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An Evaluation of the Teacher-Adviser Program at Millard South High School

John R. Nattermann
University of Nebraska at Omaha

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**AN EVALUATION
OF THE TEACHER-ADVISER PROGRAM
AT MILLARD SOUTH HIGH SCHOOL**

**Presented to the
Graduate Faculty
University of Nebraska
at Omaha**

**In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education**

University of Nebraska at Omaha

by

John R. Nattermann

April, 1989

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DEDICATION

To Susan, Jeff, Mom and Dad

FIELD PROJECT ACCEPTANCE

Accepted for the faculty of the Graduate College,
University of Nebraska, in partial fulfillment of the
requirements for the degree Specialist in Education,
University of Nebraska at Omaha.

Supervisory Committee

Name	Department
<u><i>Marion Petre</i></u>	<u><i>Ed Adm.</i></u>
<u><i>Paul Davis</i></u>	<u><i>Teacher Education</i></u>

Blaine E Ward
Chairman

May 4, 1989
Date

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CHAPTER 1

Introduction

Knowing and understanding as much about students as possible is a need common to all schools. Unfortunately, the large student enrollments found in many high schools today have prohibited educators from effectively understanding and meeting the academic and social needs of students. Traditionally it has been the intent and objective of most school guidance and counseling programs to provide students, teachers, and administrators with a variety of personal support services.

Due in part to the ever changing role and expectations of the school guidance function and the realization of the need to personalize the educational process for students, the concept of teacher-adviser has become increasingly significant in many secondary schools today.

Although the scope, sequence, and objectives of teacher-adviser programs may vary from school to school, they commonly offer a functional compliment to a traditional school guidance program. In its purest form, the teacher-adviser


concept is an extension of the school's regular guidance program. It should provide more comprehensive and extensive professional assistance to students in the areas of program planning, school offerings awareness, and career planning and preparation. It should also promote a positive student attitude toward self and school.

Regardless of organizational structure most advisement programs incorporate the following general goal structure:

1. To establish one-to-one relationships between students and teachers;
2. To improve school climate;
3. To deliver to all students, services such as career development, self assessment, decision making, and program planning that are not available solely through counseling programs. (Graham & Hawkins, 1984, p. 82).

The following specific components are also found in many teacher-adviser programs:

1. All students participate in the advisement program;

2. Professional personnel (teachers and administrators) serve as advisers to a group of between fifteen and twenty-five students, depending on the student/staff ratio;
 3. The assignment of teacher advisers to students (advisees) is either done randomly or by a pre-determined student selection process. Ordinarily students remain with the same adviser during their school career;
 4. Advisers meet with advisees on a regular basis (daily or several times a month) and record and maintain basic academic information about each student;
 5. Advisers assist their advisees in the development of an educational plan, keeping in mind the career goals of the individual student;
 6. In times of need the adviser serves as a first contact person for the student. This need may be personal or educational in nature;
 7. The adviser maintains communication with
- 

the parents of advisees. (Jenkins,
p. 29).

To determine the effectiveness of a teacher-adviser program, a method of evaluation must be provided. The program should be assessed in terms of the established goals, with results of the evaluation being used to initiate adjustment in the teacher-adviser program as well as assist in future planning.

Statement of the Problem

Are the goals of the Millard South Teacher-Adviser Program being met?

Purpose of the Study

The purpose of this study was to determine if the teachers, students and guidance counselors at Millard South High School perceive the Millard South Teacher-Adviser Program as successful in:

1. assisting students in career planning and preparation
2. increasing student awareness of school offerings
3. assisting students in academic program planning

Significance of the Study

The recent growth and utilization of teacher-adviser programs can be attributed to the realization on the part of educators that traditional school guidance programs and services can no longer be expected to meet the needs of all students. Established in 1979, the teacher-adviser program at Millard South High School was designed to assist students in career planning and preparation, awareness of school offerings, and academic program planning.

This study is an assessment of the Millard South Teacher-Adviser Program by the teachers, students and guidance counselors at Millard South High School. This evaluation will determine to what extent the goals of the Millard South Teacher-Adviser Program are being realized, in addition to providing assistance to fellow educators in the development, refinement and evaluation of existing and future teacher-adviser programs.

Assumptions

The utilization of a teacher-adviser program is an appropriate strategy for the delivery of a

complete high school student guidance program. The process of having the teachers, students, and guidance counselors at Millard South High School evaluate the Millard South Teacher-Adviser Program will provide a basis for program adjustment and future program planning.

Limitations

This study was only an evaluation of the teacher-adviser program at Millard South High School. Student assessment was limited to a random selection of 120 members of the junior and senior classes. Staff assessment included the 120 teacher advisers and seven guidance counselors at Millard South High School.

Definition of Terms

Advisement Program - An extension of the traditional student guidance program that calls for teachers and administrators to assume several guidance functions such as academic program planning, career/college informational guidance, school adjustment, and personal-social counseling.

Guidance Program - The organizational plan for a school in which trained professional counselors coordinate their efforts and the

efforts of all other staff to provide assistance in identifying and solving student problems.

Teacher-Adviser - A professional staff member who assumes responsibility for assisting a group of students in the areas of academic program planning, career/college informational guidance, school adjustment or personal-social counseling.

CHAPTER 2

Review of Related Research and Literature

The process of utilizing teachers as key guidance personnel evolved from a realization on the part of educators that a total understanding of the student is essential in order to effectively assist students in achieving, both academically and socially. Involving the entire professional staff, (teachers, administrators and guidance counselors) in this process through an extended guidance program (teacher-adviser) is one means of accomplishing these goals.

In the United States the origins of the "teacher-adviser" concept can be traced to the 1880's with an estimated "2,000 schools having started advisement programs in the last ten years" (Graham & Hawkins, 1984, p. 82). "Variously termed expanded homeroom, advisory period, home-base, advisory base, student assistance, teacher-adviser, or adviser-advisee, (Keefe, 1983, p. 3), these programs generally call for a group of classroom teachers to assume responsibility for assisting a group of students in "several narrowly defined guidance functions such as academic

program planning, career/college informational guidance, school adjustment, or personal-social counseling" (Keefe, 1986, p. 87).

The recent growth and popularity of advisement programs can be attributed to an understanding and realization by school personnel that traditional guidance programs and services can no longer be expected to effectively meet the needs of all students, in addition to the need for providing a personalized education for all students.

Larson and Mable (1975) describe the inability of the traditional school guidance program to deliver a comprehensive guidance product to today's student.

1. Counselors cannot relate or get to know 300 students in a years time.

Consequently, guidance services do not reach all students, many of whom never develop a close personal relationship with one adult in the school.

2. Due to large numbers of counselees, there is little preventive counseling.

Traditional guidance programs have to

respond to those students with more obvious needs; little time is left for developing emotional counseling with youngsters who do not show or act out their concerns.

3. Counselors do not have time to communicate with the majority of parents.
4. A great deal of resentment seems to appear among faculty members toward the guidance department because 'good guy' (guidance department) and 'bad guy' (faculty and administration) connotations are sensed among staff members. Hence, too often there is a restricted flow of information between counselors and staff about students (1975, p. 37-38).

Jenkins (1977) believes that:

the nub of the high school guidance program can no longer be the counselor with 300 students. The sheer ratio is overwhelming, permitting nothing more than a perfunctory encounter between professional and student. The extension of the guidance and counseling program to

include all professionals in the building, including administrators, establishes a frame work by which each student may become known as more than a student number or a fifth period appointment (p. 30).

According to Keefe (1986) the concept of a personalized education is integral to the teacher-adviser concept. This personalization of a student's education includes several key components:

1. Diagnosis looks at student developmental characteristics, learning history, and learning style.
2. Prescription is concerned with advisement, goal setting, program planning, and placement.
3. Adaptive Instruction includes teaching styles and methodologies, time use, and study and teaching skills.
4. Evaluation is concerned with student achievement, teacher performance appraisal, administrator growth, and the effectiveness of total program (p. 86).

