).

Personalizing Education (PE)

Essentially, African American males were engaging in this specific form of developmental advising as were African American females, White males and White females. On the DPA subscale for PE, no statistically significant main effects were indicated across Gender, $F_{1,65} = .562$, $p=.456$ or Race, $F_{1,65} = .011$, $p=.918$, no interaction of Gender x Race, $F_{1,65} = 1.46$, $p=.231$.

Academic Decision Making (ADM)

There were no differences between African American males and African American females and White males when engaging in ADM discussions with advisors, no statistically significant main effects were indicated for ADM scale across Gender, $F_{1,65} =$

.087, $p=.769$ or Race, $F_{1,65} = 5.53$, $p=.450$. However, there were significant main effects for Gender x Race interaction for ADM, $F_{1,65} = 5.53$, $p = .022$. The differences were significant between African American male and White male students. African American males were more likely to engage in conversations around ADM experiences than White males (See Figure 1).

Selecting Courses (SC)

On the last DPA subscale SC, there were no statistically significant main effects indicated for subscale SC across Gender, $F_{1,65} = .11$, $p=.744$ or Race, $F_{1,65} = .002$, $p=.964$ or for interaction of Gender x Race, $F_{1,65} = 1.43$, $p=.237$. African American males were just as likely to engage in these experiences through conversations with advisors as African American females, White males and White females (See Table 4).

Table 4: Means, standard deviations and number of respondent across domains of scale and subscale scores

		<i>n</i>	Experience Scale Scores				Subscale Scores			
			DPA		PE		ADM		SC	
Gender	Race		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Male	African American	6	69.17	25.23	35.83	16.99	22.33	8.16	11.00	3.22
	White	16	57.44	26.14	31.56	15.38	16.31	7.73	9.56	4.73
Female	African American	17	61.65	19.13	34.06	13.47	18.35	5.85	9.24	3.30
	White	30	71.13	19.21	39.13	12.03	21.43	6.56	10.57	4.24
Totals for Groups		69	65.45	21.80	35.84	13.70	19.57	7.04	10.04	4.04

Note. *DPA Composite Scale* Low Score 14-56 = Prescriptive Advising and High Scores 57-112 = Developmental Advising. *PE Subscale* Low Scores 8-32 = Prescriptive Advising and High Scores 33-64 = Developmental Advising. *ADM Subscale* Low Scores 4-16 = Prescriptive Advising and High Scores 17-32 = Developmental Advising. *SC Subscale* Low Score 2-8 = Prescriptive Advising and High Score 9-16 = Developmental Advising.

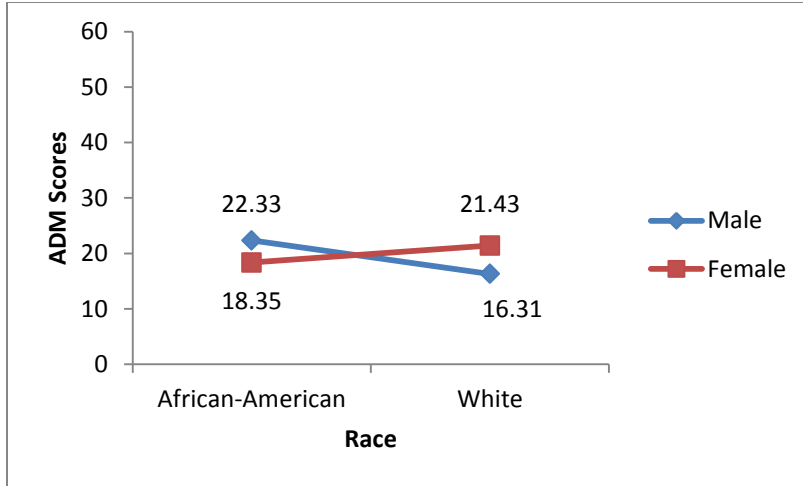


Figure 1: ADM ratings across race and gender

Note. Low scores 4-16, Prescriptive Advising. High Scores 17-32, Developmental Advising. Main effect interactions on Gender x Race ($p < .05$), $F_{1,65} = 5.53$, $p = .022$ ($p < .05$). Significant difference between African American and White Males on Advising Experiences Related to Academic Decision Making (ADM).

Perceptions of Advisor-Advisee Experiences

The student ratings to various questions on Part II of the AAI, Advisor-Advisee experiences, revealed their self-reported number of times various topics were discussed during advising sessions. Advisor-Advisee experience topics included five broad areas of Personal Development and Interpersonal Relationships (PDIR); Exploring Institutional Policies (EIP); Registration and Class Scheduling (RCS); Teaching Personal Skills (TPS); and Academic Majors and Courses (AMC).

Means and standard deviations for participants' ratings of advising experiences across scales are in Table 5.

Table 5: Means, standard deviations and number of respondent across domains scale scores
experience using advisor-advisee activity scales

	Race	PDIR			EIP			RCS			TPS			AMC		
		<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
Male	AA	9	39.67	15.59	8	11.88	5.3	9	13.33	4.09	8	10.13	3.94	8	20.25	6.40
	White	19	25.95	13.95	22	9.45	4.81	22	12.82	3.95	21	6.86	3.41	22	17.73	6.09
Female	AA	28	26.5	14.08	27	9.15	4.74	30	13.5	4.52	28	7.36	4.22	29	16.97	6.59
	White	39	19.28	7.68	45	7.31	4.03	44	10.59	3.16	44	5.05	2.56	45	13.98	4.56
Totals for Groups		95	24.67	13.17	102	8.62	4.63	105	12.12	4.04	101	6.47	3.64	104	16.09	5.93

Personal Development and Interpersonal Relationships (PDIR)

Regarding PDIR, African American males experienced more of these discussions than the other three groups, African American females, White males and White females. Statistically significant effects were indicated for Advisor-Advisee Activities, specifically on the PDIR scale across Gender, $F_{1,91} = 12.19$, $p = .006$ and Race, $F_{1,91} = 13.59$, $p = .001$, no main effects for Gender x Race interaction, $F_{1,91} = 1.31$, $p = .255$ (See Figure 2).

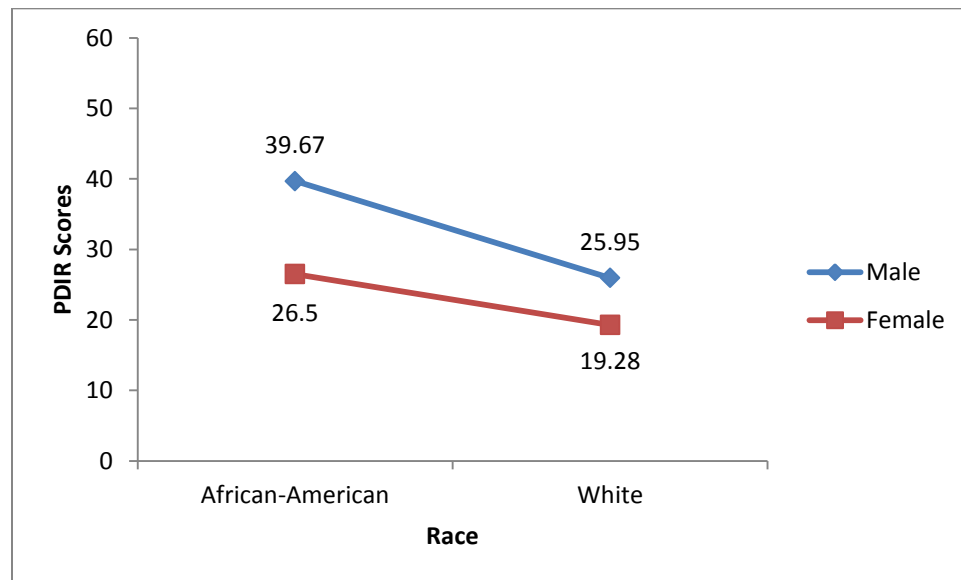


Figure 2: PDIR rating across race and gender

Note. Scores range from 0 – 60. Gender, $F_{1,91} = 12.19$, $p = .006$ and Race, $F_{1,91} = 13.59$, $p = .001$. No main effects for Gender x Race interaction, $F_{1,91} = 1.31$, $p = .255$.

Exploring Institutional Policies (EIP)

When it came to the EIP experiences, African American males were more likely to have discussions regarding rules and regulations of the institution than the other three groups of students. Significant effects were indicated for EIP scale across Gender, $F_{1,98} = 5.10$, $p = .03$ and Race, $F_{1,98} = 3.90$, $p = .05$. However, no main effects for Gender x Race interaction, $F_{1,98} = .073$, $p = .255$. (See Figure 3).

