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## Academic Advising: Differences Between Freshmen and Sophomores

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ACADEMIC ADVISING:  
DIFFERENCES BETWEEN FRESHMEN AND SOPHOMORES

A Thesis or Project  
Submitted  
in Partial Fulfillment  
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University Honors with Distinction

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## CHAPTER ONE

### INTRODUCTION

Freshman and sophomore years in college are a transitional period in a student's academic life, both externally and internally. Initially, one sees more external transitions such as going from high school to college and going to class fifteen hours a week. However, alongside those external transitions, and eventually superseding them, the internal transitions begin to strongly influence the student's life: defining their identity; determining the best academic route; and questioning former beliefs about their interests and future. These internal transitions start a four-year journey of shifting needs and outlook. This journey determines how the student develops, what kind of student they become, how they make use of their academic collegiate experience, and ultimately what they do with their degree after college. Academic advising guides the student through these first two years of the journey in hopes of the student having the full knowledge and independence to guide themselves the rest of the way.

Freshmen and sophomores are often grouped together in terms of general needs and advising techniques, however, current research in academic advising in the United States claims that freshmen and sophomore students have different needs. Freshmen needs are more orientation-focused while sophomore needs are more future-focused (Gordon, Habley, & Associates, 2000). Research also claims that academic advisors need to adapt their methods of guidance to best suit the changing needs of each group of students. But is this true? Do the needs of freshmen students differ from those of sophomore students? If so, how do the academic advisors need to adapt?

In this thesis, the aforementioned research questions will be examined. The examination will commence with a review of the current literature research. This will include an introduction to NACADA, the definition of academic advising, the main theories of academic advising, the

academic needs of different education levels, and how advisors change their methods of advising to accommodate those needs. *Academic Advising: A Comprehensive Handbook* (Gordon, Habley, & Associates, 2000), is considered to be the primary text in academic advising; more than thirty researchers from renowned education and post-secondary education university programs as well as from other academic-related fields collaborate in the content. Therefore, *Academic Advising: A Comprehensive Handbook* will be used frequently. Next, a study design will be presented on how the data will be collected from interviews with current University of Northern Iowa students. Then the data collected will be presented and analyzed through three themes of comparison between freshmen and sophomores. Finally, the thesis will conclude with the implications of the data collected being used to answer the research questions.

## **CHAPTER TWO**

Before understanding advising at different education levels, it is necessary to understand advising as a whole, including its origin, various definitions, main theories, and characteristics of the role of the academic advisor.

### THE CORE VALUES OF ACADEMIC ADVISING

The origin of advising and the principles by which it stands is vested in the National Academic Advising Association (NACADA). Based at Kansas State University in Manhattan, Kansas, NACADA consists of a collection of people from a variety of positions in academia from students to faculty and professional advisors to administrators.

One of the purposes of NACADA is to provide “a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society,” (NACADA, 2004); the Core Values are interrelated and none can stand alone. First, “advisors are responsible to the individuals they advise” (NACADA, 2004). This means they must treat the student holistically. In order to properly advise students and guide them down the academic and career path they desire, advisors must make the time and the effort to build a rapport with the student.

When academic advising...goes beyond once-a-semester course scheduling to regular mentoring, students create an academic plan and possibly a career path. More important, they have an individual with whom they have developed a relationship based on trust and mutual respect (Black, as cited in Kramer, 2003, p. 93).

The second core value is “advisors are responsible for involving others, when appropriate, in the advising process” (NACADA, 2004). Numerous resources for various academic venues are available through the university to students. Academic advisors discern student needs; thus,

advisors need to be experts on the span of these resources as well as have the ability to recognize when a resource is needed in a particular case (Gordon & Kramer, as cited in Kramer, 2003).

Third, “advisors are responsible to their institutions” (NACADA, 2004). Involvement in academic advising means working for a university in order to sustain the integrity and success of the university. Advisors need to preserve the policies and procedures of their specific institution so as to represent it well. Creamer, Creamer, and Brown consider advising “the heart of educational practices that help institutions achieve their purposes of promoting student learning and development and ensuring student success” (Creamer, Creamer, & Brown, as cited in Kramer, 2003, p. 205).

The fourth core value is “advisors are responsible to higher education” (NACADA 2004). Each higher education institution has an academic mission statement to which advisors need to adhere and promote through their advising. Advisors must represent professionalism in higher education through staying up-to-date on the latest theories and recognizing that there are many theories and that advisors have the freedom to use whichever they feel is best. Carranza and Ender argue that students “do not arrive with the prerequisite academic or emotional tools to compete successfully” (Carranza & Ender, as cited in Kramer, 2003, p. 329). Moreover, advisors must provide students with the opportunities and experiences necessary to succeed in higher education.