Personalization through a continued adjustment of the educational learning environment of students is a key component in the teacher-adviser model.

Although the organizational structure of advisement programs may vary from school to school, common characteristics exist.

1. Each adviser is responsible and works with between fifteen and twenty-five students.
2. Students may be assigned an adviser or are given a choice keeping in mind the established adviser/advisee ratio. Ordinarily, advisers are assigned to a group of students for their entire school career.
3. An adviser meets with advisees on a regular basis. This is often done daily during a homeroom period.
4. Advisers coordinate and assist students in planning programs and courses of learning.
5. Advisers collect and maintain basic academic information about each advisee.

6. Advisers assist students (advisees) with career and college awareness activities.
7. Advisers serve as a contact person with whom advisees can communicate on decisions concerning their academic and social lives. (Jenkins, 1977, p. 31-32 & Keefe, 1986, p. 87).

The term "House Group" has been used by the Shoreham-Wading River High School in Shoreham, New York to describe their specific type of advisement system. Goldberg (1977) states that in the Shoreham program

each student develops a solid relationship with at least one adult professional in the school. House Group is simply a way of dividing all of the students into approximately equal groups that are advised by the adult professionals in the building. House Groups never exceed fifteen students and the House Group teacher meets with his group every day, much as a homeroom teacher does. The chief goal of House Group is to defeat the feeling of alienation found in so many high school students by promoting

instead a feeling of connectedness to the school community.

The House Group leaders duties include the following:

1. disseminate information to students and parents
2. maintain non-permanent records of student progress
3. take attendance and other necessary chores
4. initiate student conferences
5. stay in contact with teachers and parents of advisees
6. help students arrange to be part of the school in general
7. try to foster independence in the student
8. provide the listening ear of a concerned, empathetic adult
9. intervene when undesirable behavior patterns interfere with student's progress" (p. 61-63).

Jenkins (1977) suggests that "the heart of the teacher-adviser program is the individual conference with advisees" (p.32). A predetermined

period of time is set aside where a student can meet with the adviser to discuss matters of importance such as academic progress, academic program planning, career or college information or perhaps a personal or social problem. Providing conference time for teachers and advisees is imperative, with the frequency of conferences being tied directly to the goals of the particular advisement program.

While alternatives to the regular daily class schedule can be established to allow for such conferencing, before and after school meetings and a daily homeroom contact period can also be utilized.

Role of the Teacher (Adviser)

Everyone involved in a teacher-adviser program is essential to its success. Students, teachers, counselors and administrators must all work cooperatively to maximize the attributes of the teacher-adviser concept. But perhaps more than any other, the "teacher" is the core of the program. To be successful "there must be a strong belief among the teaching staff that the program is important" (Shockley, Schumacher & Smith, 1984,

p. 74). Securing a commitment and understanding from the teaching staff is essential.

Generally speaking, advisement programs "emphasizing the role of the teacher as a key guidance person have increased dramatically in number and sophistication during the past twenty years" (Keefe, 1986, p. 87). Regardless of organizational characteristics most teacher-adviser programs incorporate specific teacher (adviser) responsibilities. Shockley, Schumacher and Smith (1984) suggest the following responsibilities for the teacher-adviser:

- Establish a caring relationship with individual advisees
- Provide availability to students to discuss concerns and interests
- Confer with students and parents
- Assist students in obtaining information about school activities
- Serve as a first line source of referral
- Serve as an academic expert and student advocate for each advisee
- Assist students in working out problems
- Conduct group guidance activities (p. 74).

Moore (1981) continues by listing and defining twelve categories of adviser responsibility:

1. Program Planning: Any activity dealing with the act of choosing school courses, such as course selection, evaluation of course schedule, or tentative, long-range educational planning.
2. Self-Assessment: The analysis an advisee makes of their behavior, performance or actions in an effort to strive for continuous self improvement and understanding. All goal setting activities are included in this category.
3. School Offerings Awareness: Any activity that contributes to an awareness of the school and its programs, philosophies, and actions.
4. Parent Relations/Conference: Those special activities designed to increase parent participation in the schooling process of their children and to ensure frequent positive contact among the

adviser, student, and parent.

5. Decision-Making Skills: The conscious application of a process to make decisions. Although decision making is woven into activities in many categories, it is often a distinct responsibility of advisers.
6. Career Planning/Preparation: Activities to help students select and prepare for a career. Requires the development of an Individual Career Developmental Plan. Exploration activities are frequently recommended.
7. Learning Style Analysis/Study Habits: Activities to aid in the assessment of the students' learning style and its effect on academic progress. Adjustment to the school environment/academic needs can be supported by these activities.
8. Competency-Based Education: Activities designed to review the contemporary life role skills and the graduation requirements related to them.
9. Employability Education: Activities to

aid in job seeking, school-to-work transition and job maintenance.

10. College Preparation Planning:

Activities related to selecting past secondary educational programs, application procedures, financial assistance, and testing programs.

11. Personal Crisis Management: Contacts

that support the solving of minor personal problems and awareness activities for major crises referral and follow up.

12. School/Community Issues: Activities

concerned with the human aspects of individuals working together. Included are human development activities and group building. This area also includes any discussions needed about current school-wide issues that might arise during a school year, e.g., vandalism, needs assessment about programming (p. 13-14).

The Ferguson-Florissant School District in Ferguson, Missouri (1971) identifies that

a major task for the adviser is to help an advisee select a learning program that is consistent with what the student and his parents believe will best suit the student's long-range goals. Maintaining communication with advisee's parents as well as attending to the personal growth and well-being of the advisee are additional responsibilities of the teacher-adviser in the Ferguson-Florissant District (p. 20-21).

Advisers are not expected to be trained counselors. "While the guidance provided by the student adviser will never replace that of the school counselor, it is a crucially important supplement to it" (Alexander & George, 1981, p. 91). They will refer students to counselors when necessary. Eisenmann, (1981) suggests that as a result of advisory programs, advisers develop a better understanding of students and their problems and can assist guidance counselors as effective members of the guidance team. It is essential that the teaching staff understand the significance of their responsibilities if the teacher-adviser concept is to be successful.

Role of the Student (Advisee)

Regardless of organizational framework there exists definite roles and responsibilities for students in any advisement program. Initially, students should play an integral part in the planning and implementation of a school's advisement system. This involvement can foster and create a sense of ownership and commitment on the part of students, "as well as provide opportunities for skill acquisition" (Moore, 1981, p. 17). Moore (1981) further outlines the following specific responsibilities for students in a teacher-adviser program.

- Advisees are responsible for attending advisement appointments on time, for contributing to advisement group activities, for bringing up honest concerns, for self disclosure, and for active participation and involvement in their own planning and parent conferences. Some students will need assistance in learning the skills of being an adviser. Students will learn from their advisers, from each other, and perhaps from special

in-service activities (p. 16-17).

Additional student tasks and responsibilities would depend upon the organizational framework of the specific teacher-adviser program. A key component universal to all successful advisement programs is the commitment of students to the prescribed tasks and responsibilities. Without this commitment the chances for success are minimal.

Role of the Guidance Counselor

"The inability of counselors to deliver a modern guidance program is one of the most widely recognized and least discussed realities of American education" (Keefe, 1983, p. 1). The high student-staff guidance ratios found in most secondary schools are a major contributing factor in the ineffectiveness of most secondary guidance programs. One compromise to this problem is the teacher-adviser concept.

Frequently the role of the school counselor in an advisement program is misunderstood. Keefe (1983) suggests that "counselors retain responsibility for the total guidance program of the school and play an important role in the

advisement process" (p. 5). They can serve as team leaders while acting as a resource to teachers, administrators and others involved in a teacher-adviser program.

The Ferguson-Florissant School District in Ferguson, Missouri concludes that

an advisement program enhances counseling and offers counselors the opportunity to more fully practice their special skills.

