



VIRGINIA POLYTECHNIC INSTITUTE  
AND STATE UNIVERSITY

Office of Minority Engineering Programs

College of Engineering  
215 Hancock Hall  
(540) 231-7404 Fax (540) 231-3031

June 4, 2001

Dr. Roger B. Winston, Jr.  
402 Adrhold Hall  
University of Georgia  
Athens, GA 30602

Dear Dr. Winston:

Per our phone conversation, I would like to thank you in advance for giving me permission to use the Academic Advising Inventory for my pilot research study. I am a doctoral student at Virginia Tech and I am interested in using your inventory for my dissertation. I am considering my research topic on "Advising Styles Preferred by African Americans in Engineering at Virginia Tech." Enclosed you will find a \$10 check for a copy of the instructions manual. The copies of the instruments and manual can be mailed to my home address, *205 Prospect Street, Blacksburg, VA 24060*.

I would like to thank you once again for all your help and your permission to use this instrument. I look forward to communicating with you soon.

Sincerely

Melendez O. Byrd  
Enclosure



# The University of Georgia

Doctoral Degree Programs  
Counseling Psychology  
Student Affairs Administration

College of Education  
*Department of Counseling and Human Development Services*

Masters Degree Programs  
College Student Affairs Administration  
Community Counseling  
Rehabilitation Counseling  
School Counseling

June 13, 2001

Mr. Melendez O. Byrd  
Office of Minority Engineering Programs  
College of Engineering  
215 Hancock Hall (0275)  
Virginia Tech  
Blacksburg, VA 24061

Dear Mr. Byrd:

Enclosed is a copy of the AAI, another form of the Prescriptive Developmental scale which may be used to assess what students want, and a copy of the manual.

As a matter of fact, a dissertation was done at Virginia Tech a few years ago. The name of the student escapes me, but his major professor was Dr. Don Creamer, who is still at Virginia Tech. Dr. Creamer is an acknowledged expert in the area of academic advising; he may be of assistance to you as you work on your dissertation.

Roger B. Winston, Jr., Ph.D.  
Professor

**VIRGINIA TECH'S INFORMED CONSENT FORM TO CONDUCT RESEARCH  
INVOLVING HUMAN SUBJECTS  
(Request to Institutional Review Board to Conduct Research  
Involving Human Subjects)**

**Title of Research:** Advising Styles Preferred by African-American Engineering Students at Virginia Tech.

**Principal Investigators:** Melendez O. Byrd

**PURPOSE OF RESEARCH:**

This research is being conducted as part of the requirements for my research for my dissertation. Its purpose is to explore, identify, and examine the Advising Styles preferred by engineering students in the College of Engineering at Virginia Tech. It is intended that this study will provide the groundwork for the development of a conceptual model that has implications for improving, retaining, and graduating African-Americans.

**PROCEDURES:**

The purpose of the Academic Advising Inventory is to allow us to evaluate the academic advising program in the College of Engineering at Virginia Tech. The AAI takes approximately 20 minutes. Your honest and careful response is necessary if we are to improve the quality of academic advising here. The findings will be used to gain insight how some engineering students prefer to be advised in the College of Engineering.

**ANONYMITY AND CONFIDENTIALITY:**

The researcher will not release any information that can identify you. All information will be kept strictly confidential. The researcher will at no time release names or any other identifiable information regarding the participants. If information were released, pseudonyms would be used. As a way of securing anonymity, the information that is provided can also be assigned a code. *For this study, complete confidentiality is required to protect the privacy of all participants' records.*

**RISKS AND BENEFITS:**

Participants in this project will help the university get a better understanding of the learning activities, resources, services and programs that students perceive as affecting their academic performance. It is hoped that the participant's records in this project will assist the University in its efforts to strengthen and augment those successful programs and activities. There are no risks related to this study. Participants that are believed to need advising or personal counseling will be referred to appropriate resources. For participation, each student will receive "No" compensation after fulfilling all the requirements of the study.

**FREEDOM TO WITHDRAW:**

Students are free to remove themselves from the study at any time.