Fifth, “advisors are responsible to their educational community” (NACADA, 2004). Advisors are representatives of the university to the surrounding non-collegiate community. They need to have a strong knowledge of as well as a participation in the events and opportunities provided through the community network. This allows for a strong connection between the university and the community and functions as a model for the students.

The sixth core value is “advisors are responsible for their professional practices and for themselves personally” (NACADA, 2004). As previously stated, advisors must display professionalism; this is seen through having accurate knowledge of theory and resources to properly advise all students, as well as establishing appropriate boundaries and maintaining good relationships with students. Also, in order to be good stewards of emotional health, advisors must strive to keep balance in their lives.

### CHARACTERISTICS OF ACADEMIC ADVISING

Academic advising includes a variety of functions; thus the roles and characteristics of advisors are multifaceted. Academic advising has yet to be given only one definition. As the field of academic advising ages, and depending on the institution, professionals in higher education lack a consensus as to the meaning. *Academic Advising: A Comprehensive Handbook (AA)* offers a holistic definition which takes advising outside the walls of the university and academia in general by stating, “advising is a developmental function; it is teaching in out-of-class settings to promote student learning and personal development” (Gordon, Habley, & Associates, 2000, p. 20). Meanwhile the University of Oklahoma’s Provost’s Advisory Committee on Academic Advising defines advising within the context of the university and academics only, by stating it is “...an interactive process in which the advisor helps the student set and achieve academic goals, acquire relevant information and services, and make responsible decisions consistent with interests, goals, abilities, and degree requirements” (“Definition of Academic Advising,” n.d.).

The question remains: what is academic advising? One might find it easier to understand the definition of academic advising by referencing the objectives, or student outcomes, of academic advising. According to *AA* (Gordon et al., 2000), the following are the goals of



academic advising configured by a branch of NACADA called the Council for the Advancement of Standards:

- Students develop self-understanding and self-acceptance.
- Students appropriately consider their interests in relation to their life plans.
- Students develop an educational plan consistent with the life plan.
- Students develop decision-making skills.
- Students receive accurate information about institutional policies, procedures, resources, and programs.
- Students are properly referred to other institutional and community support.
- Students are provided with guidance to evaluate and reevaluate educational progress.
- Student's progress and status is kept current to the institution, college, and academic department (pp. 40-41).

### THEORIES IN ACADEMIC ADVISING

Academic advising has two main theories of advising: prescriptive and developmental. While many other advising theories are being cultivated and practiced, these two approaches are considered to be the foundation of academic advising. Prescriptive advising is regarded as a traditional school of thought, while developmental advising is regarded as a more progressive school of thought (Schreiner & Anderson, 2005).

Prescriptive advising is viewed as a relationship between the advisor and the student in which success is based on the advisor's authority and the student's submission to that authority. The student does no independent cognitive processing or decision making in regards to their

academic path. The advisor does all the higher level thinking and decision making for the student, and in turn, the student carries out the instructions they have been given (Lowenstein, 2005).

...the advisor is the doctor and the student the patient. The patient comes in with some ailment. The doctor makes a diagnosis, prescribes something, or gives advice. Therefore, if the student follows the advice, the problem will be solved and all is well! (Crookston, 1972, as cited in "Developmental Advising", 2001).

Employment of prescriptive advising consists of actions done by the advisor to directly lead the student to completion of their degree. The advisor is concerned only with the student's academic life and puts no emphasis on non-academic parts. Student success is based on test scores, and students are tracked onto academic paths that directly reflect the test scores. Students major in disciplines chosen for them by the advisor (Appleby, 2001). An advisor takes full responsibility in the advising process and is only concerned with the student's academic life (Schreiner & Anderson, 2005). The student simply listens and follows directions, not knowing how to make their own decisions in regards to their future, what alternative academic paths exist, or how to handle any problems in their schedule (Crookston, 1971, as cited in "Developmental Advising", 2001). While some of the techniques of prescriptive advising are used today, it is mainly regarded as the basis on which the developmental theory of academic advising, the theory most used today, was built.