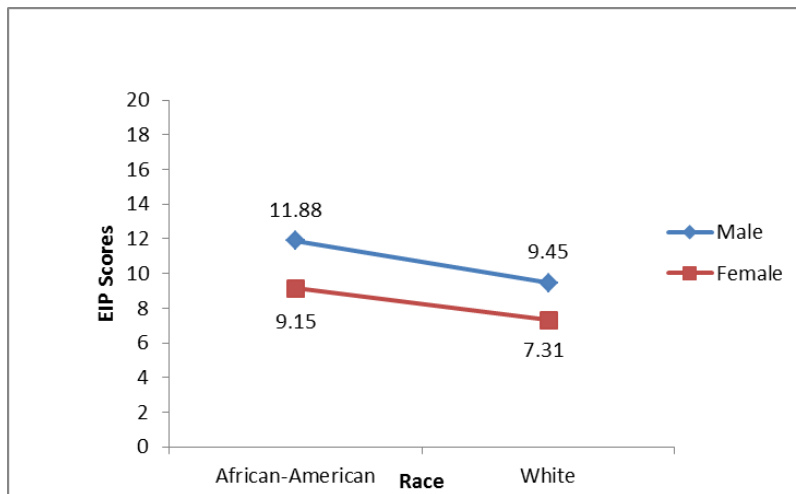


Figure 3: EIP rating across race and gender

Note. Scores range from 0 - 25. Significant effects were indicated for EIP scale across Gender, $F_{1,98} = 5.10$, $p = .03$ and Race, $F_{1,98} = 3.90$, $p = .05$. However, no main effects for Gender x Race interaction, $F_{1,98} = .073$, $p = .255$.

Registration and Course Scheduling (RCS)

The RCS scale ratings were also analyzed. Although close, there was no significant difference for gender or race when it came to which of the four groups of students engaged in these activities. Statistically significant effects were not indicated for RCS scale across Gender, $F_{1,101} = 1.36$, $p = .05$, no statistically significant effects were indicated for Race, $F_{1,101} = 3.75$, $p = .055$ and no main effects for Gender x Race interaction, $F_{1,101} = 1.83$, $p = .179$. Scores on RCS scale range from 0 – 20.

Teaching Personal Skills (TPS)

On the scale TPS, African American males showed engaged in these activities more than African American females, White males and White females. Again, these activities included discussions around study skills, time management and other skills necessary for college success. Statistically significant effects were indicated for TPS scale across Gender, $F_{1,97} = 7.96$, $p = .00$ and Race, $F_{1,97} = 11.82$, $p = .00$, no main effects for Gender x Race interaction, $F_{1,97} = 3.47$, $p = .557$ (See Figure 4).

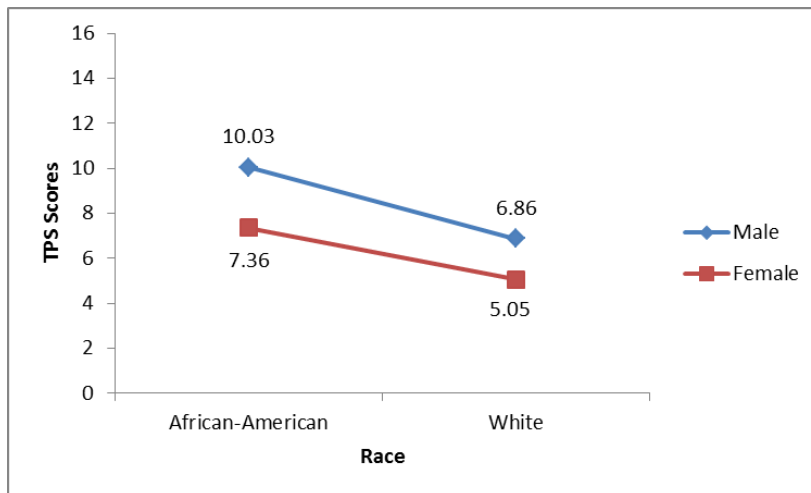


Figure 4: TPS rating across race and gender

Note. Scores range from 0 – 15. Statistically significant effects were indicated for TPS scale across Gender, $F_{1,97} = 7.96$, $p = .00$ and Race, $F_{1,97} = 11.82$, $p = .00$, no main effects for Gender x Race interaction, $F_{1,97} = 3.47$, $p = .557$.

Academic Majors and Courses (AMC)

African American males were more likely to hold discussions with their advisors regarding AMC than African American Females, White males and White females.

Statistically significant effects were indicated for AMC scale across Gender, $F_{1,100} = 6.79$, $p = .01$ and Race, $F_{1,100} = 4.17$, $p = .04$, no main effects for Gender x Race interaction, $F_{1,100} = .03$, $p = .863$ (See Figure 5).

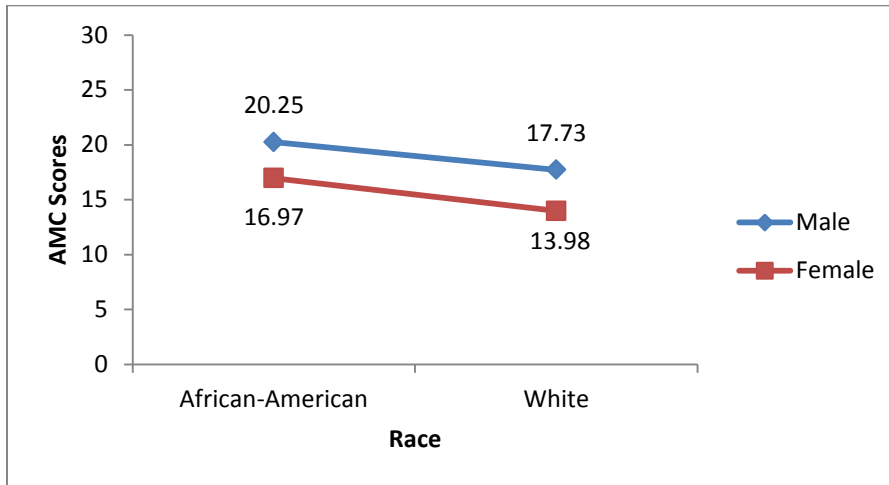


Figure 5: AMC rating across race and gender

Note. Scores range from 0 – 30. Statistically significant effects were indicated for AMC scale across Gender, $F_{1,100} = 6.79$, $p = .01$ and Race, $F_{1,100} = 4.17$, $p = .04$, no main effects for Gender x Race interaction, $F_{1,100} = .03$, $p = .863$

Perceptions of Satisfaction with Advising

When students completed the AAI, they rated their satisfaction with the advising they were receiving during the current academic year. The question asks if students are satisfied in general with the academic advising received. Students on a Likert scale of 1 (A) is “Strongly Disagree”, 2 (B) “Disagree”, 3 (C) “Agree” and 4 (D) “Strongly Agree”.

Statistically no significant effects were indicated for overall Satisfaction with Advising scale ratings across Gender, $F_{1,104} = .598$, $p = .445$ and Race, $F_{1,104} = .056$, $p = .055$. Also, no main effects for Gender x Race interaction, $F_{1,104} = .660$, $p = .418$ (See Figure 6). Overall satisfaction was a composite of four additional questions on the AAI 1) I have received accurate information about courses, programs, and requirements through academic advising; 2) Sufficient prior notice has been provided about deadlines related to institutional policies and procedures; 3) Advising has been available when I needed it; 4) Sufficient time has been available during advising sessions.