**CONSENT:**

Attached is the consent form for students.


**Institutional Review Board**

Dr. David M. Moore  
IRB (Human Subjects) Chair  
Assistant Vice Provost for Research Compliance  
CVM Phase II - Duckpond Dr., Blacksburg, VA 24061-0442  
Office: 540/231-4991; FAX: 540/231-6033  
e-mail: moored@vt.edu

DATE February 18, 2002

**MEMORANDUM**

TO: Bevlee Watford Dean - Engineering 0275  
Melendez Byrd OMEP 0275

FROM: David M. Moore 

SUBJECT: IRB EXEMPTION APPROVAL – “Advising Styles Preferred by African American Students in the College of Engineering” – IRB #02-079

I have reviewed your request to the IRB for exemption for the above referenced project. I concur that the research falls within the exempt status. Approval is granted effective as of February 14, 2002.

cc:File  
Department Reviewer: Bevlee Watford



VIRGINIA POLYTECHNIC INSTITUTE  
AND STATE UNIVERSITY

Office of Minority Engineering Programs

College of Engineering  
215 Hancock Hall  
(540) 231-7404 Fax (540) 231-1831

## MEMORANDUM

**TO:** African American Engineering Students

**FROM:** Office of Minority Engineering Programs

**DATE:** May 2, 2002

**SUBJECT:** Survey for African American Students at Virginia Tech

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All African American engineering students will receive an online survey on the Current and Preferred Advising Styles of African American Students in The College of Engineering. The survey will be accessed via the Internet and takes between 15-20 minutes. You can access the survey at the url:

<http://www.multimedia.vt.edu/melendez/consent.htm>

This research is being conducted with the intention of providing the groundwork for the development of a conceptual model that has implications for improving, retaining, and graduating African Americans in The College of Engineering.

An incentive of \$100 will be given to the first student who completes the survey online. Another random drawing of all students who complete the survey will award \$100. Our goal is to have 100% participation.

Please be on the look out for the survey, and remember your honest feedback could make a change. We truly appreciate your time and thanks in advance for your support.

If you have questions or have not received information about the survey, please contact Melendez O. Byrd at [mbyrd@vt.edu](mailto:mbyrd@vt.edu).

To: mbyrd  
From: "Melendez O. Byrd" <mbyrd@vt.edu>  
Subject: I Need Your Help, You can win \$100 twice  
Cc:  
Bcc: AAI  
Attached:

Hello my name is Melendez O. Byrd and I work in the Office of Minority Engineering Programs (OMEP), and I am a doctoral student; my goal is to finish my degree by this summer, but I need your help. I am doing my research on **Advising Styles Preferred by Students in Engineering**. This research is being conducted as part of the requirements for my research for my dissertation. It is intended that this study will provide the groundwork for the development of a conceptual model that has implications for improving, retaining, and graduating African Americans in the College of Engineering.

The survey is posted online at

The url: <http://www.multimedia.vt.edu/melendez/consent.htm>

The survey is accessed via the Internet at the above url: address and takes between 10 - 15 minutes. Once you click on the above web address this will take you to the consent form page. Once you consent to do the Survey click the Hyperlink "I AGREE," and complete the survey.

An incentive of \$100 will be given to the first student who completes the survey. I will also have a random drawing where a student who completes the survey will WIN \$100. We have 217 African American students in the College of Engineering; my goal is to have 100% participation, to improve retention.

Remember your honest feedback could make a change. If you have any questions please do not hesitate to contact me. I truly appreciate your time and thanks in advance for all your help.

To: mbyrd  
From: "Melendez O. Byrd" <mbyrd@vt.edu>  
Subject: I Need Your Help, You can win \$100  
Cc:  
Bcc: AAI2nd  
Attached:

Hello my name is Melendez O. Byrd and I work in the Office of Minority Engineering Programs (OMEP), and I am a doctoral student; my goal is to finish my degree by this summer, but I need your help. This is my second time sending the survey and I did not get as many responses that I needed to help towards my research.