Advisement is the link between the counselor's specialized training, the teachers new role, and the individual student. It is this link which provides a new and more personal learning experience for every student (p. 17).

Specifically the counselor should work with teachers and their advisee groups:

- to plan guidance services for the year
- to prepare and present guidance materials, especially the meaning and utilization of test data
- to organize group meetings with parents and outside groups
- to handle referrals from advisers (Keefe,

1983, pp. 5-6).

According to Moore (1981) an advisement program will serve to enhance the work of the counselor rather than jeopardize his or her faculty position. Moore further outlines the counselor's role in a high school which utilizes an advisement system. These tasks include:

- Providing advisers with back up support by dealing with crisis-oriented referrals
 - Administering and interpreting tests along with other advisers
 - Helping advisers develop skills in providing students with educational/vocational information
 - Scheduling and student registration of 15-20 advisees
 - Developing out-of-school learning programs
 - Helping advisers develop skills in active listening, group dynamics, parent conferencing, and conflict resolution
- (p. 16).

Pilkington and Jarmin (1977) state that one of the major advantages of the teacher-adviser concept is that "the counselor is relieved of

administrative duties, responsibility for disseminating school information, and registration responsibilities. Thus the counselors are free to perform their professional guidance and counseling duties" (p. 81). Trump (1977) questions whether or not guidance counselor's services are being utilized adequately. He further states that under the teacher-adviser arrangement guidance counselors have the opportunity to utilize the special preparation that they possess.

Working with assigned groups of teacher-advisers, the counselor grades the teacher-advisers in their functions, provides settings where students may learn about opportunities for further education as well as for career selection and preparation, and assists in all of the other tasks that students need to develop during schooling. Counselors hold regular meetings with their teacher-advisers to help all of them grow in the competencies they need (p. 28).

Jenkins (1977) summarizes the professional counselor's role in an advisement program by stating that

teacher-advisers must feel free to call upon the professional counselor to help with individual advisees. Professional counselors have additional time and more specialized training than the teacher-adviser and it should be natural that there are problems the counselor is in a better position to help advisees resolve. Modeling appropriate adviser behavior is one of the chief functions of the counselor in an advisement program (p. 34).

Keefe (1983) continues by describing the cooperative relationship between the teacher adviser and professional counselor.

<u>Teacher-Adviser</u>	<u>Professional Counselor</u>
- someone for student to talk with about:	- someone for students and teachers to talk with about:
1. grades and credits	1. social and emotional problems
2. the use of time	2. problems involving conflicts
3. study techniques	3. test scores, aptitudes, learning

- | | |
|--|--|
| | problems |
| 4. educational
vocational plans | 4. contacting school
specialists and
out-of-school
agencies |
| 5. life in and out
of school | 5. getting technical
help on educational
planning |
| 6. attendance and
discipline | 6. any change of
teacher-adviser |
| 7. problems with
other students or
teachers | 7. referral of any
problem in the first
column |
| 8. employment forms
or college
recommendations | |
| 9. withdrawal from
school (p. 6) | |

Cooperation between adviser and counselor is imperative if the goals of an advisement are to be realized. Each role is distinct but complimentary and together serve to deliver a complete and comprehensive guidance program to the secondary student.

Role of the Administrator

"Teacher-adviser programs are rarely initiated and are hardly ever successful without strong backing and support from the principal and fellow building administrators" (Keefe, 1983, p. 1). The principal cannot single handedly ensure the success of a teacher advisory program; teachers and school counselors must share this responsibility. However, the principal can almost single handedly undermine the program's successful operation (Shockly, Schumacher & Smith, 1984).

Moore (1981) states that a major driving force behind successful advisement programs is the support received from the school's administrative team and in particular the building principal. For many principals, student contact is mainly limited to matters of student discipline which can result in negative feelings and an alienation on the part of both. Unfortunately the teacher-adviser concept does not eliminate this frequently unpleasant experience for the building principal. However, the personalized contact and program planning of advisement will increase student

involvement in the school and help prevent problems from occurring (p. 14).

Moore (1981) further believes that a teacher-adviser system needs the building principal to function as an adviser. The principal can serve as a model for other advisers. As a model adviser he or she needs to sustain participation with enthusiasm and help provide for long-term maintenance of the program. Creating confidence in the advisement concept among the staff and students is imperative for the success of the program.

Keefe (1983) suggests the following ways that principals and building administrators can promote and support a teacher-adviser program:

1. Provide time in the school schedule
2. Arrange for advisement space and materials
3. Assign competent personnel to coordinate the program
4. Arrange in-service activities
5. Bring the program to the attention of the community, the superintendent, and the school board

6. Encourage staff members in their efforts (p. 7).

Shockley, Schumacher and Smith (1984) believe that principals can promote and support teacher-adviser programs by:

1. Giving the program sufficient space and time in the school schedule
2. Providing ongoing and appropriate staff development
3. Communicating the importance and purpose of the program to teachers, parents and community
4. Providing needed materials and resources
5. Exhibiting an understanding of the program
6. Providing common planning time for teachers in the school schedule
7. Demonstrating flexibility and adapting the program according to student needs
8. Providing constant evaluation of the program (p. 72).

Teacher-adviser programs can exist without the principal serving in an active role as an adviser. While this is not necessary for the

success of a program, a visible commitment to the program by the building administrator is essential if the advisement program is to succeed.

Representative Programs

All effective advisement programs reflect a common characteristic . . . the commitment to student growth (Keefe, 1983). Currently, this commitment is illustrated by the number of successful teacher-adviser programs in existence today. Following are descriptions of three representative teacher-adviser programs.

Established in 1973 the advisory system at Wilde Lake High School in Columbia, Maryland has attempted to further personalize the school's total guidance program. Each teacher is employed both as a subject instructor and adviser and works with twenty to twenty-five students in a multi-age group under the supervision of a professional counselor (Keefe, 1983). Established duties of advisers include:

1. to keep accurate attendance and tardiness records on advisees;
2. to maintain a confidential file on each advisee containing progress reports,

conference records and notes, course completion and current schedule information, and personal data;

3. to communicate announcements and information from the administrators, guidance office, etc.;
4. to monitor advisee's academic progress by, at minimum, a monthly conference;
5. to serve as a liaison between the advisee and other teachers, parents, and counselor;
6. to assist the adviser in making course selections and arranging for college tests (Keefe, 1983, p. 13-14).

At Dalton High School in Dalton, Georgia the advisement program was implemented in 1976. At Dalton, the individual adviser's primary responsibility is that of academic adviser. Teacher advisers are expected to understand the curricular offerings of the school and to help advisees arrange their schedules. Advisers maintain copies of their advisees' permanent records and meet with them quarterly for such academic advisement as class registration,

progress review, and program planning. Advisers do not assume professional counseling roles (Keefe, 1983).

According to Richard Dunn, assistant principal at Los Alamos High School in Los Alamos, New Mexico the advisement program in his high school is one of the best changes that has occurred in high schools since he entered the educational profession seventeen years ago. At Los Alamos High School every certified staff member assumes the role of adviser and retains the same group of advisees during their high school careers. Advisers are required to meet with their advisees at least once a quarter and three days during the school year are set aside for individual student-parent-adviser conferences. In addition, advisers are expected to devote approximately one conference/planning period each week to carrying out advisement responsibilities. The objectives of the individual conferences are two fold: (1) to mutually decide on an academic program plan that will meet the student's graduation requirements and (2) to ensure that the advisee's course of study is properly focused to

further educational and career goals. (Keefe, 1983). Dunn (1983) reports very high parental support for the program, with over ninety percent of the student's parents becoming actively involved in these conferences.

CHAPTER 3

Design of the Study

In order to determine the effectiveness of the teacher-adviser concept, a process of evaluation was established. The appraisal was initiated to achieve two purposes: (1) to perform an evaluative or judgemental function which will assess the overall effectiveness of a particular program and (2) to facilitate a process of self-development and growth which will provide the basis for program adjustment and future planning.