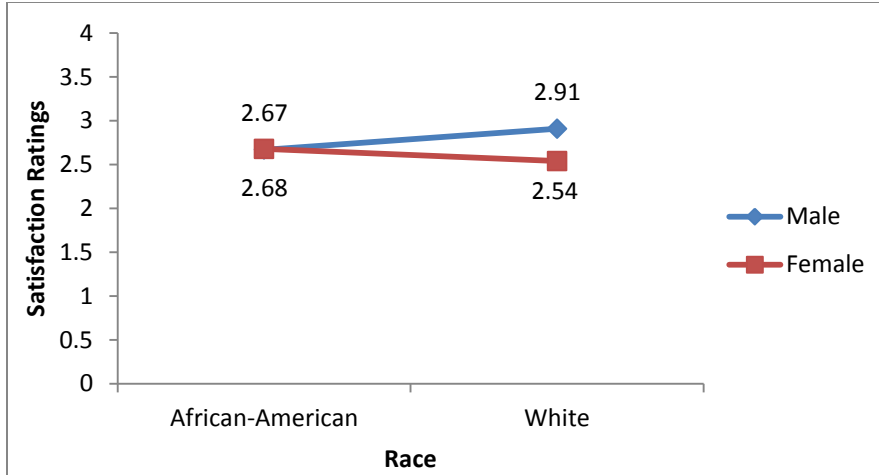


Figure 6: Satisfaction with advising scale scores by race and gender

Note. Ratings range from 1 – 4. Ratings 2.5 or greater indicate satisfaction with advising (NACADA, 2014). Satisfaction with Advising scale ratings across Gender, $F_{1,104} = .598$, $p = .445$ and Race, $F_{1,104} = .056$, $p = .055$ ($p < .05$). No main effects for Gender x Race interaction, $F_{1,104} = .660$, $p = .418$

When African American male students were compared with other students, there were no significant difference in the number of visits per year to the advisor with Gender $F_{1,102} = .005$, $p = .94$ or Race, $F_{1,102} = .188$, $p = .66$, no main effects for Gender x Race, $F_{1,102} = .1129$, $p = .344$ (See Figure 7). Provide here is summary of all scale and subscale variables from the AAI results for all groups in the study (See Table 6).

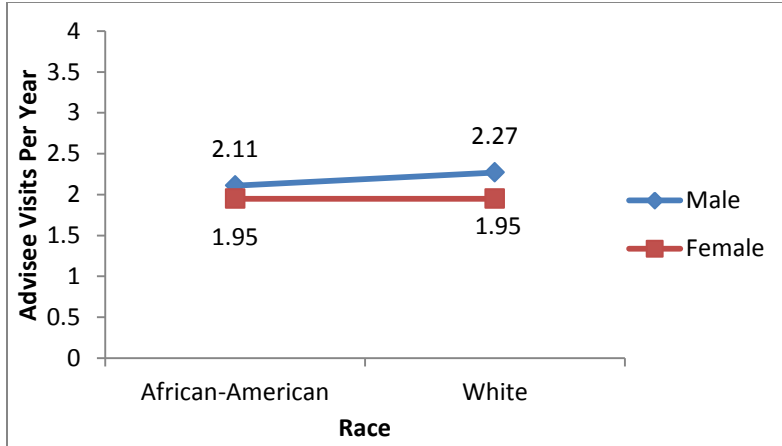


Figure 7: Number of visits to advisor per year by race and gender

Note. Range of visits are from 0 - 6 per year. No significant difference in the number of visits per year to the advisor with Gender $F_{1,102} = .005$, $p = .94$ or Race, $F_{1,102} = .188$, $p = .66$ ($p < .05$), no main effects for Gender x Race, $F_{1,102} = .1129$, $p = .344$.

Table 6: Quantitative comparisons of advising experiences by race & gender

Variable	Main Effect		Interaction	Findings
	Gender	Race	Gender x Race	
Part I/DPA	1.75	0.38	3.04	No difference for males ($M = 63.30$) and females ($M = 66.39$). No difference for African American ($M = 65.40$) and White ($M = 64.28$) students. No interaction effect.
PE subscale	0.56	0.01	1.46	No difference for males ($M = 33.69$) and females ($M = 36.59$). No difference for African American ($M = 34.94$) and White ($M = 35.34$) students. No interaction effect.
ADM subscale	0.77	0.45	5.53*	African American males ($M=22.33$), White males ($M=16.31$), African American females ($M=18.35$), White females ($M=21.43$) Interaction effect for gender x race Significant difference between African American male and White male students.
SC subscale	0.74	0.00	1.43	No difference for males ($M = 10.28$) and females ($M = 9.90$). No difference for African American ($M = 10.11$) and White ($M = 10.06$) students. No interaction effect.
Part II/Activities				
PDIR	12.19*	13.59*	1.31	African American males ($M=39.67$), White males ($M=25.95$), African American females ($M=26.50$), White females ($M=19.28$) Significant difference between African American male and other 3 groups No Interaction effect.
EIP	5.10*	3.90*	.073	African American males ($M=11.88$), White males ($M=9.45$), African American females ($M=9.15$), White females ($M=7.31$) Significant difference between African American male and other 3 groups No Interaction effect.
RCS	1.36	3.75	1.83	No difference for males ($M = 13.07$) and females ($M = 12.04$). No difference for African American ($M = 13.41$) and White ($M = 11.70$) students. No interaction effect.
TPS	7.96*	11.82*	3.47	African American males ($M=10.13$), White males ($M=6.86$), African American females ($M=7.36$), White females ($M=5.05$) Significant difference between African American male and other 3 groups No Interaction effect.
AMC	6.79*	4.17*	0.03	African American males ($M=20.25$), White males ($M=17.73$), African American females ($M=16.97$), White females ($M=13.98$) Significant difference between African American male and other 3 groups No Interaction effect.
Part III				
Satisfaction	0.60	0.06	0.66	No difference for males ($M = 2.78$) and females ($M = 2.61$). No difference for African American ($M = 2.67$) and White ($M = 2.72$) students. No interaction effect.

Note. Values are for Analysis of Variance F -ratios.

* $p < .05$

Qualitative Perceptions of Advising Experience

Presented below are statements made by respondents during the interviews which reflect certain themes and patterns related to advising experiences including whether the advising received was of a developmental or prescriptive style:

Developmental/Prescriptive Advising (DPA)

Academic advising usually falls on a development /prescriptive continuum with developmental advising being more comprehensive and concerned with the student's personal, as well as, academic growth (Winston & Sandor, 1984). Prescriptive advising is defined as the faculty providing factual and directional information to the students concerning course registration. Students may prefer one advising style over the other. When asked to describe their academic advising experiences, students responded in a variety of ways: For example, Andre (African American male) shared his experiences reflecting his advisor's developmental advising style:

The first time I met my advisor, we discussed my classes and which to enroll. She was very helpful and even suggested certain professors. I was planning a program for my high school and she was willing to help me with the flyers and forms needed from the academic department. I felt she was genuine. She was willing to discuss things outside of classes like my awards program. She is a good advisor. Most advisors just tell you which classes you need and tell you to take certain courses.

Anthony (African American male) shared developmental advising experience:

When I first arrived on campus, having an advisor from the advising center was difficult. I felt like I was being tossed around and they were not concerned. Having an African American advisor now, I can relate on another level and better had they been from another race. I feel my advisor understands the struggles of other African American students and they know classes you might struggle with based on your feeling left out and how other professor may be. They can relate to you.

Derrick (African American male) shared his developmental advising experience but prefers prescriptive advising:

I have had a good advising experience. Although I do not visit my advisor a lot during the year, I feel like she is a good communicator, has a good attitude, refers me to others and is friendly. If I could, I would not change my advisor. So many other students have not liked their advising experience. I do not visit my advisor much because I am a junior and think I have the process under control for course registration and selection.

Each of the three African American male students was eager and passionate around their discussion about their advisors. Whether the advisor was African American or from another cultural group, in this case White, the students were reflective of the amount of time and attention they have or could receive from their advisors to discuss other things in addition to how to register for courses. Although Derrick's advisor is White and he does not visit the advisor that much, he is comfortable with the advisor and would receive more attention if needed. Derrick does not appear to have a great need for a personal relationship with his advisor. He connects more with his peers for advice.

Anthony has connected with his advisor on a level that he thinks is more substantial. Given that Anthony's advisor is African American, Anthony has been able to establish communications and trust his advisor. He feels his advisor is able to help him navigate the politics of a Predominately White Institution. According to research by Guiffrida and Douthit (2010) some African American males students often do not establish strong relationships with White faculty at PWI's is that Black students tend not to view White faculty as realistic role models. Research indicates that connections with Black role models who have been successful in higher education can increase the self-efficacy (Guiffrida & Douthit, 2010). Advisors can be a broker in this process to help students process these negative experiences. Andre stressed his good relationship with his advisor on campus. Although Andre acknowledges racism does exist on his campus, he also deals with it by trying to be the best and achieve his goal of college graduation.

Maya (African American female) shared of her experience with two different advisors with a preference for developmental advising:

My experience has been terrible. I started here as a pre-biology major and had an advisor through the advising center. I was told to take 13 hours my first semester. That was too many hours and I could not get an appointment with my advisor. I switched advisors. The second advisor neglected to sign off on a form and a hold was placed on my account. I then got a third advisor who left the university. My advisor now is through my major department is very nice and talks to you like a peer. He is White. He takes the time and he knows my strengths and weakness. He gives me choices of classes to take.