Please click on the link below to complete my survey that takes a little over 10 minutes:

<http://www.multimedia.vt.edu/melendez/consent.htm>

I will have an incentive of a random drawing where a student who completes the survey will **WIN \$100**. We have 217 African American students in the College of Engineering; my goal is to have 100% participation, to improve retention.

I am doing my research on **Advising Styles Preferred by Students in Engineering**. This research is being conducted as part of the requirements for my research for my dissertation. It is intended that this study will provide the groundwork for the development of a conceptual model that has implications for improving, retaining, and graduating African Americans in the College of Engineering.

The survey is posted online at

The url: <http://www.multimedia.vt.edu/melendez/consent.htm>

The survey is accessed via the Internet at the above url: address and takes between 10 - 15 minutes. Once you click on the above web address this will take you to the consent form page. Once you consent to do the Survey click the Hyperlink "I AGREE," and complete the survey.

Remember your honest feedback could make a change. If you have any questions please do not hesitate to contact me. I truly appreciate your time and thanks in advance for all your help.

To: mbyrd  
From: "Melendez O. Byrd" <mbyrd@vt.edu>  
Subject: College of Engineering Students  
Cc:  
Bcc: AAIWhite, AAIWhite2  
Attached:

Hello my name is Melendez O. Byrd and I work in the College of Engineering. I am also a doctoral student; my goal is to finish my degree by this summer, but I need your help. I am doing research on the *Current and Preferred Advising Styles of Engineering Students at VA Tech.* This research is being conducted as part of the requirements for my research for my dissertation. It is intended that this study will provide the groundwork for the development of a conceptual model that has implications for improving, retaining, and graduating engineering students.

The survey is posted on-line. Please click on the link below to complete my survey that takes a little over 10 minutes:

The url: <http://www.multimedia.vt.edu/melendez/consent.htm>

The survey is accessed via the Internet at the above url: address and takes between 10 - 15 minutes. Once you click on the above web address this will take you to the consent form page. Once you consent to do the Survey click the Hyperlink "I AGREE," and complete the survey.

*Remember your honest feedback could make a change, with your communication with your professors. If you have any questions please do not hesitate to contact me. I truly appreciate your time and thanks in advance for all your help.*

# CONSENT FORM IRB02079

**Title of Research:**

Advising Styles Preferred By Engineering Students at Virginia Tech.

**Principal Investigators:**

Melendez O. Byrd, Minority Engineering Programs

**PURPOSE OF RESEARCH:**

This research is being conducted as part of the requirements for my research for my dissertation. Its purpose is to explore, identify, and examine the Advising Styles preferred by students in the College of Engineering at Virginia Tech. It is intended that this study will provide the groundwork for the development of a conceptual model that has implications for improving, retaining, and graduating students in the College of Engineering.

**PROCEDURES:**

The purpose of the Academic Advising Inventory (AAI) is to allow us to evaluate the academic advising program in the College of Engineering at Virginia Tech. The AAI takes approximately 20 minutes. Your honest and careful response is necessary if we are to improve the quality of academic advising here. The findings will be used to gain insight into how Engineering students are being advised, as well as show how students prefer to be advised in the College of Engineering.

**ANONYMITY AND CONFIDENTIALITY:**

The researcher will not release any information that can identify you. All information will be kept strictly confidential. The researcher will at no time, release names or any other identifiable information regarding the participants. If information were released, pseudonyms would be used. As a way of securing anonymity, the information that is provided can also be assigned a code. For this study, complete confidentiality is required to protect the privacy of all participants' records. **\*Please note that it is extremely important that you answer every question and that you enter your email address as your Identifier so that you can be entered into the \$100 random drawing.** All e-mails will be destroyed 30 days after the data has been received.

**RISKS AND BENEFITS/Voluntary Participation:**

Participants in this project will help the university get a better understanding of the learning activities, resources, services and programs that students perceive as affecting their academic performance. It is hoped that the participant's records in this project will assist the University in its efforts to strengthen and augment those successful programs and activities. There are no risks related to this study. Your participation is **completely voluntary**. Students are free to remove themselves from the study at any time. Please note that Virginia Tech's Institutional Review Board (IRB) has approved this research study IRB #02-079.