The objectives of a teacher-adviser program evaluation model include:

1. to insure a continuous and improved teacher-adviser program
2. to facilitate program development and growth
3. to identify strengths and weaknesses
4. to clarify program expectations
5. to identify short and/or long term goals
6. to provide resources and support assistance
7. to provide a basis for advisement committee decision making

8. to provide a systematic process and/or procedure for evaluation of the program.

Evaluation of the teacher-adviser program in terms of the established goals is imperative as well as providing a systematic and continual plan for the assessment. The process of evaluation can then provide a basis for program adjustment and improvement as well as establishing a device for assessing the health of an individual program.

The purpose of this study was to determine if the goals of the Millard South Teacher-Adviser Program are being met. Implemented in 1979 the Millard South Program contains the following specific goal structure:

1. to assist students in career planning and preparation
2. to increase student awareness of school offerings
3. to assist students in academic program planning

In order to determine whether the goals of the Millard South Teacher-Adviser Program are being accomplished, the study had to establish and implement a process of evaluation. Opinionnaires

were developed and administered to three specific target groups: students (advisees), teachers (advisers), and guidance counselors.

The student opinionnaire was administered to a combined total of 120 members of the junior and senior classes at Millard South High School. The determination to assess these two specific classes of students as opposed to selected members from all four classes (seniors, juniors, sophomores and freshmen) was to gain an evaluative perspective from those advisees who have had the greatest exposure and participation in the advisement program.

Opinionnaires were also administered to all 120 teacher advisers and seven guidance counselors.

The student opinionnaire was administered to a random sample of 60 eleventh grade students and a random sample of 60 twelfth grade students. To insure a random sample, one advisee was drawn from each of the 120 individual advisement groups alternately by class and sex. This provided an equal number of male and female advisee respondents as well as the same proportion of

juniors and seniors. To further stratify the sample of student respondents, one third of the drawn sample were students with a cumulative grade point average (GPA) of 3.0 or better, one third were students with a GPA of 2.0 - 2.99 and one third were students with a GPA of below 2.0 on a total scale of 0 - 4.0. This sample represented approximately 12% of the total membership of the junior and senior classes.

The student opinionnaire was then administered within the time frame of the daily homeroom meeting. Names of specific student respondents were not required on the opinionnaire, only an identification of specific class membership and gender.

The teacher (adviser) and guidance counselor assessment was administered to all 120 advisers and seven guidance counselors at Millard South. Both groups completed the opinionnaire and returned it within five school days after receiving it. Teachers and counselors were not required to place their names on the instrument.

Each target group responded to a nine statement opinionnaire while utilizing a five

point Likert type rating scale. The ratings utilized were strongly agree, agree, disagree, strongly disagree and no opinion. Statements used in the assessment were related directly to the fulfillment of the objectives of the Millard South Advisement Program with a measurement ratio of three statements per objective.

Upon completion of the assessment process the response data was analyzed by the researcher both separately and comparatively by group. Tabulation and analysis of the data was initiated to determine to what extent the goals of the Millard South Advisement Program are being realized. The analysis of the data in addition to a comparison of each of the three group's responses provides a basis for recommended program adjustments as well as assessing the effectiveness of the Millard South Program.

CHAPTER 4

Presentation and Analysis of Data

The purpose of this study was to determine if the teachers, students and guidance counselors at Millard South High School perceive the Millard South Teacher-Adviser Program as successful in:

1. assisting students in career planning and preparation
2. increasing student awareness of school offerings, and
3. assisting students in academic program planning.

Utilization of the student (advisee) and teacher (adviser)/counselor opinionnaires provided the necessary data to assess whether or not the goals of the Millard South Teacher-Adviser Program are being met. One hundred of the 120 student opinionnaires distributed were completed for a return rate of 83 percent. One hundred nineteen of the 120 teacher opinionnaires were completed, (99 percent) and all seven guidance counselors completed and returned their surveys (100 percent). Data generated by the opinionnaires

were then analyzed both separately and comparatively by group.

Program Goal #1: To assist students in career planning and preparation.

Measurement Statements:

1. The advisement program provides students with opportunities to explore career interests in preparation for employment.
6. Advisers do not have an adequate understanding of student career needs and interests.
8. The Millard South Advisement Program has given students an understanding of career opportunities after graduation.

Measurement of Program Goal #1, to assist students in career planning and preparation was achieved through the utilization of measurement statements one, six and eight of both the student and teacher/counselor opinionnaires. Tables 1, 2 and 3 (pages 42, 43 & 44) reflect the data generated from the measurement of this goal, separately by individual statement.

Total group data for measurement statement number one which relates to the Millard South

TABLE 1

The Advisement Program provides students with opportunities to explore career interests in preparation for employment. (Percent response of students, teachers and counselors)

Group	GPA	STA	A	D	STD	N O	M	SD
Student (Advisees)	Below 2.0	12.9	54.8	22.6	3.2	6.5	2.03	0.87
	2.0-2.99	16.7	66.7	5.6	-	11.1	1.67	0.76
	3.0 +	6.1	60.6	21.2	6.1	6.1	2.15	0.87
Total %		12.0	61.0	16.0	3.0	8.0	1.94	0.85
Teachers (Advisers)	-	14.3	50.4	21.8	7.6	5.9	2.40	1.02
Counselors	-	28.6	42.9	28.6	-	-	2.00	0.82

Cumulative Response (All Groups)

<u>STA</u>	<u>A</u>	<u>D</u>	<u>STD</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
16.0	55.0	20.0	3.4	5.9	2.05	.86

TABLE 2

Advisers do not have an adequate understanding of student career needs and interests.
 (Percent response of students, teachers and counselors)

<u>Group</u>	<u>GPA</u>	<u>STD</u>	<u>D</u>	<u>A</u>	<u>STA</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
Student (Advisees)	Below 2.0	35.5	38.7	12.9	-	12.9	2.84	1.29
	2.0-2.99	38.9	30.6	16.7	2.8	11.1	2.83	1.30
	3.0 +	36.4	33.3	15.2	3.0	12.1	2.79	1.32
Total ‡		37.0	34.0	15.0	2.0	12.0	2.82	1.29
Teachers (Advisers)	-	13.6	36.4	38.1	9.3	2.5	2.62	0.92
Counselors	-	14.3	28.6	42.9	14.3	-	2.43	0.98

Cumulative Response (All Groups)

<u>STD</u>	<u>D</u>	<u>A</u>	<u>STA</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
27.7	33.5	25.1	5.9	7.7	2.70	1.16

TABLE 3

The Millard South Advisement Program has given students an understanding of career opportunities after graduation. (Percent response of students, teachers and counselors)

<u>Group</u>	<u>GPA</u>	<u>STA</u>	<u>A</u>	<u>D</u>	<u>STD</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
Student (Advisees)	Below 2.0	12.9	71.0	9.7	3.2	3.2	1.97	0.71
	2.0-2.99	16.7	50.0	16.7	8.3	8.3	2.00	1.01
	3.0 +	9.1	51.5	24.2	12.1	3.0	2.33	0.92
Total ‡		13.0	57.0	17.0	8.0	5.0	2.10	0.90
Teachers (Advisers)	-	6.7	47.1	29.4	9.2	7.6	2.64	1.01
Counselors	-	14.3	42.9	42.9	-	-	2.29	0.76

Cumulative Response (All Groups)

<u>STA</u>	<u>A</u>	<u>D</u>	<u>STD</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
11.9	52.5	24.6	6.6	4.4	2.25	.88

Advisement Program providing students with opportunities to explore career interests in preparation for employment, reflects an agreement percentage of 71 with 23.4 percent of all respondents disagreeing with this statement. Students responded most favorably with a total agreement percentage of 73, while counselors and teachers responded with 71.5 and 64.7 agreement percentages respectively. Of the student respondents, those with a cumulative grade point average (GPA) of 2.0 - 2.99 had the highest agreement percentage, 83.4. In addition, 81.6 percent of female students agreed with measurement statement number one, while male students responded with a 64.7 percent agreement rate, (Table 4, page 46).