Teena (African American female) describes a prescriptive advising experience:

I think my advising has been standard. I go in and we talk about classes. That is all that happens. I am not personally attached to my advisors. They are not like my confidant or anything.

Each of the African American females seemed a little indifferent about their advising experiences. Although they could have used more time from their advisors, Maya was more interested in receiving accurate and professional information. Teena on the other hand was introverted, could have used more personal time from the advisor, but did not necessarily need this to achieve her goals.

Kim (White female) has changed her major from Economics to Human Resources. She loves the university, participates in a learning community and shared the following information about her developmental advising experiences:

I was originally assigned the same advisor as other students in the learning community, but the advisor left the university and I had to switch. Since I switched majors also, I had to decide what classes to take so I did some homework on my own. The new advisor gave me some misinformation about my graduation requirements. She had me enrolled in too many difficult classes in one day. It has been a little frustrating. I feel the advisors are overworked and cannot give the students the attention needed. We need more advisors on campus. However, the advisor otherwise has been helpful with me and my extracurricular activities. She has been really reassuring about my career and life plans. She considers me one of her more talented students and she has helped me coordinate programs outside of class. She knows me well and boosts my confidence.

Sally (White female) is a nursing major and lives near campus. She attended the college because it is close to her home. She describes her prescriptive advising and need for accuracy:

My first advisor in the advising center was great. She followed up and knew me by name. My advisor now is terrible. She rushes me out of her office. She has helped me register for classes. However, when I got into the nursing program, she did not talk with me ask me about my certifications or about volunteering need by nursing majors. I know advisors are busy and under a lot of stress, but they should be more caring and helpful. I have friends and their advisors have given them the wrong information.

Justin (White male) discusses his experiences with developmental and prescriptive advising. He is a high performing student with a 3.7 high school GPA, is not involved on campus, but lives on campus. He mentioned, his friends are mostly still high school friends:

I have had an excellent experience with one of my advisors. She was my advisor my freshman year through the academic advising center, a professional advisor until I declared my major. She reassured me about my major in history and that was calming related to my job options. My advisor now in my history department only discusses my courses. There is a very clear difference in what I am getting from my history advisor and what I got through my advising center advisor.

Qualitative Perceptions of Satisfaction with Advising

Advising satisfaction is defined as the students' like or dislike for the type of advising provided by the faculty. That advising could be related to style, accuracy and timeliness of information and availability of the advisor. When asked if the student would change anything about their advising experience, the students responded.

Andre (African American male) shared his need to have more developmental advising:

Advisors are always busy with large student loads and that is understandable. However, if I could change anything it would be urgency. If I have a problem, I cannot just pop in her office; you must schedule an appointment all the time. I want to just have some time to walk in. My first advisor put me in the wrong classes. These classes were pointless. That concerned me and I stopped going to the advisor. Although I like my current advisor and she listens, I feel like she could

connect with me more. I want them to know me as a person and not as a college ID number.

Anthony (African American male) shared his preference for mandatory advising:

My advisor helps me a lot. My advisor helps me with registration. I cannot do it alone, it can be overwhelming. I prefer going to advising. Some students do not meet with their advisors and I would like to see them required to attend advising sessions.

Derrick (African American male) shared his preference for prescriptive advising

An advisor is like a career counselor and they keep you on track academically. They help you decide which way you want to go. They are important especially for freshmen. I do not go visit that often because I know what I want to do. She lets me know that the door is open to visit. I just do not go. I have met her once this year. I am doing well academically as a junior.

Maya (African American female) shared her preference for developmental advising and professionalism:

I like my current advisor because he treats me like an individual. My last advisor, who was Black, tried to relate to me as an African American with slang and I did not like that. She came across as unprofessional.

Teena (African American female) discusses her comfort level with advisor, but is getting the basic advising experience.

I would like my advisors to not just talk with me about classes, but rather to have a personal connection. Maybe this school should have more advisors and that would help improve the situation with students and advisors. I am getting the standard advising experience. I feel intimidated to go to my advisor

Kim (White female) talks of her satisfaction, but wants more in terms of time and accuracy of information:

Although I have had some challenges with my advisor, she has helped me outside of the classroom. I know advisors have a ridiculous amount of students to advise, but I would like to have more time and attention so the information I receive is correct.

Sally (White female)

I know advisors are busy, but we could use more advisors. Also, I would like to communicate through other means like email and phone verses always having to set up a time to meet. My advisor does not talk with me about career plans, mostly just talk about classes needed to graduate.

Justin (White male) shares his satisfaction with advising:

I prefer a more personal relationship with advisors. My departmental advisor is abrasive and she does not know my name. When I had my first advisor, she knew me by name and I liked that. My advising sessions are very quick and to the point. I do not get into a lot of conversations about my major.

Each group of students, African American males, African American females, White males and White females, seemed to have a minimum amount of satisfaction with their advisors. The consensus was that the advising experience for all students was less than excellent. The majority of the students would prefer more time and a closer relationship with their advisors. It was understood, at a large university like the campus at hand, advisors would have large student loads and not able to provide the time and attention needed by most students. Although, some students were able to connect well with their advisors, it does appear that the student who had the connection with his African American advisor had a deeper cultural connection and trust level. It was also noticed that being an African American student and having an African American advisor was not always the best fit for the student per one African American female student. The students were concerned about the accuracy of information received, but would rate the advisors more satisfactory if more time and personal attention could be granted during sessions.

Theoretical Frameworks

The researcher examined the cultural context of the PWI for African American male students by examining their perceptions of advising experiences and perceptions of

satisfaction with advising through the lens of student development theories. The theories allowed the research to gain insights into perceptions of student advising experiences and satisfaction with advising and compare student reflections with other research findings.

Black Identity Theory

Black Identity as described by Cross (1991) explains racial identity by African American students as the need on a scale to recognize, communicate and be appreciated culturally. Students can move from one level to the other of Black Identity depending on their experiences or encounters with racism (Cross, 1991). Developmental advisors might help students with resources on campus depending on the student's need to connect with their culture. The African American males were asked what has been their experience on this PWI as African American men. Andre (African American male) shared his experience having to be better than other students:

I am involved in the UTOP mentoring program for minority students. I see being a student at a PWI as a challenge, but I realize that if regardless of race, if people see you are working hard, they will give you a chance. However, there are some professors or advisors that will try to block you because of your race, gender or orientation. I am very involved on campus in leadership roles.

Anthony (African American male) shared his story of having to acculturate and affirm his culture:

I just got inducted into the Collegiate 100 for African American male students. As an African American male here, you have to try to do everything to fight those stereotypes of being a Black male. When I came here, I dressed differently and used language that I use to use in the hood where I played basketball with the boys. When I came here I found myself morphing or changing myself to fit in. I had to tone down my masculinity, my language and my attire. My advisor is African American and we have talked about soul food and that made me connect with her better. I feel very comfortable with her and she understands my struggles here.

Derrick (African American male) shared his story of having to be better than others and networking with other African American males on campus:

As an African American male, I have to work to go beyond the stereotypes because I have braids in my hair. Being here has given me a bigger challenge to live above the stereotypes. I have a network of African American males on campus and we discuss things like White girls and how some of my friends have received hard times from their professors because they are Black. I believe being a good student helps you overcome those negative experiences from professors. I was walking last week and some White students were in front of me using the N word. I was thinking “don’t they see me”. I am conscious of stereotypes.

Maya (African American female) shared her need for Black Identity and who appeared to be at Cross’ (1991) *conformity stage*. She is where she internalizes negative stereotypes about her race and where she is transitioning into the *dissonance stage* (experiences contradictions in their view of the white culture) due her joining African American affinity organizations:

I serve on the e-board of the 100 Black Women and the United Black Professional at this institution. However, I once had an African American advisor who tried to relate to me with ethnic talk and I did not like it. It seemed unprofessional. Along with other things, like not being accessible, I switched advisors.

Teena (African American female) shared lack of connection but made no reference to connections to minority organizations or minority students:

I was an electrical engineering major, but now I am a sociology major with a mathematics minor. I only connect with a few friends at school and work. I have not participated in extracurricular activities.

