

influenced the responses of the average group. These students are looking for programs that result in a high probability of employment upon graduation, job security, financial security and a high potential salary.

Finally, it has been found that the students' assessments of their own capabilities, and the confidence they have in their abilities to succeed in the employment world, often direct their curricular preferences. Results of the study indicate that the good/excellent students in engineering are aware of their academic ability and are generally not worried about whether or not they will survive the engineering training — they know they will. Having confidence in their own academic abilities, they can direct their attention to other facets of the profession. It was also indicated that this group of students has the realistic belief that an inquisitive nature is required for success in engineering. The students in the average group, however, find that having a strong motivation to succeed is the most important quality that guarantees success, and it appears that they have kept alive in the engineering program because of that strong motivation.

Hopefully, by continuing to analyze student attitudes and aspirations as they relate to academic performance, it will be possible to identify characteristics that may predict success in an engineering program. It is important for university officials to look at these attitudes and aspirations in order to have a better understanding of student motivations and needs as well as their likes and dislikes for reasons of attrition and retention.

Promoting Advising and Course Articulation Between a University and Community Colleges

JERRY FORD, *Dean, Smith College of General Studies, Houston Baptist University*

For several years, including the 1985-86 academic year, the Dean of the Smith College of General Studies at Houston Baptist University (HBU) has developed course correlation or articulation tables between HBU and twelve area community colleges. The objectives of these annually updated articulation tables include the following:

1. To enhance the transferability of basic required courses from community colleges to HBU's General Studies College.
2. To educate HBU faculty on appropriate courses completed at community colleges that may substitute for HBU general studies required courses.
3. To assist currently enrolled HBU students who plan to enroll in courses at one of the twelve community colleges.
4. To inform appropriate community college personnel of specific, general studies requirements for various HBU bachelor's degrees.
5. To build rapport between HBU and the community colleges' counseling/advising centers.
6. To better serve community college students planning to attend HBU after they complete general requirements at the respective community colleges.
7. To help HBU become an upper-level university in local area recruiting of community college students.
8. To foster academic advising at HBU and community colleges.

Each of the twelve community colleges for which correlation tables have been developed resides within a 75-mile radius of HBU campus.

Procedures for developing correlation tables have been routine, yet tedious. The first step was to obtain the latest catalogues of each college. When the catalogues were received, the Smith College Dean proceeded to evaluate the courses in each catalogue in terms of each course's application to HBU general studies requirements. Evaluation involved examining each course throughout each catalogue to determine each course's applicability.

To facilitate evaluation of each course from each community college catalogue, an alphabetical list by course rubric of all HBU Smith College general studies requirements was completed and placed in a 2-inch-wide column on the left-hand side of a 14-by-31½-inch work chart. The first courses listed in the HBU Smith College column on the chart were the two "Basic Science" courses, BASC 1414 and BASC 1424. A schematic listing of all courses alphabetically by rubric was utilized. (See Table I for details.)

The next step involved typing the final product to be duplicated for distribution purposes.

Since upper-level credit is not awarded for work transferred from community colleges, the words "All Courses Lower-Level Credit Only" were typed in each column under the names of each college. (For specific details, see Table I.)

A three-item set of instructions for using the Course Correlation Tables was developed, in addition, an introductory page explained the purposes of HBU's Smith College of General Studies and "Transfer Credit Policies." To assist students, prospective students, and advisors, a summary chart of the "Houston Baptist University Smith College of General Studies Academic Requirements" was added as the final page of the correlation tables guide. (A copy of this summary chart appears in Table II.)

A simple front cover completed the eight-page document, and the legal-sized pages were reduced to 8½-by-11 inches and 500 copies printed.

An appropriate question to ask now was "Were the original objectives met by these tables?" All answers based on user responses and staff and faculty acceptance were positive.

The first objective, transferring basic required courses from the community college to HBU's General Studies College, was easier since reference tables had never existed before.

The second objective — educating the HBU faculty regarding appropriate courses completed at community colleges which may substitute for HBU general studies required courses — was accomplished by distributing copies of the new correlation tables to the faculty in a faculty meeting. General instructions about using the tables were given to the faculty, and a question and answer period followed. This note from a faculty member typifies responses: "Thank you for the recent 'tables for transfer credit.' It will be very helpful in advising. These 'extras' are appreciated." Another benefit of the tables is the saving of considerable time for the Smith College Dean.