Measurement statement number six relating to advisers not having an adequate understanding of student career needs and interests generated a total group disagreement percentage of 61.2, with 31 percent of all respondents expressing agreement with this statement. Students responded with the highest total disagreement percentage, 71, with 50.0 percent of the teachers and 42.9 percent of

TABLE 4

The Advisement Program provides students with opportunities to explore career interests in preparation for employment. (Percent of student responses according to gender)

<u>Group</u>	<u>Sex</u>	<u>STA</u>	<u>A</u>	<u>D</u>	<u>STD</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
Students (Advisees)	Male	9.8	54.9	19.6	2.0	13.7	1.86	0.96
	Female	14.3	67.3	12.2	4.1	2.0	2.02	0.72
‡ Response								
Total ‡								
All Students	-	12.0	61.0	16.0	3.0	8.0	1.94	0.85

the counselors expressing disagreement with this statement. Students with the highest disagreement percentage, 74.2 were those with a GPA of below 2.0. Female students responded with a disagreement percentage of 77.5 compared to 64.7 percent for male students, (Table 5, page 48).

Measurement statement number eight was the final statement used to measure Program Goal #1. Statement number eight which relates to the Millard South Advisement Program giving students an understanding of career opportunities after graduation, reflects a total agreement percentage of 64.4 with 31.2 percent of all respondents expressing disagreement with this statement. Once again, students responded with the highest total agreement percentage, 70 with 57.2 percent of the counselors and 53.8 percent of the teachers expressing agreement. Students with a GPA of below 2.0 responded most favorably with a 83.9 total agreement percentage. 77.6 percent of the female students agreed with this statement compared to 62.8 percent of the male students, (Table 6, page 49).

TABLE 5

Advisers do not have an adequate understanding of student career needs and interests.
 (Percent of student responses according to gender)

<u>Group</u>	<u>Sex</u>	<u>STD</u>	<u>D</u>	<u>A</u>	<u>STA</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
Students (Advisees)	Male	33.3	31.4	17.6	2.0	15.7	2.65	1.38
	Female	40.8	36.7	12.2	2.0	8.2	3.00	1.17
Total %	-	37.0	34.0	15.0	2.0	12.0	2.82	1.29
All Students	-	37.0	34.0	15.0	2.0	12.0	2.82	1.29

TABLE 6

The Millard South Advisement Program has given students an understanding of career opportunities after graduation. (Percent of student responses according to gender)

<u>Group</u>	<u>Sex</u>	<u>STA</u>	<u>A</u>	<u>D</u>	<u>STD</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
Students (Advisees)	Male	11.8	51.0	21.6	9.8	5.9	2.18	0.97
	Female	14.3	63.3	12.2	6.1	4.1	2.02	0.83
<u>‡ Response</u>								
<u>Total ‡</u>								
All Students	-	13.0	57.0	17.0	8.0	5.0	2.10	0.90

Program Goal #2: To increase student awareness of school offerings.

Measurement Statements:

3. Students understand the curriculum and what courses are available to them as a result of advisement.
4. Advisees are encouraged to explore various subject areas through the advisement program.
7. Students see a relevance in the courses they take as a result of advisement.

Program Goal #2 was assessed by measurement statements three, four and seven of both the student and staff opinionnaires. Tables 7, 8 and 9 (pages 51, 52 & 53) reflect the data generated from the measurement of this goal, separately by individual statement.

Eighty-four and one tenth percent of all three respondent groups agreed with measurement statement number three which states that as a result of advisement, students understand the curriculum and what courses are available to them. Twelve and one tenth percent of all those responding disagreed with this statement.

TABLE 7

Students understand the curriculum and what courses are available to them as a result of advisement. (Percent response of students, teachers and counselors)

<u>Group</u>	<u>GPA</u>	<u>STA</u>	<u>A</u>	<u>D</u>	<u>STD</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
Student (Advisees)	Below 2.0	35.5	41.9	12.9	3.2	6.5	1.71	0.90
	2.0-2.99	33.3	44.4	11.1	2.8	8.3	1.67	0.89
	3.0 +	39.4	45.5	12.1	-	3.0	1.67	0.74
Total %		36.0	44.0	12.0	2.0	6.0	1.68	0.84
Teachers (Advisers)	-	25.2	55.5	16.0	2.5	0.8	1.98	0.77
Counselors	-	14.3	85.7	-	-	-	1.86	0.38

Cumulative Response (All Groups)

<u>STA</u>	<u>A</u>	<u>D</u>	<u>STD</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
29.5	54.6	10.4	1.7	3.7	1.77	.74

TABLE 8

Advisees are encouraged to explore various subject areas through the advisement program.
(Percent response of students, teachers and counselors)

<u>Group</u>	<u>GPA</u>	<u>STA</u>	<u>A</u>	<u>D</u>	<u>STD</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
Student (Advisees)	Below 2.0	12.9	77.4	3.2	3.2	3.2	1.90	0.65
	2.0-2.99	13.9	63.9	13.9	2.8	5.6	1.94	0.79
	3.0 +	21.2	54.5	9.1	3.0	12.1	1.70	0.92
Total ‡		16.0	65.0	9.0	3.0	7.0	1.85	0.80
Teachers (Advisers)	-	18.5	61.3	13.4	4.2	2.5	2.11	0.84
Counselors	-	28.6	57.1	-	-	14.3	2.14	1.35

Cumulative Response (All Groups)

<u>STA</u>	<u>A</u>	<u>D</u>	<u>STD</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
19.0	62.8	7.9	2.6	7.5	1.96	.91

TABLE 9

Students see a relevance in the courses they take as a result of advisement.
(Percent response of students, teachers and counselors)

<u>Group</u>	<u>GPA</u>	<u>STA</u>	<u>A</u>	<u>D</u>	<u>STD</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
Student (Advisees)	Below 2.0	6.5	54.8	19.4	-	19.4	1.74	1.00
	2.0-2.99	19.4	36.1	27.8	2.8	13.9	1.86	1.07
	3.0 +	12.1	51.5	15.2	-	21.2	1.61	1.00
Total %		13.0	47.0	21.0	1.0	18.0	1.74	1.02
Teachers (Advisers)	-	9.3	47.5	26.3	4.2	12.7	2.64	1.13
	-	8.8	49.6	24.8	4.8	12.0	2.29	0.76

Cumulative Response (All Groups)

<u>STA</u>	<u>A</u>	<u>D</u>	<u>STD</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
11.2	47.9	22.7	2.4	15.8	2.02	.99

Individually, 100 percent of all counselors agreed with this statement, with 80.7 percent of the teacher advisers and 80 percent of the student advisees also responding favorably. Student data reflects that those with a GPA of 3.0 or better had the highest agreement percentage, 80 with 82.4 percent of the total male and 77.6 percent of the total female students expressing agreement with this statement, (Table 10, page 55).

Measurement statement number four relating to the Millard South Advisement Program encouraging advisees to explore various subject areas received a total group agreement percentage of 81.8 while 10.5 percent of all respondents disagreed with this statement.

Of the student group those with a GPA of below 2.0 responded most favorably with a 90.3 percent agreement rate. In addition, 87.7 percent of the female students agreed with measurement statement number four while male students responded with a 74.5 percent total agreement rate, (Table 11, page 56).