Critical Race Theory

According to the literature review, a study by Strayhorn (2008; Cuyjet, 2006; Gruiffrida & Douthit, 2010; Museus & Ravello, 2010; Pascarella, & Terenzini, 2005). even high achieving Black students at PWI’s find that they have to prove themselves worthy of being at the institution. They also reported the experiences of negative stereotypes and challenges associated with their being a Black male (Chavous, 2000; Cuyjet, 2006; Gruiffrida & Douthit, 2010; Strayhorn, 2012). The three African American male students discussed their awareness of stereotypes on the campus thus confirming Strayhorn’s research how stereotyping of African American males at Predominately White Institutions exists. Each of African American males implied how their self-efficacy has helped them

cope with the racial climate. To some extent, the students have accepted stereotypes of Black males and racism as the norm. Additionally, the three students each responded in the following manner to the question, “As an African American male, what has been your experience attending a PWI?”

Andre (African American male) shared his knowledge of racism and trust:

Some professors or advisors will try to block you and keep you down because of your race, gender or sexual orientation. Some African American males are intimidated to see their advisors, but we have multicultural advising center here at this institution.

Anthony (African American male) shared how he is coping at a Predominately White Institution:

Racism is one of those things here. Coming from a Black city to a Predominately White Institution, people might have stereotypes and look for you to act that way. As an African American male, you have to fight those stereotypes. If you have a strong mind and heart, you can succeed here. Some of my friends who dropped out could not handle the PWI. I looked at myself and tried to adjust to the culture.

Derrick (African American male)

I think I am still here at this institution and other Black males are not because the ones who dropped out were not willing to adjust culturally and work hard to overcome the stereotypes. Some professors do stereotype. I have not been, but some of friends have been. I feel like I have to set an example for my younger brothers and sisters. Students were walking in front of me and use the “N” word one day while talking. I could not believe it.

Maya (African American female)

My advisor now is White and he seems to connect with me well. He talks to me about his family and his wife even has a similar name to mine. I feel like I am not just here for classes, but he is on my side. I feel more comfortable with this advisor than my African American advisor I had.

Teena (African American female)

I feel intimidated to go to advisors. I do not know advisors on a personal level. I have had issues with grades and they may be judging me. I do not know if they will judge me about courses. I am shy though and that may be the reason. I wish there were other ways to communicate with advisors like email and not just face-to-face.

Sense of Belonging/Person Environment Fit

In a qualitative study, Nathan (2008) explored critical factors believed to contribute to African American males' academic success. In the study, extrinsic and intrinsic characteristics were the drivers in academic success of these students. For example relationships with friends improved the student's chances of retention in college and endeared the students to the college. The African American males in the study emphasized the importance of peer-to-peer relationships and self-efficacy to deal with negative stereotypes at a PWI, thus affirming Nathan's research. The African American male and female students shared their experiences and spoke to the culture and climate of the institution, including how they may be connected and comfortable with the environment of the University. The students shared the following:

Andre (African American male) shared his experience of fitting in:

I did not have the best freshmen year. God helped me cope and persevere. There are stresses and high demands at college. Professors are not interested in you personally. I was nervous and decided to focus. Watching some of my friends drop out, I had a White professor that encouraged me. That encouragement was helpful. I also have other African American male friends on campus that embrace the network.

Anthony (African American male) shared his acculturation:

Some White people on campus will look at you a certain way if dress a certain way. I tried change the way I dressed. You start to look at yourself and adjust. Some people do not make that change. I felt like I had to fit and act White. I felt like I was being trained to act like something that I am not. I am ok with it though. I joined some Black organizations on campus. My advisor is Black too. This helps me stay connected.

Derrick (African American male) shared about his hair style:

Coming here was a cultural shock. I have braids in my hair and people might judge me because of that. I am conscious of the stereotypes, but try to overcome them with hard work. I have had to switch advisors 3 times before I found one I was comfortable with.

Maya (African American female)

I wanted to leave the Maryland area and move South. I like this city in the south where the college is located. It is not too cold. I think the academic advisor should be the liaison between the teacher and the student and be the mediator. I don't see academic advisors that much.

Teena (African American female) shared reason for attending the institution:

I wanted to remain in state and wanted to attend a university in an urban setting not too far from home. This institution was perfect and I love the city. However, I am not attached to my advisors. If I were closer to my advisors, I might open up more about how I am feeling about my classes.

Sense of Belonging speaks to the students comfort level with the culture and climate of the institution and Person Environment Fit speaks to the characteristics of the university including location and student demographics. Each of the African American males and females seemed to like to the location, city and region of country in which the University is situated. Although the African American males or their friends had some experiences with perceived racism, they were making adjustments to cope with this facet, including acculturation, assimilation, self-efficacy and support from peers.

When African American males and other students were interviewed, some themes that emerged were developmental/prescriptive advising styles, satisfaction with advising, Black Identity Theory, Person Environment Fit, Sense of Belonging and Critical Racial Identity. Some patterns or subsets of these themes that emerged were accuracy and help outside of class, communication, personal connection, black male stereotypes, coping with racism and interacting with diverse faculty and students, number of advisors available and accessibility (See Table 7).

Table 7: Themes and patterns from personal interviews

Themes	Patterns	Discrepancies
Prescriptive/Developmental	Exploring Class Schedule Teaching Personal Skills Discussing Courses/Major Registering for Classes Discussing Grades Advising Duration Number of Advisors Helping Outside Class Communication Personal Relationship	Students realize advisors have large student loads. Some students have had multiple advisors. Advisors are assigned or selected by student. Some students have received incorrect information.
Advising Satisfaction	Able to Relate/Communication Cultural Similarity Styles and Personality Interpersonal Relationships Access and Availability Likes the Advisor Advisor's Style Advisor's Knowledge Addresses Student's Needs	Advising Sessions must be scheduled by student. Students generally discuss course selections during sessions.
Person Environment Fit	Diversity of Campus Size of Campus Resources Racial Identity Black Male Stereotypes Masculinity Classroom Experiences Social Life	African American males are aware of stereotypes of them. African American males passionate about discussion of role at Predominately White Institution.
Sense of Belonging	Interacting with Diverse Students Relating to Faculty Coping with racism Size of Campus Affordability	African American males have adopted coping mechanism to surviving Predominately White Campus
Racial Identity	Campus Brand Black Male Masculinity Coping with Racism Black Male Stereotypes	African American males connect with other AA males on campus. Acculturation.

Summary of All Findings

The researcher's first goal was to examine the academic advising experiences of African American students and then compare them to other college undergraduates. In Part I of the AAI, the student answers reflected and described their current advisor's method used on a Development-Prescriptive continuum. The students selected the best choice of an A or B answer that reflects their current advising situation. Then the students were asked to rate the A or B selection on a Likert scale from "Very True" to "Slightly True". Each Likert scale response had an attached numerical value for scoring. Using an alpha value ($p < .05$), the results of the Two-way ANOVA revealed no significant difference the independent variables gender x race (African American males, African American females, White males and White females) on the Developmental Advising (DPA) scale. Each group was receiving Developmental Advising (DPA). There were no interactions between the groups either (See Figure 1).

The three DPA subscales of Personalizing Education (PE), Academic Decision-Making (ADM) and Selecting Courses (SC) describe specifically what style of advising is provided to the student in these topical areas. There were interaction effects regarding gender and race on the ADM subscale only. African American males received significantly more advising in experiences with ADM than White males.

For the Advisor-Advisee Activity Scales, the AAI identified five different categories of advisor-advisee topics discussed during the advising sessions. Those scales were Personal Development and Interpersonal Relationships (PDIR), Registration and Class Scheduling (RCS), Exploring Institutional Policies (EIP), Teaching Personal Skills (TPS) and Academic Major Coures (AMC). Students identified the number of times each

topic was discussed during the current academic year. Using a Two-way ANOVA, the researcher found significant differences between African American males and other students on Advisor-Advisee Activities.

Under the category of Advisor/Advisee Activities, there were significant differences between African American males and the other three groups of students related to the four of the five aforementioned categories. The African American males were more likely to engage in these discussions of Personal Development and Interpersonal Relationships; Teaching Personal Skills; Academic Major Courses and Exploring Institutional Policies than African American females, White females and White males in the study.

Additionally, African American males interviewed had some level of satisfaction with their advisors regardless of the race. However, one student with an African American advisor seemed to have a closer cultural connection, was able to develop a comfortable relationship and was able to trust the advisor guide him through challenges on the campus, including racism. African American males students, as well as, other students seemed to be receiving some level of developmental advising. However, all students, including African American males would have preferred a closer connection to each of their advisors. All students realized the advisors had a large number of students to meet each semester and the time of each session was limited, but the quality of the advising sessions mattered.