Once faculty had received and used these correlation tables, Objective three — assisting currently enrolled HBU students planning to enroll in courses at the twelve community colleges — was well on its way to fruition. If faculty had the information included in the correlation tables, then advisees needing substitute course information enjoyed easy access to this material simply by speaking with their faculty advisor. Copies of these articulation tables were made available in each college office for students who received an explanation of them.

In addition, a statement concerning "prior approval" for taking courses at other institutions and having those courses transfer to HBU was included in the *HBU Bulletin of Information*. The catalogue statement often triggered questions in HBU offices about transferring courses from area community colleges; the Dean or the Secretary of Smith College shared a copy of the correlation tables with any student asking such questions. Since the Admissions Office and the Records Office answered numerous "prior approval" questions, copies of the correlation tables also were distributed to those two offices.

Objective four, development of the correlation tables, was to inform the appropriate personnel at the community college of specific, general studies requirements for various bachelor's degrees offered at HBU. The College Dean therefore arranged appointments with the person in charge of counseling services at each community college, requesting that counselors from that particular campus participate in the meeting.

Materials distributed at these meetings included the following:

Newly-developed correlation tables,
HBU Bulletin of Information,
Smith College Course Descriptions, and
"View Book" recruitment publications.

The Dean's presentation included a review of the academic requirements for all HBU bachelor degrees and discussion of substitute courses for those requirements. Questions concerning different aspects of the requirements and correlation tables were answered as they arose. Explanations were also given concerning the relationship between the correlation tables and the *Smith College Course Descriptions* booklet and the "View Book." The *HBU Bulletin of Information* was discussed briefly with special comments about the sections of the catalogue concerning financial aid, admissions procedures, and advanced standing credit. Time was allowed for follow-up questions and answers. The sessions with the counselors at each school lasted approximately forty-five minutes.

Objective five, rapport-building with the community colleges, had begun with the arranging of appointments at each institution. An additional telephone call reaffirmed the appointment time and date, thus eliminating "surprise" visits, forgotten appointments, and embarrassment to those involved. A caring, concerned attitude on the part of the HBU Dean was vital. Establishing constructive working relationships with the community colleges was important and the community college personnel responded in like manner.

The exchange of business cards during the meetings proved helpful. The idea that you have a friend, a contact person, and someone you can telephone on the university campus if you or one of your students needs assistance was an important rapport-building accomplishment. As a result, the Dean of Smith College at HBU has received numerous phone calls and letters with questions concerning various aspects of college life at HBU from community college counseling center personnel and students.

The sixth objective for developing the correlation tables was to serve better the community college students planning to attend HBU after completing community college general requirements. The correlation tables allow counselors to assist more completely and accurately those students who then can schedule more readily courses that fulfill requirements and meet degree obligations. Unnecessary or unrelated courses can be minimized, time can be saved, and educational expense can be reduced.

The seventh objective for developing the correlation tables was to make HBU an alternative upper-level university in Houston area recruitment of community college students. Knowledge about the institution and its requirements was vital if prospective community college students were to regard HBU as the logical place to complete their degrees. The level of competition for college students in the state is high, including within the city's limits a comprehensive state university, a comprehensive private university, four universities, three Bible colleges, and numerous universities and colleges composing the Texas Medical Center, numerous business colleges, institutes, and several other

The eighth objective was the fostering of academic advising at HBU and at the community colleges for the development of the correlation tables. Advisors, whether faculty members at HBU or counseling staff members at one of the junior colleges, can advise more comprehensively and effectively with adequate materials and support services, and the course correlation tables are part of the materials developed to assist advisors.

Although these useful tables will require annual revision, use of correlation tables has enhanced the ultimate educational objective of making students' educational experiences more meaningful and significant.