The final statement used to measure Program Goal #2 was measurement statement number seven

TABLE 11

Advisees are encouraged to explore various subject areas through the advisement program.
 (Percent of student responses according to gender)

<u>Group</u>	<u>Sex</u>	<u>STA</u>	<u>A</u>	<u>D</u>	<u>STD</u>	<u>NO</u>	<u>M</u>	<u>SD</u>
Students (Advisees)	Male	11.8	62.7	13.7	2.0	9.8	1.86	0.85
	Female	20.4	67.3	4.1	4.1	4.1	1.84	0.75
Total %	-	16.0	65.0	9.0	3.0	7.0	1.85	0.80
All Students	-	16.0	65.0	9.0	3.0	7.0	1.85	0.80

which states that as a result of advisement, students see a relevance in the courses they take. Fifty-nine and one tenth percent of all respondents agreed with this statement, 25.1 percent disagreed and 15.8 percent had no opinion. Students responded most favorably with a total agreement percentage of 60 while counselors and teachers responded with 58.4 and 56.8 agreement percentages respectively. Students with the highest agreement percentage, 63.6 percent were those with a GPA of 3.0 or better. 63.6 percent of the female students agreed with this statement compared to 58.9 percent of the male students, (Table 12, page 58).

TABLE 12

Students see a relevance in the courses they take as a result of advisement.
 (Percent of student responses according to gender)

<u>Group</u>	<u>Sex</u>	<u>STA</u>	<u>A</u>	<u>D</u>	<u>STD</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
Students (Advisees)	Male	11.8	47.1	15.7	2.0	23.5	1.61	1.03
	Female	14.3	46.9	26.5	-	12.2	1.88	0.95
Total %	-	13.0	47.0	21.0	1.0	18.0	1.75	1.02
All Students								

Program Goal #3: To assist students in academic program planning.

Measurement Statements:

2. The advisement program does not provide students adequate assistance with academic program planning.
5. Advisement provides students with opportunities to make decisions about what and how they learn.
9. The advisement program has increased student awareness of promotion and graduation requirements.

Measurement statements two, five and nine of both opinionnaires were used to measure Program Goal #3. The data generated from the measurement of this goal is displayed by individual statement in Tables 13, 14 and 15 (pages 60, 61 & 62).

Eighty percent of all respondents disagreed with measurement statement number two which relates to the Millard South Advisement Program not providing adequate assistance with academic program planning. Sixteen and three tenths percent of those responding agreed with this statement. Of all three groups, students

TABLE 13

The Advisement Program does not provide students adequate assistance with academic program planning. (Percent response of students, teachers and counselors)

<u>Group</u>	<u>GPA</u>	<u>STD</u>	<u>D</u>	<u>A</u>	<u>STA</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
Student (Advisees)	Below 2.0	48.4	29.0	16.1	3.2	3.2	3.16	1.04
	2.0-2.99	41.7	41.7	8.3	-	8.3	3.08	1.13
	3.0 +	30.3	57.6	9.1	-	3.0	3.12	0.82
Total %		40.0	43.0	11.0	1.0	5.0	3.12	1.00
Teachers (Advisers)	-	42.4	38.1	14.4	1.7	3.4	3.31	0.82
Counselors	-	28.6	42.9	28.6	-	-	3.00	0.82

Cumulative Response (All Groups)

<u>STD</u>	<u>D</u>	<u>A</u>	<u>STA</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
38.2	41.8	15.3	.98	3.6	3.13	.92

TABLE 14

Advisement provides students with opportunities to make decisions about what and how they learn. (Percent of students, teachers and counselors)

<u>Group</u>	<u>GPA</u>	<u>STA</u>	<u>A</u>	<u>D</u>	<u>STD</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
Student (Advisees)	Below 2.0	19.4	58.1	6.5	3.2	12.9	1.68	0.91
	2.0-2.99	30.6	44.4	11.1	2.8	11.1	1.64	0.93
	3.0 +	33.3	51.5	12.1	-	3.0	1.73	0.72
Total %		28.0	51.0	10.0	2.0	9.0	1.68	0.85
Teachers (Advisers)	-	17.6	56.3	17.6	5.9	2.5	2.19	0.89
Counselors	-	14.3	71.4	14.3	-	-	2.00	0.58

Cumulative Response (All Groups)

<u>STA</u>	<u>A</u>	<u>D</u>	<u>STD</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
23.0	56.3	12.3	2.4	5.9	1.84	.81

TABLE 15

The Advisement Program has increased student awareness of promotion and graduation requirements. (Percent response of students, teachers and counselors)

<u>Group</u>	<u>GPA</u>	<u>STA</u>	<u>A</u>	<u>D</u>	<u>STD</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
Student (Advisees)	Below 2.0	54.8	35.5	6.5	3.2	-	1.58	0.76
	2.0-2.99	50.0	44.4	5.6	-	-	1.56	0.61
	3.0 +	63.6	36.4	-	-	-	1.36	0.49
Total †		56.0	39.0	4.0	1.0	-	1.50	0.63
Teachers (Advisers)	-	43.7	49.6	1.7	3.4	1.7	1.70	0.81
Counselors	-	71.4	14.3	14.3	-	-	1.43	0.79

Cumulative Response (All Groups)

<u>STA</u>	<u>A</u>	<u>D</u>	<u>STD</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
56.7	36.0	5.6	1.3	0.3	1.53	.69

responded with the highest disagreement percentage 83, teachers 80.5 percent and counselors 71.5 percent. Students with the highest disagreement percentage, 87.9 were those with a GPA of 3.0 or better while 87.8 percent of the female students and 78.4 percent of the males disagreed with measurement statement number two, (Table 16, page 64).

Seventy-nine and three tenths percent of all respondents agreed that the Millard South Advisement Program provides students with opportunities to make decisions about what and how they learn (measurement statement number five), while 14.7 percent expressed disagreement. Individually, 85.7 percent of all counselors agreed with this statement, with 79 percent of the students and 73.9 percent of the teachers at Millard South also responding favorably. Student data reflects that those with a GPA of 3.0 or better had the highest agreement percentage, 84.8 with 81.6 percent of the female and 76.4 percent of the male students expressing agreement with this statement, (Table 17, page 65).

TABLE 17

Advisement provides students with opportunities to make decisions about what and how they learn. (Percent of student responses according to gender)

<u>Group</u>	<u>Sex</u>	<u>STA</u>	<u>A</u>	<u>D</u>	<u>STD</u>	<u>N O</u>	<u>M</u>	<u>SD</u>
Students (Advisees)	Male	33.3	43.1	7.8	2.0	13.7	1.51	0.90
	Female	22.4	59.2	12.2	2.0	4.1	1.86	0.76
Total †	-	28.0	51.0	10.0	2.0	9.0	1.68	0.85
All Students								

Measurement statement number nine was the final statement used to measure Program Goal #3. Statement number nine which relates to the Millard South Advisement Program increasing student awareness of promotion and graduation requirements received a total agreement percentage of 92.7 while 6.9 percent of all those responding disagreed with this statement. Individually, 95 percent of the students, 93.3 percent of the teachers and 85.7 percent of the counselors agreed with measurement statement number nine. Of the student group, 100 percent of those with a GPA of 3.0 or better agreed that the advisement program has increased their awareness of promotion and graduation requirements while 96 percent of the female and 94.1 percent of the male students expressed agreement with this statement, (Table 18, page 67).