By clicking on the "I agree" hyperlink below, you voluntarily agree to participate in the study and acknowledge that you have read and understand the above information. If you have questions about this information before completing the survey, please contact Melendez O. Byrd or Dr. David Hutchins at the address below. I would like to thank you in advance for all your help.

**I AGREE**

---

Melendez O. Byrd  
215 Hancock Hall  
Blacksburg, VA 24061  
540-231-4542  
mbyrd@vt.edu

Dr. David Hutchins  
310 East Eggleston  
Blacksburg, VA 24061  
540-231-9703  
dhutch@vt.edu

## Appendix 10

## ACADEMIC ADVISING INVENTORY



e-mail  (i.e. - name@vt.edu)

## Part I

Part I of this Inventory concerns how you and your advisor approach academic advising. Even if you have had more than one advisor or have been in more than one type of advising situation this year.

There are 14 pairs of statements in Part I. (1) Decide which one of the two statements most accurately describes the academic advising you received this year, and then (2) decide how accurate or true that statement is (from very true to slightly true)

My advisor is Interested in helping me learn how to find out about courses and programs for myself.

OR

My advisor tells me what I need to know about academic courses and programs.

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

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

My advisor tells me what would be the best schedule for me.

OR

My advisor suggests important considerations in planning a schedule and then gives me responsibility for the final decision.

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

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

My advisor and I talk about vocational opportunities in conjunction with advising.

OR

My advisor and I do not talk about vocational opportunities in conjunction with advising.

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

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

My advisor shows an interest in my outside-of-class activities and sometimes suggests activities.

OR

My advisor does not know what I do outside of class.

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

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

My advisor assists me in identifying realistic academic goals based on what I

My advisor identifies realistic academic goals for me based on my test scores and

know about myself, as well as about my test scores and grades.

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

OR

grades.

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

My advisor registers me for my classes.

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

OR

My advisor teaches me how to register myself for classes.

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

When I'm faced with difficult decisions my advisor tells me my alternatives and which one is the best choice.

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

OR

When I'm faced with difficult decisions, my advisor assists me in identifying alternatives and in considering the consequences of choosing each alternative.

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

My advisor does not know who to contact about other-than-academic problems.

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

OR

My advisor knows who to contact about other-than-academic problems.

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

My advisor gives me tips on managing my time better or on studying more effectively when I seem to need them.

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

OR

My advisor does not spend time giving me tips on managing my time better or on studying more effectively.

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

My advisor tells me what I must do in order to be advised.

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

OR

My advisor and I discuss our expectations of advising and of each other.

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

My advisor suggests what I should major in.

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

OR

My advisor suggest steps I can take to help me decide on a major.

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

My advisor uses test scores and grades to let him or her know what courses are most appropriate for me to take.

My advisor and I use information, such as test scores, grades, interests, and abilities to determine what courses are most

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

OR

appropriate for me to take.

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

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

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

OR

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

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

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

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

OR

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

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

## Part II

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
I am satisfied in general with the academic advising I have received.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received accurate information about courses, programs, and requirements through academic advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sufficient prior notice has been provided about deadlines related to college policies and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising has been available when I needed it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sufficient time has been available during advising sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Part III

Part III of the Inventory concerns how you view the IDEAL academic advisor. You are to choose the one statement from each pair that best describes, in your opinion, the IDEAL academic advisor (that is, what you would want an advisor to be like). This is not an evaluation of your present or past advisor at this college.

I would like my *IDEAL* advisor to be interested in helping me learn how to find out about courses and programs for myself.

OR

C A C B C C C D  
very important-----slightly important

I would like my *IDEAL* advisor to tell me what I need to know about academic courses and programs

C E C F C G C H  
slightly important-----very important

I would like my *IDEAL* advisor to tell me what would be the best schedule for me.