Each university has its culture. As African American males attend more Predominately White Institutions, the racial attitudes of the advisors/faculty could impact the quality of the student experience, including academic advising (Strayhorn 2012;

Cuyjet, 2006). Therefore, in this study, the research examined institutional culture to the students' comfort level with advisors through Critical Race Theory, Black Identity Theory, Sense of Belonging and Person-Environment Fit.

The African American males were very aware of the racial climate of the institution, including relationships with faculty in and out of the classroom. While the African American males were pleased with the University overall, they were conscious of racial stereotypes imposed on African American males. Students talked of ways they have learned to cope with racism, including working harder, adjusting their clothing and verbal styles to fit into the PWI. As African American male students interviewed were juniors, they appeared to be more intrinsically motivated to achieve. Some students saw the racism as a challenge to overcome and almost welcomed that challenge. Others saw it as a challenge, but wanted to meet their larger goal of college graduation to please their families. When the African American males interviewed were compared to African American females, both students were interested in developmental advising, but females were more interested in getting accurate and professional information from their advisors and moving on.

CHAPTER 5: DISCUSSION

This research has highlighted the importance of academic advisors in the success of the African American male undergraduate. As outlined in the results of this research several distinct observations were made. The first observation is African American males use academic advising as a way to develop skills and connect to other resources to adjust to the campus environment. The second observation is developmental advising is most useful to African American male students. Finally, advisors can help African American students develop resilience to cope with racism and negative stereotypes on campus through developmental advising. Several implications for practice and research are outlined here.

The academic advising experience and the African American male student at PWI's is an important gap in literature given the central role of higher education in generating opportunity for historically marginalized populations and the professional advising association's mandate to promote social justice by understanding and serving the needs of diverse populations (Lee, 2007). Although research focusing on the Black college student academic advising experience has not been given high priority within advising circles, there is a well-developed tradition of scholarship within college student affairs literature that explores the challenges encountered by Black students in higher education. However the research is expanding regarding the Black male students' experiences in college. In particular, higher education researchers have learned a great

deal about how Black students at PWIs are affected by relationships with faculty, their families and friends from home, and their peers in Black student organizations (Cuyjet, 2006; Guiffrida & Douthit, 2010; Kuh,2001/2002) . Additionally, scholars in cultural studies (Guiffrida & Douthit, 2010; Kuh,2001/2002; Ladson-Billings, 2004) have offered important perspectives for understanding how cultural practices within the Black community can influence contemporary Black college student academic achievement and persistence.

Implications for Practice

This research suggests that African American males can benefit greatly from developmental advising around topics related to college adjustment and tools for success. Although groups of students in this research experienced some level of developmental advising, African American males were more likely to experience specific types of developmental advising, such as, conversations with advisors regarding a range of subjects dealing with class registration, extracurricular activities and addressing personal issues. Also, AA males were also involved in conversations regarding study skills, time management, declaring majors and financial aid issues. African American males in this study were satisfied with developmental advising and used it to help them persist and succeed in college. Thus, the research suggests developmental advising can be helpful to African American males at a Predominately White Institution and confirms the literature around the impact of academic advising on college student persistence and success (Cuyjet, 2006; Guiffrida & Douthit, 2010; Herndon et al, 2006; Kuh,2001/2002). However, while this research has looked at academic advising experiences and satisfaction at a Predominately White Institution, other research is needed.

The researcher would like to have seen a larger sample size of African American males in the study. Given that 47 percent of responses to Part I of the AAI were answered incorrectly by respondents, the research could have benefited from a pilot study. Given the small sample sizes, the reader should caution on the generalizability of these research results.

Again, while all students in the study received some amount of developmental advising, African American males tend to engage in more developmental advising discussions than African American females, White males and White females. African American males used information from the academic advisor to navigate and adjust to the collegiate experience. The African American males participating in academic advising were also more involved in discussions of Personal Developmental and Interpersonal Relationships; Exploring Institutional Policies; Teaching Personal Skills and Academic Majors and Courses.

Given that African American male students are in need of information and assistance with the entire college process, university advising personnel could explore requiring mandatory advising meetings instead of optional ones. Academic advising has been known to help students persist and graduate from college. At the institution studied, there was a significant difference between. Given that African American males at this institution graduate higher than the national average and at a higher rate than White males, this institution may have implications for a best practice in graduating African American males. The average graduation rate for 4-year public institutions is 41% (US Department of Education, 2012). The African American males in the study sought developmental advising at the University. However, the consensus from all students was

that they preferred more of a personal connection with the advisor.

Given that academic advising does not exist in a vacuum and depends on the environmental context and also attitudes of the advisors/faculty, the African American male and African American female student interviews were evaluated by the researcher for some indication of the racial climate at the University. The academic advisors were often faculty members, particularly once the students were admitted into their major departments. Students at this institution usually begin seeing department advisors around sophomore or junior year. The findings seem to reflect a concert of the following: Critical Race Theory, Black Identity Theory, Sense of Belonging and Person-Environment Fit for the African American male.

Critical Race Theory has to do with evaluating one's situation through the lens of race and bias. Each of the African American male students interviewed identified that stereotypes exist on the campus of African American males. While not all males had experienced racism, they are aware that their friends on campus, some of which are no longer at the university had experienced racism. The student spoke of modifying their clothing styles, speech and work ethic to minimize the negative stereotypes and to fit. It was apparent that these were students willing to sacrifice and fit in to achieve their goals. Each student spoke of other African American male students who dropped out of the college because they were not willing to adjust. Other African American males did not know how to adjust according to the males interviewed, confirming Strayhorn's Sense of Belonging Theory.

Advisors should be aware of how their campus appreciates, embraces, tolerates and understands the African American male contributions to diversity to create an

inclusive environment. Under-represented groups tend to be combined together without understanding the cultural differences within each group. African American males tend to be observed through a monolithic lens that takes away from their individuality and cultural pride. College educators that fail to observe the intricacies associated with having a multiple cultural consciousness will lead to misperceptions and miscommunication with this population. College administrators need to make sure that they develop a cultural competence through skill based training in order to best address the needs of these populations.

Universities across the country have recruiting strategies to recruit faculty of color. While increasing faculty of color might be able to relate more to the African American male and their need to fit into the PWI, persist and graduate, on-going sensitivity training for non-African American faculty, who are often advisors for students, might also help create an environment of understanding. As African American males who are not able to create a sense of belonging, they are at risk for drop out as articulated by students interviewed in this study. Universities with multicultural advising centers would be beneficial as well. Faculty with an awareness of the African American male dilemma could be recruited to advise these students. Additionally, an administrator of a multicultural advising center would have more control of the cultural sensitivity training provided to the advisors.

African American males in the study are accessing the academic advisor for a variety of college adjustment concerns. Advisors at this institution have granted African American males developmental advising. Therefore, universities which provide intentional developmental advising training opportunities for academic advisors may find

that helping African American males adjust to the cultural climate of the PWI and the university in general, may be more effective in retention and graduation efforts.

Areas for Further Research

One possibility area for research would be to further examine developmental advising of African American males at a Predominately White Institutions and Historically Black Colleges & Universities with less than the national average retention rate of 76.7% and include those who dropped out of the university in the study, particularly since this study has shown African American males prefer developmental advising.

Another area for research would be examine the cultural climate, including racial attitudes of academic advisors/professors at Predominately White Institutions regarding ones preconceived perceptions of African American males and the students' ability to achieve academically.

A third area for research would be to study how African American male college students' roles as stakeholders in a predominantly White institution influence their college experience. Research should examine factors that contribute to different levels of student engagement amongst African American males at predominantly White institutions of higher education, and how levels of persistence differ among African American males that have high, moderate, and low student engagement levels. While the researcher saw there may be a connection between diversity programming and training in academic advising on African American male students' persistence and the review of literature also shows a connection, the purpose of this research was not to show a

correlation between the two but rather examine experiences and satisfaction with advising and encourage further study.

A fourth area for continued research is to study how the intersection of Black identity and perceived notions of masculinity impacts the students' acculturating into a PWI. Most research has shown that the ability to establish a Sense of Belonging is important to college persistence. Would certain African American males perform better at an all-male or coed university for instance?

A fifth area of research suggested would be to compare institutions that intentionally provide resources for and practice developmental advising to those with a different methodology. Particularly, it would be interesting to see the connection between developmental advising of minority males and its impacts on persistence and graduation rates.