Burns B. Crookston is the founder of the developmental theory of academic advising. It is viewed as a relationship between advisor and student in which success is based on both parties working together in learning and reaching agreement on issues concerning not only the academics, but the student's life, "...the perspective of work and professional training more properly should be placed within the development of a life plan instead of the current tendency to prepare one's self for a profession and then build one's life around it..." (Crookston, as cited in

“Developmental Advising”, NACADA, 2004). Students have to use higher level thinking skills in decision making, thus causing them to learn and take on responsibility. The advisor works alongside the student in their development of these skills to help them “weave a web of meaning for their college careers and at the same time teach them strategies for weaving webs of meaning in their vocational and personal lives” (Hancock, 2004).

Employment of developmental advising consists of a progressive development of the student as a learner and leader of their life in general, taking on initiative and self-direction. “The student cannot be merely a passive receptacle for learning, but must share equal responsibility with the teacher” (Crookston, as cited in “Developmental Advising,” NACADA, 2004). The advisor is a guide concerned with all aspects of development including goal setting, individual personal growth, clarifying personal values and principles, building self-esteem, establishing meaningful relationships, and enhancing higher level thinking skills (Creamer & Creamer, as cited in “Developmental Advising,” NACADA, 2004). Student success is based on a balanced life centered around the aforementioned developmental aspects. Students are provided with ideas in how to decide upon a major for which they are best suited. In summary, using developmental advising, an advisor helps, teaches, assists, and “shows interest in the student’s out-of-class life” (Crookston, as cited in “Developmental Advising,” NACADA, 2004), allowing students to be actively engaged in their own collegiate path.

#### THE NEEDS OF STUDENTS AT DIFFERENT EDUCATION LEVELS

The needs of students change as they continue through their collegiate years, and these changes can be generalized based on their academic education level, for example, freshman and sophomore. *Academic Advising* (Gordon et al., 2000) dedicates an entire chapter to advising students at different education levels, which in itself provides evidence that student academic

needs are different between the years. The chapter splits the information into needs/educational tasks and the implications of those needs/educational tasks for advising and career services.

The text (Gordon et al., 2000) provides explanation for freshmen academic needs. The first academic need for freshmen is to become familiar with university resources. Advisors need to present an introduction to the campus through providing a new-student orientation and information about resources and opportunities on campus. Bonita C. Jacobs echoes the importance of orientation when she states that, “Perhaps no single activity can do more to set the academic tone of the collegiate experience and establish a comprehensive approach to student academic success than new student orientation” (Jacobs, as cited in Kramer, 2003, p. 127).

The second need for freshmen is to become acquainted with the academic leaders in major programs of interest. The advisor involves faculty in new-student orientations, offers opportunities for students to meet with faculty, works on goal setting, and provides opportunities for exploration of those goals into real-life. First year students will most successfully continue onto their sophomore year if they actively decide they want to. Consequently, feelings of support, encouragement, and caring from their professors, especially about student learning, are motivators to freshmen persistence. Involving faculty directly with the student will can foster the feelings freshmen need to persist (Peterson, Lenz, & Sampson, Jr., as cited in Kramer, 2003).

The third academic need for freshmen is to learn to adjust class schedules after the semester has begun. New-student orientation is a way in which advisors can hold tutorials on the campus internet and how to use it to adjust schedules. Students are considered closer to being high functioning and independent directors of their own collegiate career path when they can successfully navigate the university’s web resources to answer questions about and make changes within their schedules (Peterson, Lenz, & Sampson, Jr., as cited in Kramer, 2003).

The fourth need for freshmen is to understand university and major requirements. This entails understanding general education curriculum, credit hours, major courses, and prerequisites for admission to college or major. Understanding the sequence of major courses and course planning are essential to reaching graduation in an average time frame (Lonabocker & Wager, as cited in Kramer, 2003). Providing all appropriate information at new-student orientation, via the internet, and holding walk-in advising hours are ways that advisors can fulfill that need.

The fifth academic need for freshmen is to understand university policies and academic options. Included in this understanding are academic warning/probation, changing majors, challenging classes, advanced placement credit, transfer credit, independent study credit, study abroad, and honors courses. Advisors can fulfill this need through new-student orientation, informative mailings, encouraging student-faculty contact, and providing students with up-to-date academic information (via the internet or walk-ins).

The sixth need for freshmen is to develop accurate expectations of time and effort required to make academic progress, and timely graduation. Goal setting is at the heart of this need,

If you don't know where you are going, it will be hard to plan the route. A student without a purpose is like a ship without a rudder. Each is likely to drift. Long-range goals provide a direction and give a purpose for charting your daily course. They serve as a buffer to help you cope with short-term frustrations (Hamachek, 2002, p. 22).