TABLE I
COURSE CORRELATION TABLES

INFORMATION/INSTRUCTION

1. Houston Baptist University Smith College courses are listed alphabetically in the left-hand column entitled "Houston Baptist University."
2. Equivalent, acceptable courses from area community colleges are shown in the columns to the right of the Houston Baptist University column.
3. Find the column heading with the desired community college and read down the column to locate the course(s) corresponding to the appropriate H.B.U. Smith College course.

UNIVERSITY	COLLEGE	COLLEGE	COLLEGE	COLLEGE	COLLEGE	CNTY. COLLEGE	COLLEGE	JR. COLLEGE
General Studies Requirements	All Courses Lower Level Credit Only	All Courses Lower Level Credit Only	All Courses Lower Level Credit Only	All Courses Lower Level Credit Only	All Courses Lower Level Credit Only	All Courses Lower Level Credit Only	All Courses Lower Level Credit Only	All Courses Lower Level Credit Only
BASIC SCIENCE (8 sem. hrs. w/ labs)	*BIOL 111 CHEM 111 GEOL 111 PHYS 111	*BIOL 141 CHEM 141 GEOL 141 PHYS 141	*BIOL 104 CHEM 104 PHYS 104	*BIOL 141 CHEM 141 GEOL 141 PHYS 141	*BIOL 144 CHEM 144 ESC 144 PHYS 144	*BIOL 401 CHEM 401 GEOL 401 PHYS 401	*BIOL 143 CHEM 143 GEOL 143 PHYS 143	*BIOL 101 CHEM 103 PHYS 101
BASIC SCIENCE Natural Science	*BIOL 112 CHEM 112 GEOL 112 PHYS 112	*BIOL 142 CHEM 142 GEOL 142 PHYS 142	*BIOL 114 CHEM 114 PHYS 114	*BIOL 142 CHEM 142 GEOL 142 PHYS 142	*BIOL 144 CHEM 144 ESC 144 PHYS 144	*BIOL 402 CHEM 402 GEOL 402 PHYS 402	*BIOL 144 CHEM 144 GEOL 144 PHYS 144	*BIOL 102 CHEM 104 PHYS 102
Biology (BSH only) (10 sem. hrs.)	BIOL 121 BIOL 122 BIOL 3414 Microbiology	BIOL 145 BIOL 146 BIOL 241	BIOL 144 BIOL 154 BIOL 214	BIOL 143 BIOL 144 BIOL 245	BIOL 2447 BIOL 2448 BIOL 2451	BIOL 411 BIOL 412 BIOL 416	BIOL 2415 BIOL 2416 BIOL 2417 or BIOL 2418	BIOL 103 BIOL 104 BIOL 106
Christianity (9 sem. hrs.)	N.A.	N.A.	N.A.	N.A.	N.A.	8UG 302	8UG 1311	N.A.
C-3, 1313 C-4 Testament C-4, 1323 New Testament C-4, 2333 Christian Doctrine	N.A.	N.A.	N.A.	N.A.	N.A.	9UG 301	9UG 1312	N.A.
Computer Science (3 sem. hrs.)	CSCI 101	CISM 141	CT 104	CISM 131	CISM 131	DP 301	DP 1312	DP 133

Two courses in one physical science with laboratories or six semester hours in one foreign language
BS; candidates may transfer chemistry only.