Limitations

Sophomores were asked to complete the AAI and juniors were asked to participate in interviews regarding advising. Due to the small student sample obtained for the study, particularly the small number of African American males, readers should use caution, as results may not be generalizable beyond the specific population from which the sample was drawn. Additionally, the sample was volunteers and not randomly selected to participate in the study by completing the AAI or personal interviews. Furthermore, a larger student sample of African American males completing the AAI would have yielded more generalizable results. To minimize this limitation, we sent additional email reminders to complete the AAI, extended the due date twice, and that we needed more African American males to participate in the research.

While the university in the study enjoys higher than national average retention and graduation rates for African American males, it has several academic advising options available for students, including secondary options like multicultural academic advising and athletic advising. Therefore students have access to multiple advisors that might fit their needs. Have culturally sensitive and convenient advising might possibly act as confounding variables that could have impacted the two dependent variables of academic advising perceptions of advising experiences and perceptions of satisfaction with advising. The researcher would have preferred conducting the research at an institution which is less diverse and has different campus resources for ethnic minority students.

With the Two-way ANOVA using race and gender as independent variables and advisor-advisee activities as the dependent variable, the Levene's Test for Variance ($F_{3,91} = 5.916$) was significant ($p = .001$), so the assumption of homogeneity was not satisfied. Some of the student's score may have been outliers and affected the mean scores.

The researcher attempted to increase the sample size for one, by reaching out to students who participated in the survey and interviews to encourage them to get friends to complete the AAI. As this study was to compare African American male students, respondents were asked via email to encourage more AA males to complete the AAI in particular. Again, insufficient sample sizes impact the ability to generalize the results to a broader population.

Conclusion

The research in this study compared data from the AAI and student interviews. As African American males indicate a tendency to access academic advisors for discussions related to college adjustment and institutional policy concerns, these students also accessed advisors more than White males related to discussions on academic majors and minors. The results of the interviews indicate also that African American males preferred a more personal connection to the advisor. All students from the interviews have a high need for advisors who are knowledgeable and easy to access. Academic advising and time spent with advisors could increase the students' satisfaction with advising. While the AAI instrument was limited in its ability to assess the racial climate of the institution, African American males expressed concern regarding negative stereotypes of African American males during the interview portion of the study. The African American male students resorted to internal motivation and friends to cope with perceived racism at the PWI.

The results of this study provide data for higher education faculty, staff and administrators in providing academic advising and guidance to African American male students. The findings in this study could be particularly valuable to academic advisors at Predominately White Institutions who themselves may not be self-identified as African American. While this study provides a cultural awareness opportunity for academic advisors, it also helps the university in the establishment or campus support services for African American males. Understanding that African American male students seek developmental style advising more than other major demographics groups on campus, aids administrators in designing similar training for academic advisors.

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APPENDIX A: CONSENT TO PARTICIPATE IN RESEARCH

Academic Advising Preferences and Experiences of Undergraduates

Academic Advising Inventory Survey

You are being asked to participate in a research study to examine, academic advising preferences and experiences of college undergraduates. The purpose of this research study is to better understand how students perceive and prefer to receive academic advising. You have been contacted about this study because you are a registered undergraduate student at UNC Charlotte and we thought you might be interested in helping with this study. Please read the information carefully.

Bill Means, a UNC Charlotte doctoral graduate student, will be conducting the research. Dr. Allen Queen associate professor in the Educational Leadership Department will serve as the dissertation committee chairperson for this research study. The study will consist of each student completing an online inventory.

The inventory will be the Academic Advising Inventory and will be available through an online link. The inventory will be available for a brief period for students to complete. By completing the AAI, you are consenting to the inventory only portion of the research and agreeing that you are at least 18 years of age.

The decision to participate in this study is completely up to you. You will not be treated any differently if you decide not to be in this study. If you decide to be in the study, you have the right to withdraw from the study at any time.

UNC Charlotte wants to make sure that all research participants are treated in a fair and respectful manner. Contact the university's Office of Research Compliance at (704)-687-1871 if you have questions about your rights as a study participant. If you have any questions about the purpose, procedures, and outcome of this project, contact Bill Means (704-449-0951, bmeans@uncc.edu). Also, Dr. Allen Queens contact information is jaqueen@uncc.edu.

This form was approved for use on *April 17, 2014* for a period of one (1) year.

Bill H. Means

Person obtaining consent

APPENDIX B: FIRST LETTER TO PARTICIPANTS

Hello (name),

We would like for you to participate a dissertation research project to examine academic advising preferences and experiences undergraduates at UNC Charlotte. The purpose of this research study is to better understand how students perceive and prefer to receive academic advising by advisors. As a student at UNC Charlotte, your participation would be helpful.

Your time is very important to us. In appreciation of your time, the name of each student who completes the Academic Advising Inventory will be entered into a drawing for a \$100 Visa gift card. The survey is short and should take no more than 20 minutes to complete.

Please click on this link below to access the survey and to verify your eligibility to participate in the survey. For confidentiality, your name and information will not be shared with anyone outside of the study. Thank you for your time and consideration.

Please click on the link below to access the inventory.

Survey link _____

Bill H. Means, MA

Doctoral Student, Educational Leadership

University of North Carolina at Charlotte

704-777-7777

APPENDIX C: SECOND LETTER TO PARTICIPANTS

Hello (name),

We need you! What a busy time of the school year! Please take 20 minutes to complete a brief survey which will examine how students perceive and prefer to receive academic advising by advisors. The survey will end soon!

Your time is very important to us. In appreciation of your time, the name of each student who completes the Academic Advising Inventory will be entered into a drawing for a \$100 Visa gift card. The survey is short and should take no more than 20 minutes to complete. If you have completed the survey, we appreciate your participation.

Please click on this link below to access the survey and to verify your eligibility to participate in the survey. For confidentiality, your name and information will not be shared with anyone outside of the study. Thank you for your time and consideration.

Please click on the link below to access the inventory.

Survey link _____

Bill H. Means, MA

Doctoral Student, Educational Leadership

University of North Carolina at Charlotte

APPENDIX D: THIRD LETTER TO PARTICIPANTS

Hello (name),

Please do not miss this opportunity! Time is running out! Our survey will end in the next few days! Please take 20 minutes to complete a brief survey which will examine and understand how undergraduates at UNC Charlotte perceive and prefer to receive academic advising. The survey will end soon!

Your time is very important to us. In appreciation of your time, the name of each student who completes the Academic Advising Inventory will be entered into a drawing for a \$100 Visa gift cards. The survey is short and should take no more than 20 minutes to complete. If you have completed the survey, we appreciate your participation.

Please click on this link below to access the survey and to verify your eligibility to participate in the survey. For confidentiality, your name and information will not be shared with anyone outside of the study. Thank you for your time and consideration.

Please click on the link below to access the inventory.

Survey link _____

Bill H. Means, MA

Doctoral Student, Educational Leadership

University of North Carolina at Charlotte

APPENDIX E: INVITATION TO PARTICIPATE IN INTERVIEWS

Hello (name),

We would like for you to participate a dissertation research project to examine academic advising preferences and experiences undergraduates at UNC Charlotte. The purpose of this research study is to better understand how students perceive and prefer to receive academic advising by advisors. As a student at UNC Charlotte, your participation would be helpful.

At this stage of the research, we would like to invite you to participate in a 30-minute interview with Bill Means, the student researcher. The purpose of the interview is to learn about your advising experiences at UNC-Charlotte. If you participate in the research, your name will receive a \$15 Walmart gift card.

The interview will take place on the campus of UNC-Charlotte. If you can participate in the interview, please respond to this email and the interview will contact you. The researcher's email is bmeans@uncc.edu and phone number is 704-449-0951.

Bill H. Means, MA

Doctoral Student, Educational Leadership

University of North Carolina at Charlotte

APPENDIX F: SEMI-STRUCTURED INTERVIEW QUESTIONS

1. Please state your major and year in school

Probes:

Tell me some more about you?

Are you a first generation college student?

2. Why did you choose this institution to matriculate?

3. Please describe your social network at this institution?

Probes: Are you a commuter student?

4. In your opinion, what is the role of the academic advisor?

5. In general, please describe your academic advising experience at this institution.

6. Discuss how your advisor(s) has helped you over the year?

7. If you could change anything about your advisor/advisee relationship, would you?

If so, what would it be?

8. Related to your college experience, please share a story about your relationship with your academic advisor?

9. Does your advisor have an appreciation for you as an individual? If so, please explain?

10. Please describe your comfort level with your advisor?

Probes:

As an African American male, what has been your experience attending a predominately white institution?

11. What is your graduation date?

12. What are your career plans?

13. If applicable, how has your advisor helped with your career plans?

Probe: Anything else you would like to say about advising that I did not ask?