Time management, effective study techniques, and designing a graduation plan are skills that factor into goal setting and can keep students on their path. In order for advisors to assist in student's attainment of this, they can create topic-related programs, monitor student progress, and act as a liaison between students and faculty advisors.

*Academic Advising* (Gordon et al., 2000) continues to outline a shorter and much different list of the needs of sophomores. Sophomores want to crystallize academic plans through determining the academic path and expectations. The advisor aids sophomores in exploring majors while involving the corresponding faculty and tracking the student's progress electronically throughout the semester. *The Insider's Guide to College Success* advocates for connectedness in exploring majors to its student audience. The author suggests that students get in touch with the professors and advisors in their major field, to explore campus resources related to careers and internships, and to "Be sure also to talk with older students...to learn about the benefit and drawbacks of their experience" (DiYanni, 1997, p. 188).

Sophomores also need to develop accurate expectations for their selected major. Advisors question and challenge students about their education and career goals to "help them align their ambitions and set realistic expectations" (Keeling, 2003, p. 33). Advisors may also act as an idea-generator for possible career directions the sophomores could take their major.

"Career planning, along with academic advising and financial planning, is part of a triad of interrelated student academic services" (Reardon & Lumsden, as cited in Kramer, 2003, p. 167). Another academic need for sophomores is to integrate career opportunities with campus life. Referring students to the career center, department-sponsored lectures, and internship/service learning opportunities are a few ways in which advisors may be of assistance. The main goal of advisors is to get students actively engaging in their own career path.

In addition, sophomores need to make a detailed education plan with information on major requirements and university policies. Advisors work with students to make an individualized academic plan and promote interaction between the student and their department advisor. A strong connection between student and department advisor ensures that the student receives up-to-date information on changes in the major requirements.

Finally, determining scholarship possibilities also concerns sophomores. This is pertinent to sophomores specifically because they are looking more into the future, and scholarships present the financial assistance necessary to achieve academic and career goals. This involves the advisor because financial assistance provides another avenue in which graduating on time can be achieved because “although they are not experts in financial planning, advisers are aware of how finances can affect students’ lives in the number of work hours needed, how class times may conflict with work schedules, and the stress associated with time management” (Gordon & Kramer, as cited in Kramer, 2003, p. 189). The advisor supplies knowledge of financial aid resources so that the student may fully benefit from all the aid options.

*Academic Advising* (Gordon et al., 2000) provides the view of current research on academically advising different education levels. Advising freshmen is regarded in an orientation format; getting the student acquainted with the campus, the university, the policies, the registration process, finding a major, and determining how to best map out their collegiate career. Advising sophomores is regarded in a clarification of career goals format. Current research on academic advising maintains that the academic needs of students can be predicted by their academic education level. In effect, current research also maintains that advisors in turn need to adjust their advising to suit the differing needs. The purpose of this thesis is to truly understand how to best service college students, viewing each year in college as one requiring a unique attention. Thus, the study will examine if the academic needs of students at the freshman level change from those at the sophomore level. If so, how will advisors need to adjust their advising?

## **CHAPTER THREE**

### STUDY DESIGN

The study design is in interview format. Sixty-minute interviews were conducted with four current UNI students, two junior and two senior-level students. The participants involved are in student services positions held on-campus. The interviews consisted of questions about their academic needs during freshman and sophomore years. The same questions were asked of each participant (see Appendix). The questions asked were open-ended and not only about the participant's academic needs, but also about the relationship with their advisor and how that affected their needs. The questions were asked in order to have the participants give real thought and consideration to their lives a few years ago.

The information received was analyzed under a coded name for each participant (Junior Female, Junior Male, Senior Female, and Senior Male). The participants were one male junior and senior and one female junior and senior. Junior Female is a social sciences education major, Junior Male is a accounting major, Senior Female is a general studies major, and Senior Male is an elementary education major. College juniors and seniors were interviewed because they have previously completed their freshman and sophomore years, which allowed them to provide responses based on their experiences during the entirety of those early years. An equal number of males and females were interviewed in order to reduce gender bias within the study. An equal number of juniors and seniors were interviewed in order to reduce age bias within the study.

The data were interpreted through three themes of comparison: general emotions, academic needs, and uses of the advisor. Each theme was examined from the participants' responses about their freshman year and their sophomore year. In turn, the students' experiences were compared to the current research to assess whether or not the data supports it. In effect, the students' experiences were also used to answer the research question: do students have differing



academic needs between freshman and sophomore year? And if they do, what do advisors need to do to adapt to those changing needs?