CHAPTER 5

Summary, Conclusions and Recommendations

The purpose of this study was to determine if the goals of the Millard South Teacher-Adviser Program are being met. Implemented in 1979 the Millard South Program contains the following specific goal structure:

1. to assist students in career planning and preparation
2. to increase student awareness of school offerings
3. to assist students in academic program planning

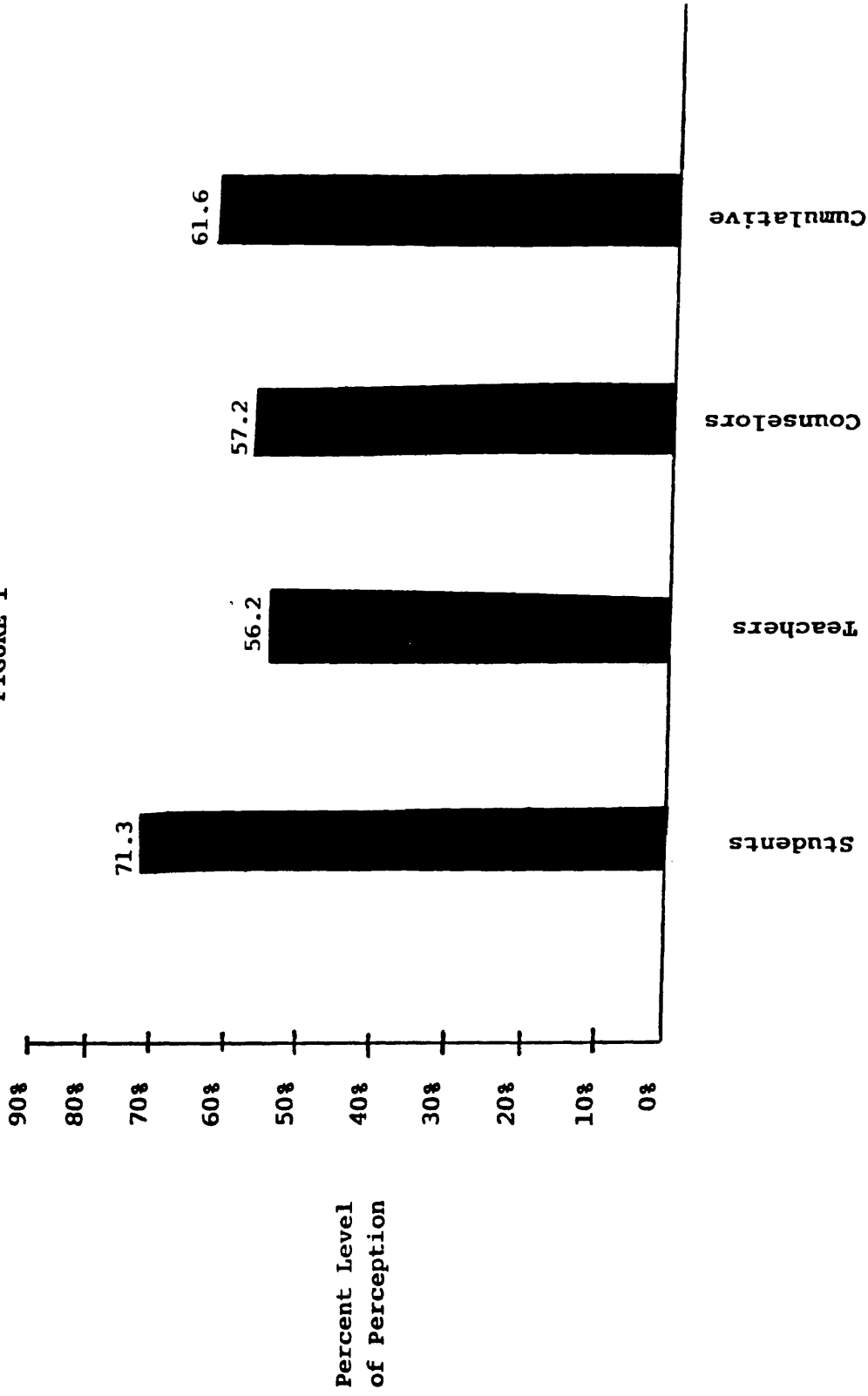
In order to determine whether the goals of the Millard South Teacher-Adviser Program are being accomplished, a process of evaluation was established and implemented. Opinionnaires were developed and administered to selected students, teachers and guidance counselors at Millard South High School with statements used in the assessment relating directly to the fulfillment of the goals of the Millard South Program. Data generated by the opinionnaires were tabulated and analyzed both separately and comparatively by group to determine

to what degree the goals of the Millard South Teacher-Adviser Program are being met. Overall results of the study indicate that the students, teachers and guidance counselors at Millard South High School perceive the Millard South Teacher-Adviser Program as accomplishing its goals.

Conclusions

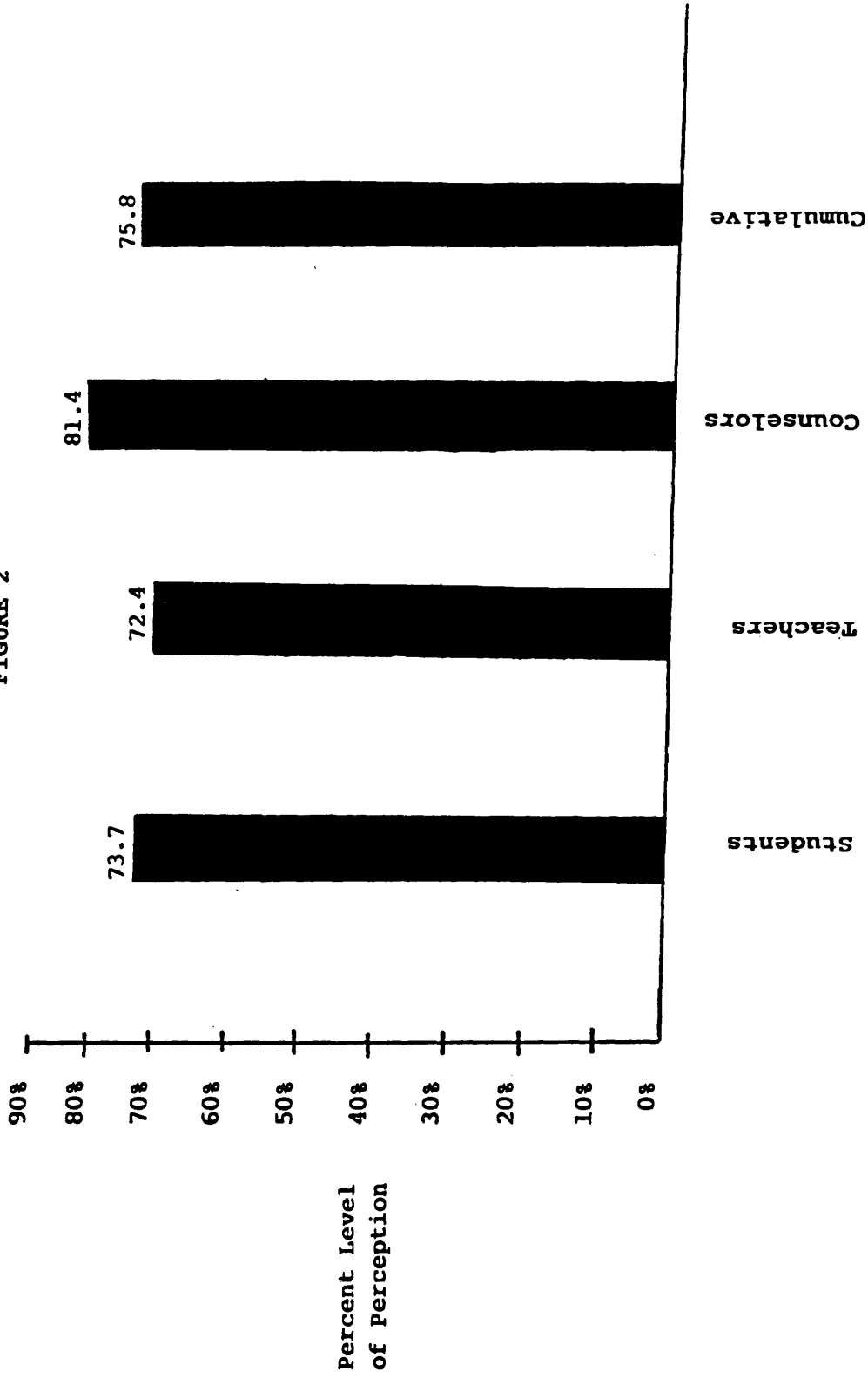
1. Results of the study reveal that the goals of the Millard South Teacher-Adviser Program are being met.
2. Although statistical evidence shows that Program Goal #1 (to assist students in career planning and preparation) is being met, the percent level of positive perception for this goal was the lowest of the three program objectives, (Figure 1, page 70).
3. Statistical evidence indicates that Program Goal #3 (to assist students in academic program planning) received the highest percent level of positive perception of the three program goals, (Figure 3, page 72).