OR

C A C B C C C D  
very important-----slightly important

My *IDEAL* advisor suggests important considerations in planning a schedule and then gives me responsibility for the final decision.

C E C F C G C H  
slightly important-----very important

My *IDEAL* advisor and I talk about vocational opportunities in conjunction with advising.

OR

C A C B C C C D

My *IDEAL* advisor and I do not talk about vocational opportunities in conjunction with advising.

C E C F C G C H  
slightly important-----very important

My *IDEAL* advisor shows an interest in my outside-of-class activities and sometimes suggests activities.

OR

C A C B C C C D  
very important-----slightly important

My *IDEAL* advisor does not know what I do outside of class.

C E C F C G C H  
slightly important-----very important

My *IDEAL* advisor assist me in identifying realistic academic goals based on what I know about myself, as well as about my test scores and grades.

OR

C A C B C C C D  
very important-----slightly important

My *IDEAL* advisor identifies realistic academic goals for me based on my test scores and grades.

C E C F C G C H  
slightly important-----very important

My *IDEAL* advisor registers me for my classes.

OR

C A C B C C C D  
very important-----slightly important

My *IDEAL* advisor teaches me how to register myself for classes.

C E C F C G C H  
slightly important-----very important

When I'm faced with difficult decisions my *IDEAL* advisor tells me my alternatives and which one is the best choice.

OR

C A C B C C C D

When I'm faced with difficult decisions, my *IDEAL* advisor assists me in identifying alternatives and in considering the consequences of choosing each alternative.

very important-----slightly important

C E C F C G C H  
slightly important-----very important

My *IDEAL* advisor does not know who to contact about other-than-academic problems.

OR

My *IDEAL* advisor knows who to contact about other-than-academic problems.

C A C B C C C D  
very important-----slightly important

C E C F C G C H  
slightly important-----very important

My *IDEAL* advisor gives me tips on managing my time better or on studying more effectively when I seem to need them.

OR

My *IDEAL* advisor does not spend time giving me tips on managing my time better or on studying more effectively.

C A C B C C C D  
very important-----slightly important

C E C F C G C H  
slightly important-----very important

My *IDEAL* advisor tells me what I must do in order to be advised.

OR

My *IDEAL* advisor and I discuss our expectations of advising and of each other.

C A C B C C C D  
very important-----slightly important

C E C F C G C H  
slightly important-----very important

My *IDEAL* advisor suggests what I should major in.

OR

My *IDEAL* advisor suggest steps I can take to help me decide on a major.

C A C B C C C D  
very important-----slightly important

C E C F C G C H  
slightly important-----very important

My *IDEAL* advisor uses test scores and grades to let him or her know what courses are most appropriate for me to take.

OR

My *IDEAL* advisor and I use information, such as test scores, grades, interests, and abilities to determine what courses are most appropriate for me to take.

C A C B C C C D  
very important-----slightly important

C E C F C G C H  
slightly important-----very important

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

OR

My *IDEAL* advisor does not talk with me about interest and plans other than academic ones.

C A C B C C C D  
very important-----slightly important

C E C F C G C H  
slightly important-----very important

My *IDEAL* advisor keeps informed of my academic progress by examining my files

My *IDEAL* advisor keeps informed of my academic progress by examining my files

and grades only.

☐ A ☐ B ☐ C ☐ D  
very important-----slightly important

OR

and grades and by talking to me about classes.

☐ E ☐ F ☐ G ☐ H  
slightly important-----very important

---

#### Part IV

What is your gender?

- ☐ male  
☐ female
- 

What is your cultural/racial background?

- ☐ White/Caucasian  
☐ Black/African American  
☐ American Indians or Alaskan  
☐ Asian or Pacific Islanders  
☐ Hispanic Origin  
☐ Other race
- 

What was your age at your last birthday?


- ☐ 18 or younger  
☐ 19  
☐ 20  
☐ 21  
☐ 22  
☐ 23  
☐ 24  
☐ 25 or older
- 

What is your academic class standing?