TABLE II
HOUSTON BAPTIST UNIVERSITY
COLLEGE OF GENERAL STUDIES ACADEMIC REQUIREMENTS

Course	Degree Desired (Circle One)					
	B.A.	B.S.	B.S.N.	B.M.E.	B.Mus.	B.Acc.
(x = a degree requirement)						
Basic Science						
BASC 1414 Natural Science	NA	X	X	NA	NA	X*
BASC 1424 Natural Science	NA	X	X	NA	NA	X*
Biology						
BIOL 2413 Human Anal. & Phys.	NA	NA	X	NA	NA	NA
BIOL 2423 Human Anal. & Phys.	NA	NA	X	NA	NA	NA
BIOL 3414 Microbiology	NA	NA	X	NA	NA	NA
Christianity						
CHRI 1313 Old Testament	X	X	X	X	X	X
CHRI 1323 New Testament	X	X	X	X	X	X
CHRI 2333 Christian Doctrine	X	X	X	X	X	X
Computer Science						
CISM 1321 Intro. to Computer Systems	X	X	X	X	X	X
English						
ENGL 1313 Composition & Lit.	X	X	X	X	X	X
ENGL 1323 Composition & Lit.	X	X	X	X	X	X
ENGL 2313 World Literature	X	X	X	X	X	X
ENGL 2323 World Literature	X	X	X	X	X	X
Foreign Language						
FREN, GERM, GREK, SPAN Foreign Lang.	X	NA	NA	X	X	X*
FREN, GERM, GREK, SPAN Foreign Lang.	X	NA	NA	X	X	X*
Interdisciplinary Course (Six semester hours)						
INDC 3301, 3302 (Culture and Human	X	X	X	X	NA	X
3303, 3304 Experience and/or	X	X	X	X	NA	X
3311, 3312 Great Issues of the	X	X	X	X	NA	X
3313, 3314 Twentieth Century)	X	X	X	X	NA	X
Mathematics						
MATH 1313 College Algebra	X	NA	NA	NA	NA	X
Physical Education						
PHED 2111 Activity Course	X	X	X	X	X	X
PHED 2111 Activity Course	X	X	X	X	X	X
Physics						
PHYS 1303 Physics of Sound	NA	NA	NA	X	X	NA
Social/Behavioral Science						
Six semester hours from						
ECON 1301 American Econ. System	X	X	X	X	X	X
POLS 2313 Amer./Texas Government	X	X	X	X	X	X
or						
Six semester hours from						
HIST 2313 U.S. History	X	X	X	X	X	X
HIST 2323 U.S. History	X	X	X	X	X	X
PSYC 1313 General Psychology	NA	NA	X	NA	NA	NA
PSYC 3313 Human Growth & Development	NA	NA	X	NA	NA	NA
SOC 1313 Principles of Sociology	NA	NA	X	NA	NA	NA
Speech						
SPCH 1313 Communication Process	X	X	NA	NA	NA	X

* Two courses in a physical science with laboratories or six semester hours in one foreign language.

** Six semester hours in one foreign language.

*** This course is required for teacher certification candidates regardless of degree program. For specific details, please see the current Houston Baptist University Bulletin of Information.

Academic Advising: And Different Expectations

DONNA GUINN, *Academic Advisor, College of Liberal Arts,*

RICHARD MITCHELL, *Professor of Education, Central State University, Edmon, Oklahoma*

INTRODUCTION

It does not take long to review the literature on academic advising and get an idea of its general status across the nation. McLaughlin and Starr reviewed advising literature and concluded that students are "dissatisfied overwhelmingly with their academic advising."¹ Polson and Jurick claimed that "almost every recent study of undergraduate education has cited the poor quality of academic advising as a major problem."² Bostaph and Moore examined three distinctively different advising systems and found that a majority of students perceived their overall advising experiences negatively, regardless of the advising method.³

Academic advisors wonder what they are doing wrong, or what their colleagues are doing wrong. Each thinks surely his or her own students realize what fine advising they receive and those negative perceptions about the quality of advising must be based on the performance of other advisors. Yet, such widespread consensus on the general state of academic advising causes many to conclude that advisors in general are performing poorly. People say that they are. Satisfaction with advising is consistently low. How can so many different people on so many different campuses be doing such a bad job?

The administrator responsible for academic advising recognizes the problem and wonders what to try next. Faculty say that full-time non-teaching advisors do not understand the students' academic needs, and the career implications of the curricula. Students complain to the administrator that the faculty advisor is never in the office, and when in the office, is too busy with research and grading papers to help with advising.

1 Bonnie M. McLaughlin and Emily A. Starr, "Academic Advising Literature Since 1965: A College Student Personnel Abstracts Review," *NACADA Journal*, 48 Nov. 1982: 13.

2 Cheryl Polson and Anthony Jurick, "The Impact of Advising Skills Upon the Effectiveness of the Departmental Academic Advising Centers," *NACADA Journal*, 1 Sept. 1981: 48.

3 C. Bostaph and M. Moore, "Training Academic Advisors: A Developmental Strategy," *Journal of College Student Personnel*, 21 Jan. 1980: 45-49.