APPENDIX G: CONSENT TO PARTICIPATE IN RESEARCH STUDY

Academic Advising Preferences and Experiences of Undergraduates

Personal Interview

You are being asked to participate in a research study to examine, academic advising preferences and experiences of college undergraduates. The purpose of this research study is to better understand how students perceive and prefer to receive academic advising. You have been contacted about this study because you are a registered undergraduate student at UNC Charlotte and we thought you might be interested in helping with this study. Please read the information carefully.

Bill Means, a UNC Charlotte doctoral graduate student, will be conducting the research. Dr. Allen Queen, Associate Professor, in the Educational Leadership Department will serve as the dissertation committee chairperson for this research study. The study will consist of participants completing a 30-minute interview with the researcher.

The interview will consist of questions about your campus advising experiences. The interview will be audio recorded. The audio recordings will be transcribed by Bill Means.

The research team will make every effort to protect your privacy. The researcher will keep a record of data collected but your names will never be known by the researcher. All your responses to the interview questions will be kept confidential. The digital audio recording files will be kept on a password protected computer in a password protected folder. The recordings will not be stored on a public network folder. The recordings will

be coded by a number rather than your name. After the audio recording is transcribed, it will be destroyed. The transcriptions will contain no identifying information. During the study, all transcription materials will be kept in a locked filing cabinet in a locked office. When the results of this study are published, participants will be referred to by fictitious names.

The decision to participate in this study is completely up to you. You will not be treated any differently if you decide not to be in this study. If you decide to be in the study, you have the right to withdraw from the study at any time.

UNC Charlotte wants to make sure that all research participants are treated in a fair and respectful manner. Contact the university's Office of Research Compliance at (704)-687-1871 if you have questions about your rights as a study participant. If you have any questions about the purpose, procedures, and outcome of this project, contact Bill Means (704-449-0951, bmeans@uncc.edu).

This form was approved for use on *April 17, 2014* for a period of one (1) year.

I have read the information in this consent form. I have had the chance to ask questions about this study, and those questions have been answered to my satisfaction. By signing below, I am agreeing that I am at least 18 years of age, and I agree to participate in follow-up interview as well. I understand that I will receive a copy of this form after it has been signed by me and the principal investigator of this research study.

Printed name of participant Signature of participant Date

Person obtaining consent

APPENDIX H: ACADEMIC ADVISING INVENTORY

APPENDIX H

Academic Advising Inventory
Roger B. Winston, Jr. and Janet A. Sandor

PART I

Part I of this Inventory concerns how you and your advisor approach academic advising. Even if you have had more than one advisor or have been in more than one type of advising situation this year, please respond to the statements in terms of your **current situation**.

There are 14 pairs of statements in Part I. You must make two decisions about each pair in order to respond: (1) decide which one of the two statements most accurately describes the academic advising you received this year, and then (2) decide how accurate or true that statement is (from *very true* to *slightly true*).

Mark your answers to all questions in the *Inventory* on the separate optical scan answer sheet provided. Use a number 2 pencil. If you need to change an answer, erase it completely and then mark the desired response.

EXAMPLE

80. My advisor plans my schedule.	OR	My advisor and I plan my schedule together.
A-----B-----C-----D		E-----F-----G-----H
very true		slightly true
		slightly true
		very true

RESPONSE ON ANSWER SHEET:

80 **A** **B** **C** **D** **E** **F** **G** **H** **I** **J**
 80 (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)

EXPLANATION: *In this example, the student has chosen the statement on the right as more descriptive of his or her academic advising this year, and determined that the statement is toward the slightly true end (response F).*

1. My advisor is interested in helping me learn how to find out about courses and programs for myself.	OR	My advisor tells me what I need to know about academic courses and programs.
A-----B-----C-----D		E-----F-----G-----H
very true		slightly true
		slightly true
		very true

2. My advisor tells me what would be the best schedule for me.	OR	My advisor suggests important considerations in planning a schedule and then gives me responsibility for the final decision.
A-----B-----C-----D		E-----F-----G-----H
very true		slightly true
		slightly true
		very true

3. My advisor and I talk about vocational opportunities in conjunction with advising.	OR	My advisor and I do not talk about vocational opportunities in conjunction with advising.
A-----B-----C-----D		E-----F-----G-----H
very true		slightly true
		slightly true
		very true

13. My advisor talks with me about my other-than-academic interests and plans.

OR

My advisor does not talk with me about interests and plans other than academic ones.

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

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

14. My advisor keeps me informed of my academic progress by examining my files and grades *only*.

OR

My advisor keeps informed of my academic progress by examining my files and grades and by talking to me about my classes.

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

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

PART II

Directions-Consider the following activities that often take place during academic advising. During **this academic year**, how many times have you been involved in each activity? Use the code below to respond to questions 15-44 on the separate answer sheet.

A=None (0 times)
B=1 time

C=2 times
D=3 times

E=4 times
F=5 or more times

How frequently have you and your advisor spent time...

15. Discussing college policies
16. Signing registration forms
17. Dropping and/or adding course(s)
18. Discussing personal values
19. Discussing possible majors/academic concentrations
20. Discussing important social or political issues
21. Discussing content of courses
22. Selecting courses for the next term
23. Planning a class schedule for the next term
24. Discussing transfer credit and policies
25. Discussing advanced placement or exempting courses
26. Discussing career alternatives
27. Discussing probation and dismissal policies
28. Discussing financial aid
29. Identifying other campus offices that can provide assistance
30. Discussing study skills or study tips

- | | |
|--|---|
| <p>31. Discussing degree or major/academic concentration requirements</p> <p>32. Discussing personal concerns or problems</p> <p>33. Discussing studies abroad or other special academic programs</p> <p>34. Discussing internship or cooperative education opportunities</p> <p>35. Talking about or setting personal goals</p> <p>36. Evaluating academic progress</p> <p>37. Getting to know each other</p> | <p>38. Discussing extracurricular activities</p> <p>39. Discussing job placement opportunities</p> <p>40. Discussing the purposes of a college education</p> <p>41. Declaring or changing a major/academic concentration</p> <p>42. Discussing time management</p> <p>43. Talking about experiences in different classes</p> <p>44. Talking about what you are doing besides taking classes</p> |
|--|---|

PART III

Considering the academic advising you have participated in at this college this year, respond to the following five statements on the answer sheet using the code below.

A = Strongly Disagree
B = Disagree

C = Agree
D = Strongly Agree

45. I am satisfied in general with the academic advising I have received.
46. I have received accurate information about courses, programs, and requirements through academic advising.
47. Sufficient prior notice has been provided about deadlines related to institutional policies and procedures.
48. Advising has been available when I needed it.
49. Sufficient time has been available during advising sessions.

PART IV

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

50. What is your sex?
(a) male
(b) female
51. What is your cultural/racial background?
(a) African American/Black (c) Asian American or Pacific Islander (e) White/Caucasian (g) Other
(b) Hispanic American/Latino/a (d) Native American (f) Biracial/multiracial (h) Decline to respond
52. What was your age at your last birthday?
(a) 18 or younger (c) 20 (e) 22 (g) 24 (i) 31 or older
(b) 19 (d) 21 (f) 23 (h) 25 - 30
53. What is your academic class standing?
(a) Freshman (first year) (c) Junior (third year) (e) Irregular/Transient/Special Student
(b) Sophomore (second year) (d) Senior (fourth or more years) (f) Other than any of the above
54. Which of the following **best describes** the majority of the academic advising you have received this academic year?
Select only one.
(a) Advised individually by assigned advisor at an advising center
(b) Advised individually by any available advisor at an advising center
(c) Advised individually, **not** through an advising center
(d) Advised with a group of students
(e) Advised by a peer (student) advisor
(f) Advised in conjunction with a course in which I was enrolled

- (g) Advised in a manner other than the alternatives described above
- (h) No advising received

55. Approximately how much time was generally spent in each advising session?
- (a) less than 15 minutes
 - (b) 15-30 minutes
 - (c) 31-45 minutes
 - (d) 46-60 minutes
 - (e) more than 1 hour
56. How many academic advising sessions have you had this academic year in your **current** situation?
- (a) none
 - (b) one
 - (c) two
 - (d) three
 - (e) four
 - (f) five
 - (g) six
 - (h) seven
 - (i) eight
 - (j) nine or more
57. How many academic advising sessions **in total** have you had this year?
- (a) none
 - (b) one
 - (c) two
 - (d) three
 - (e) four
 - (f) five
 - (g) six
 - (h) seven
 - (i) eight
 - (j) nine or more