- ☐ Freshman  
☐ Sophomore  
☐ Junior  
☐ Senior


- ☐ Irregular or Transient Student
  - ☐ Other
- 

What is your current engineering major?

(Click here to choose) 

---

Pick the numeric value that can best represent your overall QCA?

(Click here to choose)  (4.0 scale)

---

Which of the following best describes the majority of the academic advising you have received this year?  
Select only one.

- ☐ Advised individually by assigned advisor at an advising center
  - ☐ Advised individually by any available advisor at an advising center
  - ☐ Advised individually, not through an advising center
  - ☐ Advised with a group of students
  - ☐ Advised by a peer (student) advisor
  - ☐ Advised in conjunction with a course in which I was enrolled
  - ☐ Advised by an individual at the Office of Minority Engineering Programs (OMEP)
  - ☐ Advised by an individual at the Center for Academic Enrichment and Excellence (FOCUS)
  - ☐ Advised in a manner other than the alternatives described above
  - ☐ No advising received
- 

Which statement best describes your relationship with your assigned Faculty Academic Advisor? Select only one.

- ☐ I Communicate Well With My Faculty Academic Advisor
  - ☐ My Faculty Academic Advisor Understands Me
  - ☐ My Faculty Academic Advisor Does Not Understand Me
  - ☐ I Have Problems Communicating With My Faculty Academic Advisor
- 

Which statement best describes your relationship with your assigned Faculty Academic Advisor? Select only one.

- ☐ I enjoy visiting my assigned Faculty Academic Advisor
- ☐ I do not mind visiting my Faculty Academic Advisor
- ☐ I do not enjoy visiting my assigned Faculty Academic Advisor
- ☐ I avoid visiting my assigned Faculty Academic Advisor

---

Approximately how much time was generally spent in each advising session?

- ☐ less than 15 minutes
  - ☐ 15 - 30 minutes
  - ☐ 31 - 45 minutes
  - ☐ 46 - 60 minutes
  - ☐ more than 1 hour
- 

How many academic advising sessions in total have you had this year?

(Click here to choose) ▼

Submit Survey

This questionnaire was created using Perseus SurveySolutions.

## Appendix 11

Subject: Project ID: Academic Advising Inventory  
 To: mbyrd@vt.edu

This e-mail is the result of a web survey and is intended for use with Perseus SurveySolutions for the Web. You can use SurveySolutions to process these results to build a database, to generate tables and charts analyzing that database and also to print out individual responses as completed questionnaires (see Database/Profile Records).

plq01 = 2  
 plq02 = 8  
 plq03 = 6  
 plq04 = 6  
 plq05 = 6  
 plq06 = 8  
 plq07 = 7  
 plq08 = 6  
 plq09 = 2  
 plq10 = 6  
 plq11 = 7  
 plq12 = 7  
 plq13 = 6  
 plq14 = 5  
 p2\_1 = 3  
 p2\_2 = 4  
 p2\_3 = 4  
 p2\_4 = 4  
 p2\_5 = 3  
 p3q20 = 8  
 p3q21 = 8  
 p3q22 = 8  
 p3q24 = 7  
 p3q25 = 8  
 p3q26 = 8  
 p3q27 = 8  
 p3q28 = 7  
 p3q29 = 7  
 p3q30 = 8  
 p3q31 = 8  
 p3q32 = 8  
 p3q33 = 7  
 p3q34 = 8  
 p4q35 = 1  
 p4q36 = 3  
 p4q37 = 3  
 p4q38 = 1  
 p4q39 = 2.7  
 p4q40 = 3  
 p4q41 = 2  
 p4q42 = 2  
 p4q43 = 1  
 p4q44 = 4  
 p4q45 = 1  
 pid\_1 = . @vt.edu  
 PDCPDProjectID = Academic Advising Inventory  
 PDCPDAppVer = 3.00.57  
 HTTP\_USER\_AGENT = Mozilla/4.0 (compatible; MSIE 5.0; Windows 95; DigExt)  
 REMOTE\_ADDR = 209.244.224.167  
 REMOTE\_HOST =  
 REMOTE\_USER =