## **CHAPTER FOUR**

### COMPARISON THEMES: DATA INTERPRETED

In interviewing the four students, three themes of comparison between their freshman and sophomore experiences emerge: their general emotions, their academic needs, and their uses of their advisor. The themes are discussed and then compared to the current literature on the differences in advising freshmen and sophomores in order to assess whether or not the themes support the literature. Transcriptions from various portions of the interviews are used to illustrate these themes.

#### *Theme One*

The first theme explores how the general emotions of the four students evolved from their freshman year to their sophomore year. Freshman year, the four students all expressed feelings of confusion and anxiety in their academics. Senior Female: “I think as a freshman I...was up in the clouds I didn’t understand exactly how it was going to be as a college student...” Senior Male: “I was floating around and I didn’t know what I was doing. And it wasn’t very...it wasn’t boosting my confidence...”

However, as sophomores, all expressed feelings of confidence and a need for clarification in their academics. Junior Male: “My sophomore year...I was starting to feel more comfortable and confident in what I was doing.” Senior Female: “As a sophomore, I was able to...I had the gist of what I should do as far as academics...I knew where to find my resources.”

The current literature supports this theme of the evolving general emotions of freshmen and sophomores from confusion and anxiety to confident and needing clarification. In the list of freshmen needs outlined in *AA* (Gordon et al., 2000), the fourth need for freshmen is to understand university and major requirements, and fifth need is to understand university policies and academic options. These imply that freshmen enter into college without a certain working

framework of the collegiate academic process. *Academic Advising* (Gordon et al., 2000) lists sophomores' desire to crystallize academic plans through determining the academic path and expectations as a need of sophomores, rather than simple understanding of academic plans as with freshmen.

### *Theme Two*

*The second theme is that the academic needs of the four students shifted and built upon those of their freshman year leading into those of their sophomore year.* Freshman year, their academic needs begin as a need for an orientation to all aspects of collegiate academics. Students want to focus on understanding the university and on becoming oriented to the university registration process. Planning for the rest of their college experience or their future career are not goals of freshmen. Junior Male: "Well...I feel that my freshman year was mostly just an adjustment...it was kinda getting acclimated to the college environment ...it was more short-sighted my freshman year..."

By sophomore year, students have a working knowledge of the general university registration process and curriculum, thus they no longer have a need for assistance in that. Their academic needs are more focused on receiving information about their specific major. They want to figure out the details and class sequencing of their major. Junior Male: "My academic needs were more towards making sure I would get to where I wanted to be with my major when I graduated." Senior Male: "Um...I didn't need as much help with scheduling...I didn't need that. I just needed to know that I was headed in the right direction, making the right choices for the field that I was studying." Junior Female: "Sophomore year it needed to be much more specific to the College of Ed for me because I wanted to know how quickly I could sort of get through the program in order to graduate in four years."

The current literature supports that academic needs shift from orientation and registration freshman year to more specifics about majors sophomore year. *Academic Advising* (Gordon et al., 2000) lists as the first of nine freshman needs is for freshmen to be presented with an introduction to the campus through providing a new-student orientation and information about resources and opportunities on campus. It also cites that advising freshmen is regarded in an orientation format. On the other hand, the sophomore needs in *AA* (Gordon et al., 2000) lists making a defined education plan and developing accurate expectations for student's selected major as the foci, rather than general university requirements and the registration process.

### *Theme Three*

The interviews revealed a third theme of students' uses of their advisors change from their freshman year to their sophomore year. Freshman year, students want specific direction from their advisor about their major and in what direction to take it. As previously stated, students experience confusion and anxiety their freshman year in regards to understanding the university and its processes. Thus, advisors are largely used throughout the year for scheduling purposes. Freshmen are concerned about surviving their freshman year rather than surviving college as a whole; in effect, registration is at the forefront of their thoughts. Senior Female: "As a freshman, I needed a lot of direction." Junior Male: "I kinda feel like my freshman year with advising I pretty much just needed to make sure that I wasn't doing something dumb with the classes I was taking that would inhibit me from being able to take what I wanted to take in later years...so it was pretty much just a check for me...the time when I ran my schedule by them my freshman year..."