FIGURE 1

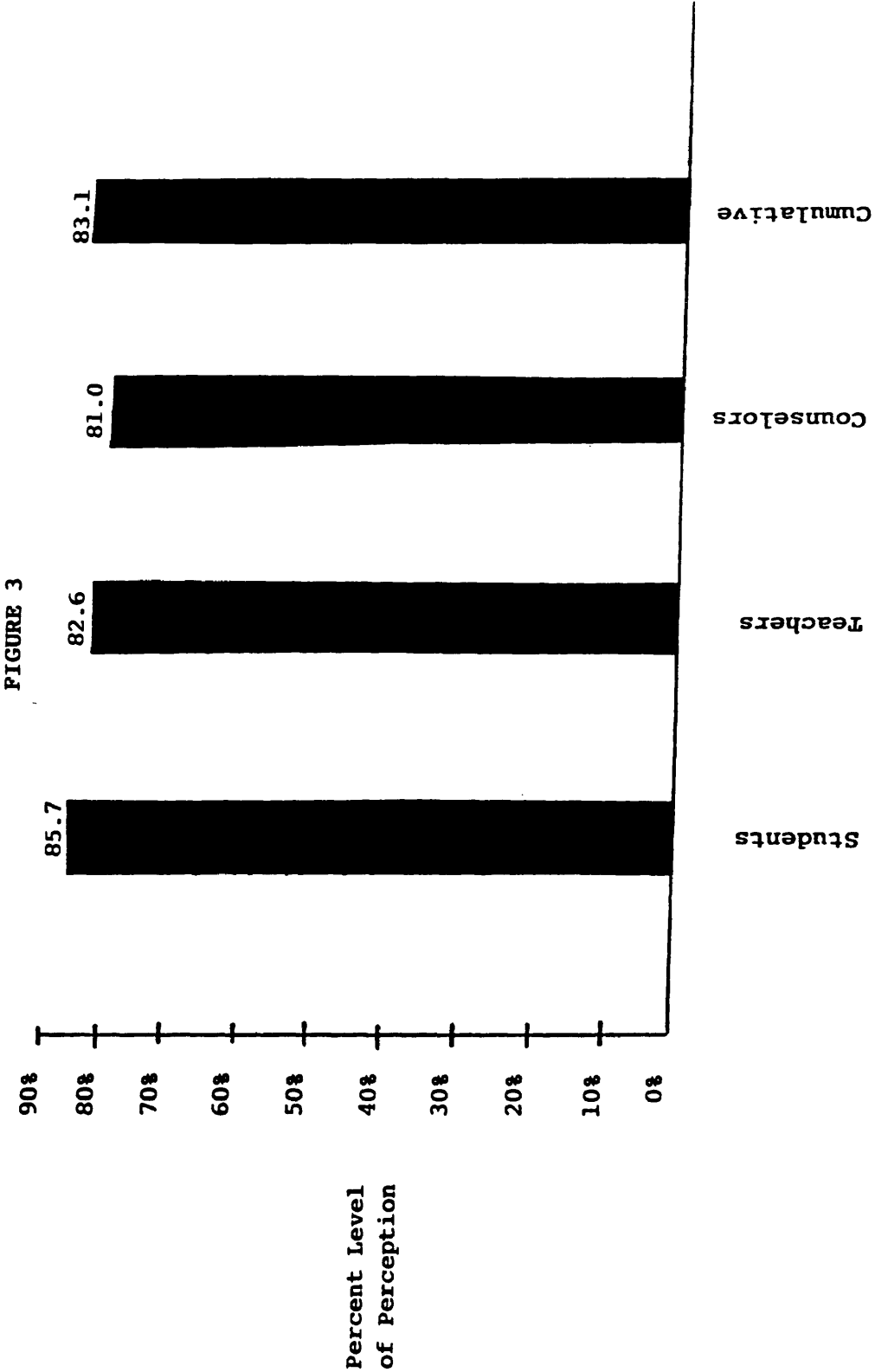


Level of Positive Perception Toward Teacher-Adviser Program Goal #1:
To Assist Students in Career Planning and Preparation

FIGURE 2



Level of Positive Perception Toward Teacher-Adviser Program Goal #2:
To Increase Student Awareness of School Offerings



**Level of Positive Perception Toward Teacher-Adviser Program Goal #3:
To Assist Students in Academic Program Planning**

4. Of the three respondent groups, Millard South students reported the highest level of positive perception for the program goals.
5. Of the three respondent groups, Millard South teachers reported the lowest level of positive perception for the program goals.
6. Of the student group, those with a cumulative GPA of 3.0 or better reported the highest level of positive perception for the program goals.
7. Of the student group, those with a cumulative GPA of 2.0 - 2.99 reported the lowest level of positive perception for the program goals.
8. Of the student group, female students reported the highest level of positive perception for the program goals.
9. There was a positive perception of the Millard South Teacher-Adviser Program by all respondent groups. However, ratings in the seventy and eighty percent range indicate a need for further improvement.

Recommendations

1. The Advisement Program at Millard South High School should be continued.
2. The Millard South Teacher-Adviser Committee should develop a system and instruments for the continuous and systematic evaluation of the advisement program.
3. This study should be used as a basis for future assessment of the Millard South Teacher-Adviser Program.
4. The Millard South Advisement Committee should develop additional strategies for advisers to assist students in career planning and preparation.
5. Inservice training for advisers should be continuous.

CONCLUDING STATEMENT

The teacher-adviser concept is an effective strategy for providing secondary students more comprehensive and extensive professional assistance in the areas of program planning, school offerings awareness, and career planning and preparation. This organizational pattern which restructures the traditional roles and duties of counselors and teachers is a functional and effective compliment to the traditional school guidance program. The establishment of a teacher-adviser program can assist the secondary school educator in better understanding and meeting the academic and social needs of students. It is hoped that this study will assist fellow educators in the development, refinement and appraisal of teacher-adviser programs.

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APPENDIX A

OPINIONNAIRE DATA

<u>Respondent Groups</u>	<u>Opinionnaires Distributed</u>	<u>Opinionnaires Returned</u>	<u>Return Rate</u>
Students (Advisees)	120	100	83%
Teachers (Advisers)	120	119	99%
Counselors	7	7	100%

<u>Response Set</u>	<u>Response Weight</u>
Strongly Agree (STA)	= 01
Agree (A)	= 02
Disagree (D)	= 03
Strongly Disagree (SD)	= 04
No Opinion (NO)	= 05

APPENDIX B

Student (Advisee) Opinionnaire

1. The advisement program provides me with opportunities to explore career interests in preparation for employment.
2. The advisement program does not provide me adequate assistance with academic program planning.
3. I understand the curriculum at Millard South and what courses are available to me as a result of advisement.
4. I am encouraged to explore various subject areas through the Advisement Program.
5. Advisement provides me with opportunities to make decisions about what and how I learn.
6. Advisers do not have an adequate understanding of my career needs and interests.
7. I see a greater relevance in the courses that I take as a result of advisement.
8. The Millard South Advisement Program has given me a understanding of career opportunities after graduation.
9. The advisement program has increased my awareness of promotion and graduation requirements.

APPENDIX C

Adviser and Counselor Opinionnaire

1. The advisement program provides students with opportunities to explore career interests in preparation for employment.
2. The advisement program does not provide students adequate assistance with academic program planning.
3. Students understand the curriculum and what courses are available to them as a result of advisement.
4. Advisees are encouraged to explore various subject areas through the advisement program.
5. Advisement provides students with opportunities to make decisions about what and how they learn.
6. Advisers do not have an adequate understanding of student career needs and interests.
7. Students see a relevance in the courses they take as a result of advisement.
8. The Millard South Advisement Program has given students an understanding of career opportunities after graduation.

9. The advisement program has increased student awareness of promotion and graduation requirements.