However, sophomore year it was the opposite; students do not want to approach that year in isolation from other years in regards to planning, they want to look ahead into the future. Students know how to schedule for classes; they want their advisors to lay out their future

options. Students begin using their advisors as a resource for extra experience, internship, and career knowledge. Students start making connections between their years in college, viewing them as a whole rather than one year at a time. Junior Male: "...my advising needs kinda shifted towards more long-range planning, making not only what I was doing right for this semester but that it was right for me to achieve what I wanted to achieve at my time here at UNI. And so it got to be more specific and then also more long-range focus." Junior Female: "I think that you definitely become more focused and specific as to what you want to do with for the rest of college and the rest of your life when you're in your sophomore year." Senior Female: "I went to her [the advisor] when I was confused on the careers I could have...she was able to tell me and ...um...direct me to resources that I could use."

## CHAPTER FIVE

### LIMITATIONS

The major limitation of this study is that all participants are student employees of the student affairs branch of the university. This allows for bias in that they are highly involved in activities on-campus, thus have a working knowledge of all the academic (and non-academic) resources available through the university. Information on the University of Florida, Center for Student Involvement Website (2006) supports this claim:

Research indicates that there are numerous benefits to involvement and reveals that students who are involved receive better grades; are more successful in their academic program; are more likely to stay in school and graduate timely; feel more satisfied with their college experience; are more marketable when job searching and applying to grad school; and develop valuable leadership and interpersonal skills. Furthermore, involvement offers students the opportunity to connect with peers and university faculty and staff members.

This is a source of bias because the responses given from this group of students may be different from those of the thousands of other students that are not as involved with activities and sources of information on-campus, thus do not also fit the high involvement characteristics.

### CONCLUSION

Freshmen and sophomores in college are often grouped together in terms of general academic needs and advising techniques. The current literature supports that students' wants and uses of their advisor change from their freshman year to their sophomore year. As previously stated, in *AA* (Gordon et al., 2000), the list of freshman academic needs uses verbs such as "to understand", "to adjust", "to become acquainted with", and "to learn". The process of scheduling as well as comprehending how to know what to schedule are the main reasons freshmen use their

advisor. Rather than scheduling, *Academic Advising* (2000) maintains that sophomores look to their advisor as a resource for their future. As previously stated, advising sophomores focuses on clarification of career goals. Sophomores need help integrating career opportunities with campus life, and the advisor is the resource for that kind of support.

In light of the interview themes and research from *Academic Advising: A Comprehensive Handbook* (Gordon et al., 2000) and other various sources, we can now answer the research questions. Do the academic needs of freshmen change from those of sophomores? Yes. Freshmen need more general orientation to the university and registration process; while sophomores need more specific clarification about their major. How do advisors need to adapt their advising methods? In advising freshmen, advisors need to focus more on providing general direction and scheduling aid; while in advising sophomores, advisors need to focus more on providing options and resources for future collegiate and career paths.

These conclusions provide implications for future research. It has been concluded in this thesis that the academic needs of students change from their freshman year to their sophomore year. Further research could be done on the social changes that occur during those academic years that attribute to those changes. Also, one could examine the effects of living on-campus versus living off-campus and whether this has an impact on academic needs. It has also been concluded that students need for their advisors to also change when they are advising freshmen versus sophomores, thus the advising foci must change. Further research could be done on the specific methods used by advisors for freshmen versus those for sophomores. Furthering research in the aforementioned ways would only enhance the findings and further define the academic differences and advising needs of collegiate freshmen and sophomores.

## APPENDIX

1. What is your current university classification? What is your GPA?
2. What academic activities and/or honors were you involved in or have you received?
3. Have you changed your major since being in college? If so, how many times? And, what have they been?
4. What do you feel were your academic needs your freshman year?
5. How frequently did you use your advisor your freshman year?
6. How did you use your advisor your freshman year?
7. Why had you used your advisor your freshman year?
8. What do you wish that your advisor had offered you your freshman year?
9. Are there particular times of your freshman year that contributed to your use of your advisor?
10. What do you feel were your academic needs your sophomore year?
11. How frequently did you use your advisor your sophomore year?
12. How did you use your advisor your sophomore year?
13. Why had you used your advisor your sophomore year?
14. What do you wish that your advisor had offered you your sophomore year?
15. Are there particular times of your sophomore year that contributed to your use of your advisor?
16. In retrospect, are there ways in which you wish you would have used your advisor?
17. How do you feel your academic needs changed your freshman year versus your sophomore year?
18. How do you feel your needs for your advisor changed your freshman year versus your sophomore year?



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